

Implementation of E-learning With Sipadi Polmed-Based Flipped Classroom Model in Basic Japanese Language Courses

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ABSTRACT

This study titled Flipped Classroom Implementation in Japanese Language Teaching in Business Administration Study Program aims to help students in understanding Japanese language courses as additional foreign languages that must be studied for two semesters. Flipped Classroom is one of the teaching methods where students get learning materials along with exercises and assignments (individuals or groups) in the form of videos and access them online through Sipadi, to be done outside the classroom to then be discussed during the course hours. Therefore, in class the teacher is reviewing materials, discussing assignments or exercises, and answering questions of students who still do not understand about the materials provided. While students at the time of the learning is expected to have gained an understanding of the material delivered. This method is tried to overcome the time constraints given for this course, which is only once a week for three hours of lectures. In addition, the condition of learning during the pandemic requires kbm to be done online, so that with this method students are not saturated, can be more active and also independent in accessing materials, learning can be carried out not limited by space and time. It is expected that with the implementation of this method, students' involvement in teaching and learning activities in the classroom increases and can easily understand the materials delivered.

Keywords : *E-Learning, Flipped Classroom, Japanese Language Courses*

INTRODUCTION

Japanese is one of the courses in the Business Administration study program, Medan State Polytechnic. As a foreign language, Japanese language learning is almost the same as learning other foreign languages. Having proficiency in multiple languages can be a value in communicating and also when in the world of work. In the implementation of language learning, including Japanese, students should be able to be more active and be able to practice directly the materials that have been studied. Because Japanese language learning is only once a week, so to support and maximize quality learning, students are required to be able to find more additional materials that students can get outside the classroom such as from websites, blogs and youtube.

This is because the development of information technology is running so fast and penetrated into various aspects of life, including in the world of education. One of the positive effects of the pace of technology in the field of education is that lecturers are required to be more creative and innovative to utilize technology in the learning process (Yulietri, 2015). This development makes the world seem limitless, including in the world of education that can be accessed online or commonly called e-learning, provided through internet media. The use of smartphones is useful in finding information through the internet that can be accessed whenever and wherever they need, especially in finding information about learning.

In the world of education in the era of industrial revolution 4.0 today, both lecturers and students should be able to be more creative in utilizing technological sophistication to facilitate

the learning process. Lecturers must be able to innovate and adapt in the use of various digital-based learning methods. Similarly, students should be able to explore knowledge from anywhere and be more active. One of the newest learning models of the digital era is blended learning, which is the incorporation of learning methods by using technology media online, especially outside the classroom and face-to-face interactions, especially in the classroom (Zainuddin & Keumala, 2018). Adaptaun derivative of blended learning method is called flipped classroom method (Sergis, Sampson, & Pelliccione, 2018).

This method is relatively new (novelty) in the world of education but has been widely practiced in various educational institutions around the world and produces effective and interactive learning. This method is still rarely implemented before 2020. However, this has changed since the covid-19 pandemic (coronavirus disease-2019) which has spread to almost all countries, especially Indonesia since the beginning of 2020. This pandemic changed many things in the life order of citizens around the world, including Indonesians. Sembiring and Lim (2020) asserted that the government should design a policy to deal with the spread of the covid-19 virus (coronavirus disease-2019). Indonesian government policy was expressed by covid-19 management spokesman Ahmad Yurianto that Indonesians should get used to living clean and healthy and staying productive in the midst of the covid-19 pandemic with a new tananan called new normal (Putsanra, 2020). The term new normal that developed in the community felt inappropriate use so Ahmad Yurianto replaced the term new normal with the term "Adaptation of new habits" Term that was originally used in the field of economics then expanded in other fields.

Adaptation of this new habit requires all people to worship from home, work from home or work from home (WFH), study from home or study from home (SFH), seminars, meetings, online graduations and distance learning (Kustiningsih, 2020; Winanti & Mas'udi, 2020). Distance learning that can be applied in schools and on campus one of them is by elaborating learning models and learning media. In the current pandemic, Flipped classroom is one of the best methods suitable for implementation. Flipped classroom is a learning approach by turning the learning activities that are usually done in class into work that must be done at home or anywhere outside the classroom (Natalie, 2012). Flipped classroom is a reversal of traditional learning procedures, where what is usually done in the classroom in traditional learning becomes implemented at home in a flipped classroom, and which is usually carried out at home as homework in traditional learning becomes implemented in the classroom in a flipped classroom. It's called reverse- reverse classroom learning (Knewton, 2011).

Furthermore, Natalie (2012) identifies the advantages of flipped classroom learning model, among others: 1) students have time to study the lesson material at home before the lecturer delivers it in the classroom so that the student is more independent; 2) One of the strategies that can be used as a reference for lecturers in improving the interest in learning and the quality of learning itself. With flipped classroom strategy students get learning not only in the classroom but outside the classroom students can also access or view the materials provided by lecturers repeatedly with the help of the internet or learning videos provided by lecturers (Syam, 2014). According to Johnson (2013) Flipped classroom is a strategy that educators can provide by minimizing the number of direct instruction in their teaching practice while

maximizing interaction with each other. This strategy leverages technology that provides additional learning materials for students that can be easily accessed online.

One of the online application bases that can be used to support flipped classroom is Sipadi Polmed application. Digital Learning System Politeknik Negeri Medan or sipadi polmed is a web-based online learning application. This application is expected to be a solution so that students and lecturers can do teaching and learning activities without being limited in space and time. This application was officially launched by the Director of Medan State Polytechnic as an online learning solution for academic community in Medan State Polytechnic. Some of the advantages of Sipadi, among others: a). Sipadi provides more resources options such as those provided by Edmodo and Google Classroom. b). Sipadi can accommodate the type of question (question bank) that will be used during the quiz. c). Sipadi provides attendance facilities used to check student attendance. d) Sipadi also provides analytic facilities to see all student activities on each course, assignment, discussion and other activities prepared for students.

As a contributing factor to the application of this flipped classroom learning model is that; 1) there are 25 students claiming to have a computer or laptop at home, it is very important to support learning considering this learning model requirements with the use of technology; 2) all students have internet access to access Sipadi. Internet network is very important to support this learning because the basis of flipped classroom learning operation is students downloading materials and others at home. From this data is very possible and not difficult for them to access learning through Sipadi because internet access is very important for the application of flipped classroom.

METHODS

This research is qualitative research with a focus on the application of flipped classroom on Japanese online learning and student response to the implementation of learning. Sample from the research is a 5C class student of Business Administration Study Program of Medan State Polytechnic numbered 25 people and took Japanese lessons during the odd semester 2020/2021 or around August 2020 - January 2021. Data retrieval techniques through triangulation techniques. Sugiyono (2016: 241) explained that triangulation techniques mean researchers use different data collection techniques to obtain data from the same source.

This research uses participatory observation techniques, documentation and interviews. In connection with the pandemic, all data retrieval processes are conducted online, through Sipadi facilities, google jet and google form. Methods of data analysis in the field using the Miles and Huberman models. Miles and Huberman (in Sugiyono, 2016: 246-247) stated that activities on qualitative data analysis are conducted interactively and continuously. Miles and Huberman model data analysis activities consist of data collection, data reduction, data presentation and inference.

RESULT AND DISCUSSION

Implementation of sipadi-based flipped classroom learning model

The research was conducted during 14 meetings in 3 stages before learning, during learning and after learning. Here is an example of applying flipped classroom learning in Japanese learning every week.

Table 1. Flipped classroom learning activity resume

Phase	Lecturer's Activity	Student's Activity	
		During Lesson Hours	After Lesson Hours
Before Learning	<ol style="list-style-type: none"> 1. Preparation of the learning plan 2. Preparation of learning materials 3. Readiness sipadi account lecturers. Make a list of presents, upload materials, either in the form of PPT, additional learning links from youtube and websites about the materials taught 4. Provide Japanese vocabulary according to the material to be taught 5. Make exercises and tasks and questions for UTS and UAS 	-	<ol style="list-style-type: none"> 1. Students can access the materials that have been uploaded by lecturers before the learning begins. Students prepare by studying the material beforehand. 2. Understand and memorize Japanese vocabulary
During Learning	<ol style="list-style-type: none"> 1. Lecturer reminds students to fill out attendance list through Sipadi 2. Implement KBM via google meet or zoom. 3. Explaining materials through PPT 4. Q&A about the material taught both from the PPT presented, and from youtube / website that has been accessed before 5. Assign tasks (if any) 6. Provide test questions, UTS and UAS (at meetings required for exams) 	<ol style="list-style-type: none"> 1. Students fill out the attendance list according to the specified time 2. Access google meet or zoom links 3. Q&A 4. Practice on the spot 	<ol style="list-style-type: none"> 1. Do tasks (if any) 2. Working on the replay, UTS or UAS (at meetings required to ujian)
After Learning	<ol style="list-style-type: none"> 1. Checking and assessing student assignments (if any) 2. Assessing the replay, UTS and UAS students (at the meeting that is required for the exam) 3. Re-upload the next material for the upcoming meeting 	-	<ol style="list-style-type: none"> 1. View score results (if there is an assignment or exam) 2. Access the materials for the next meeting

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Pengumuman

DAFTAR HADIR MAHASISWA

ABSENSI SETIAP MINGGU

Selalu isi daftar hadir sebelum memulai perkuliahan

ZOOM MEETING

Konnichiwa minna..
Materi diberikan melalui SIPADI.
Kemudian penjelasan, tanya jawab, latihan dilaksanakan langsung secara daring.

Zoom Activity

Annalisa Sonaria Hasibuan is inviting you to a scheduled Zoom meeting.
Topic: Annalisa Sonaria Hasibuan's Personal Meeting Room
Join Zoom Meeting
<https://us04web.zoom.us/j/9436491572?pwd=d2ZBb3UrSWxXaC80UkRpUVpzWW1hdz09>
Meeting ID: 943 649 1572
Passcode: B.JpgPolmed

MATERI

- Materi Bab 9
- Materi Bab 10
- Materi Bab 11
- Materi Bab 12

LATIHAN / RENSHUU

- LATIHAN BAB 11
- TUGAS BAHASA JEPANG

Kerjakan tugas berikut ini.

TEST

- Test 1 RODOKU
- Ujian Tengah Semester
- Ujian Akhir Semester

Baca aturan dalam mengerjakan soal.

Contact

Jalan Alimater No. 1, Kampus USU Padang Bulan, Medan, Sumatera Utara, 20155
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The screenshot displays a Zoom meeting interface. The main window shows a presentation slide titled "Contoh :" (Example :). The slide content is as follows:

Disana ada taman	: あそこ に こうえん が あります。
Asoko ni kouden ga arimasu	
Di kelas ada guru	: きょうしつ に せんせい が います。
Kyoushitsu ni sensei ga imasu	
Disana ada apa?	: あそこ に なに が ありますか。
Asoko ni nani ga arimasuka?	
Di kelas ada siapa?	: きょうしつ に だれ が いますか。
Kyoushitsu ni dare ga imasuka?	
Ada taman disana	: こうえん は あそこ に あります。
kouden wa asoko ni arimasu.	
Ada guru di kelas	: せんせい は きょうしつ に います。
sensei wa kyoushitsu ni imasu	
Taman ada dimana?	: こうえん は どこ に ありますか。
kouden wa doko ni arimasuka?	
Guru ada dimana?	: せんせい は どこ に いますか。
sensei wa doko ni imasuka?	

Below the slide, the Zoom interface shows a grid of participants. On the right, a list of participants is visible:

- Annalisa Sonaria (Host, me)
- Dira Ivany
- Irma Hassanah
- Nova Elprida
- Yohana
- Febry Affiah
- Kartini Rambe
- Prilly Jessica Sinulingga
- Yarinus Wandikbo
- yunita sari
- Hernita Putri Togito
- Inez Hilery
- Monika sariyanti Sembiring
- Nabilla Rizka

Based on the table description above, in general, sipadi-based flipped classroom learning activities can be divided into 2 rooms, including student activities during the lecture meta hours and student learning activities outside the classroom (at home). This is similar to what Natalie (2012) said: "Flipped classroom has a basic concept that what is done in the classroom on conventional learning can be done at home, while homework on conventional learning is done in the classroom".

Before learning

At this stage lecturers prepare several things related to the implementation of flipped learning that will be implemented, among others: 1) RPP learning tools with flipped classroom techniques; 2) Learning materials uploaded on the lecturer's sipadi account; 3) as well as assignments. Especially in terms of completeness of material uploads, lecturers post materials on the course of each class. In each class, lecturers have uploaded materials that must be downloaded by students at home, the activities of downloading and studying the material are done outside of course hours (at home). Students can access additional materials that have been given by lecturers before the learning begins, thus students have preparations and when the learning begins the KBM process can be more effective even if implemented in a limited time.

During Learning

At the time of the kbm process, lecturers re-merivew materials that have been given before. Lecturers can also re-explain the material being studied. Students are expected to have questions about the material that is not understood before learning begins. At the time of learning through video conference either through google meet or zoom, the time required will not be too long because the material has been given before. The focus of this action research is lecturer activity, student activity, learning interest and japanese learning quality. Learning activities involve teaching and learning activities with indicators of learning activities, student involvement in learning (being on assignments, taking turns, and various tasks, encouraging participation, active listening, and asking), the use of learning resources, and learning interactions.

Learning outcomes related to cognitive aspects (understanding of subject matter), aspects of affection, (pleasure of learning, not depressed, enthusiastically following learning activities, discipline in assignments, student attendance), and psychomotor aspects (attitudes and behaviors). There is a very profitable thing with this sipadi application, where the discussion forum can not only be done during lesson hours. In the discussion room there is a discussion menu that can be accessed by students when students have questions or opinions to be submitted, and lecturers and other students can directly join the discussion room with notifications on their respective foreign accounts. This is in line with the results of research (Putra, 2010) that learning with flipped classroom model also helps students to be more active and emphasize the independence of individual students' learning.

After Learning

At this stage, lecturers and researchers conduct evaluation and reflection of learning. Lecturers conduct competency test assessments and analyze deficiencies and things that need

to be improved in flipped classroom learning. Based on the observations in the learning process, flipped classroom can be done well in accordance with the planning, although there are some notes during the implementation, including the lack of understanding of students about flipped classroom learning, the indiscipline of students in following the assignment directions and instructions.

These obstacles need to be found solutions so that future learning is carried out better and learning objectives can be achieved to the maximum. There are still some students who do not understand how the mechanism of flipped classroom learning, so there are 5 of the students who have not downloaded the material at the meeting before the learning begins, this is addressed by the lecturer by explaining in more detail, flipped classroom learning. There are also students who have not downloaded the material, because it is constrained by the internet network at home, considering the homes of some students the location of urban and sub urban areas. During the KBM process there are also students who are unable to attend learning due to internet access. It can also interfere with learning activities.

Student learning interests and the quality of Japanese language learning

As written in the previous section, that there are some obstacles that occur during the application of flipped classroom learning, such as the level of understanding of students about flipped classroom learning and there are some students who experience limitations of the internet network at home. But in general flipped classroom learning is able to increase students' learning interest to learn Japanese in the midst of this pandemic is one of the appropriate methods to be implemented so that the KBM process is not monotonous, can be more interesting and give freedom to students to explore themselves in finding additional materials, this is in line with the observation results at the time of learning and interview results in some students and observations in the discussion forum yes ng on sipadi account that has improved and also active during the process kbm darling through google meet or zoom.

First, based on the observations during the learning, students are enthusiastic to be involved and active in the discussion forum, this is because they have prepared discussion materials at home. This is in line with the results of the questionnaire given. In addition, with this flipped classroom-based weblog learning, students seem to be more serious in following Japanese language learning. It is evident from 89% of students actually carry out lecturer instruction and do the required things in this learning. It is very different when lecturers use conventional learning models before. Based on the search results of student visits to sipadi accounts, it can be known that 90% of students open and download materials and work on the assignments given on time.

In terms of the quality of Japanese language learning online, with sipadi-based flipped classroom learning can be produced more quality Japanese language learning, because with sipadi, the material is arranged clearly and in detail. The creativity of the material model varies more from the use of video-based, text-based, or image-based materials and can be presented and uploaded on this application. Research conducted by (Roehl, 2013) flipped classroom asks students to study tasks in the form of materials and practice questions through digital media in the form of video or e-book. This is in line with the opinions and views of the students when interviewed terait with the quality of learning using the flipped classroom method.

Based on the opinions of the students through questionnaires conducted by researchers, it can be concluded that the students are more enthusiastic, interested and better understand the framework of Japanese learning materials. They are also more disciplined in learning and follow all the rules of defense with this sipadi-based flipped classroom model. The most important thing and crucial ironfat resulting from this learning is that student learning outcomes have increased significantly whereas in the previous learning the average student KKM below 7.5 but through this learning the average student score rose quite significant.

CONCLUSION

The application of Sipadi-based flipped classroom learning model in Japanese language learning requires careful preparation at the pre-learning stage in the form of preparation of learning plans, readiness of uploaded materials and completeness of uploads. In addition, the readiness of learning facilities and infrastructure such as laptops, phone-cells, and internet networks must be completely ensured. At the learning stage, the role of lecturers in facilitating learning both in the classroom and at home must be absolutely maximal. Lecturers should monitor and respond immediately to online discussions either through Sipadi account or through google meet and zoom, so that students' learning problems are resolved immediately.

At the stage after learning lecturers should analyze the success and weaknesses of this learning by updating if there are weaknesses in this learning practice. In terms of learning interest and the quality of Japanese language learning, the flipped classroom learning model can increase students' learning interests, as well as be able to further improve the quality of Japanese language learning with a clear and accessible material framework for students. Flipped classroom learning model based sipadi elaborated by guided by Bergmann & Sams Theory. This form of elaboration establishes a learning syntax that can be used in online learning that is able to grow students' self-development while following learning. More research on learning constraints, students' response to this learning is embraced to further improve the implementation and practice of flipped classroom learning.

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