

Revitalizing Learning Loss Japanese Lessons at Moji-Goi

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Abstract. This research is about Learning Loss that occurs in Japanese language lessons. Many things happened during the Covid-19 Pandemic in approximately 2 years, much of the learning that was usually face-to-face ended up being online. Some learning stages in class cannot be applied during online learning, such as the stages of writing hiragana, katakana and kanji when face to face in class. The aim of this research is to overcome learning loss that occurs when online learning leads to face-to-face learning in class in Japanese language lessons. The method used is descriptive qualitative by presenting various ways of teaching Moji-Goi using learning media and YouTube. According to John Keller (2021), learning should use the ARCS method (Attention, Relevance, Confidence and Satisfaction) so that learning loss can be overcome with various treatments including the ARCS method and various uses of media such as cards, games, songs, roll-play and *YouTube*. This research also intends to introduce JF (Japan Foundation) Standard learning and share information about teaching Japanese, especially about Moji-Goi (letter-Vocabulary).

Keywords: *learning loss; japanese: moji-goi*

1 Introduction

Pandemi Covid-19, causing the implementation of various policies to break the chain of the spread of the Covid-19 virus in Indonesia. One of the efforts made by the government in Indonesia is to implement an appeal to the community to carry out physical distraction, which is an appeal to keep a distance between the community, stay away from activities in all forms of crowd, associations, and avoid meetings involving many people[1]. The effort is addressed to the community so that it can be done to break the chain of the spread of Pandemi Covid-19 that is happening at this time[2].

For some time, online learning is considered a solution that allows for learning to continue to be done. However, over time, Pandemi Covid-19 has not yet ended[3]. This learning system gradually shows some quite serious obstacles. Even though they are used to online learning, there are still things that cause home learning to be less effective[1]. One of the things that most worries if learning at home is done for a long time, is that it can cause learning loss or

reduced knowledge and skills academically, so that in this study, it will be studied further what are the direct or indirect impacts caused by Covid-19 on learning in tertiary institutions[4].

One of a teacher role is being a motivator for their students in order to encourage student to increase their enthusiasm and develop student 's learning activities. Teacher must knowing the motive that causes student's learning ability to decrease[5]. Teacher must stimulate and give encourage to revive student's enthusiasm and passion for learning. Learning process will be more successful if the student have motivation to learning, then teachers are required to be creative in increasing student learning motivation.

The lack of facilities and infrastructure also a supporting factor in the teaching and learning process at Many school with Japanese Class, so it can trigger a lack of student interest in learning. The educator has increasing religious learning so that there has been a basic alteration in student's achievement, both cognitive, affective, and psychomotorically. But in reality the student's learning achievement especially religious learning at school, still unsatisfy enough[6].

Keller has arrange a set of principles motivation that can be applied in the learning process, which are called ARCS model, namely Attention, Relevance, Confidence and Satisfaction. The teacher be expected to apply this set of principles motivation in the learning process, remembering that the key who conditioning the student in learning process is the teacher.

2 Arcs Model in Learning Process

Learning model are a important element in teaching and learning activities to achieve learning goals. Learning models used by teachers as a guide in planning classroom learning in class. conclude that learning model are a plan or pattern that can form a curriculum, designing learning materials, and conducting learning process in class or another.

Learning model as a conceptual frameworks that discribing procedures in organizing learning experience to achieve learning goals. The learning model functionate as a teacher 's guide on planning and implementing learning activities[7].

Learning model as a conceptual frameworks that describes systematic procedures for organizing learning experience to achieve specific learning goals. It functionate to guide teachers and instructional designer in planning and implementing teaching and learning activities.

In simple terms, learning model is a plan or pattern that used to organize and facilitate learning process in class. This model are common pattern of learning behaviour to achieve the expected learning goals. Learning model can also be called patterns of interaction between students and teachers in the classroom. These patterns involve approach, strategies, methods and learning techniques applied in the implementation of teaching and learning activities. In a learning model it is determined not only what the teacher has to do, but also the stage, principles of teacher and student interaction, and the required support system.

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It is very important to practice these four motivations in order to maintain students motivation throughout the learning process. To learn more about the ARCS model, the author describe it as follows :

1. Attention

Attention is a mental activity directed at an object, both inside and outside of itself. It can also be defined as a cognitive strategy that includes four skills : 1.) orienting to a problem. 2.) reviewing the problem. 3.) separating themselves from irrelevant aspects, and 4.) ignoring irrelevant stimulation. Attention are general reaction of a organism and their consciousness, which causes increased activity, concentration power and limitation awareness of an object.

Attention is a concentration or a foccusing mental. Foccurring attention to specific stimulation and ignore irrelevant stimulation (selective). Whereas when paying attention to a certain thing, attention can shift to other things. Students can shift their attention from the material or one thing to another at any time, of their own accord, without the need for external stimulation to divert their attention. A person's curiosity arises because it is stimulated by elements that are new, strange, different from the other, and contradictory or complex.

2. Relevance

Relevance is the existence of a relationship aimed at learning material, student's needs, and conditions. This relationship should relate to student's lives, whether in the form of current or past experience or those related to current or future career needs. These concept is according to Keller.

As students begin learning in class, they bring attitudes and needs. Both attitudes and needs influence motivation and participation in it. If students feel that the learning activities they participate in have value, are beneficial and useful for their lives, they will be encouraged to study them because they are relevant to their needs and have clear goals.

3. Confidence

Self-confidence is a comprehensive evaluative dimension of the self. Self-confidence is also called self-esteem or self-image. In terminology, self-confidence is the belief that a person has that he is able to handle all situations calmly.

Self-confidence is the ability to solve problems creatively, make other people feel relieved, eliminate fears and doubts that can corner them if they let them. People who believe in themselves will feel confident in their abilities so they can solve their problems because they know what is needed in their lives and have a positive attitude based on their beliefs and abilities. Feeling competent or capable is the potential to be able to interact with the environment. further developed this concept by proposing "self-efficacy". This concept is related to personal beliefs that they have the ability to carry out a task is a condition for success in any lesson.

4. Satisfaction

Satisfaction is a feeling of joy, this feeling can arise positively if people gain appreciation for themselves. This feeling will increase self-esteem in the future. Success in achieving a goal will produce satisfaction, and students will be motivated to continue trying to achieve similar goals. Satisfaction from achieving goals is influenced by the consequences received, both

from within and from outside the student. To increase and maintain student motivation, teachers can use reinforcement in the form of praise, providing opportunities, and so on.

3 Research Methodology

The writer in this research using qualitative research, qualitative research is a research that's conducted based paradigms, strategy, and qualitative implementation of the model. Bodgan and Taylor define qualitative methodology as a research procedure that produce descriptive data in form a written or spoken word from peoples and the observable behaviour. Kirk and Miller define qualitative research is a certain tradition in social science that fundamentally relies on observing people in their own region and relate to those people by their language and terminology.

4 Discussion

In learning Moji-Goi apart from using the ARCS method (Attention, Relevance, Confidence and Satisfaction) there are also various things as taught from the JF Standard, as below:

②文字の導入の方法

いつも何を使って導入していますか。
それぞれの「いいところ」、「大変なところ」を確認しましょう。



- ① 50音表
- ② 歌
- ③ 文字カード
- ④ 連想法
- ⑤ その他



Fig. 1. Moji-Goi

By introducing how to teach Moji/writing, namely:

1. There are 50 sounds in hiragana/katakana
2. Learning with songs
3. Use of letter cards
4. Association Method
5. Etc

But apart from introductions using the various methods above, there are good and bad things, what are they?

What kind of things are taught in 50 There are 50 sounds in hiragana/katakana namely,

導入方法① 五十音表



Fig. 2. Hiragana

From the table above you can clearly see the sound system in hiragana, then how many need to be remembered, but the bad thing is that if all the letters come out then the learner will become confused and surprised.

Another way to increase knowledge about letters is with songs like those from YouTube.

導入方法② あいうえおの歌

<https://www.youtube.com/watch?v=ADqLniFy6ww>

<https://www.youtube.com/watch?v=LrXHizFaol0>



Fig. 3. Showing Youtube

By showing youtube then If you remember it, the next one will come out easily, but the sequence turns out to be a little bit.



Fig. 4. Youtube the students and who learn about Japanese

From youtube the students and who learn about Japanese can easily to learn how write and keep on mind by hear song.

5 Conclusion

With the pandemic caused by the Covid-19 virus, almost 2 years of learning has only been online which has resulted in "Learning Loss" so that the ARCS method (Attention, Relevance, Confidence and Satisfaction) so that learning loss can be overcome with various treatments including the ARCS method and various uses of media such as cards, games, songs, roll-play and YouTube. This research also intends to introduce JF (Japan Foundation) Standard learning and share information about teaching Japanese, especially about Moji-Goi (letter-Vocabulary)

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