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Available at: ijcsrr.org Page No. 666-674 Project-Based Learning Method in Japanese Language Learning Kanah1*, Harisal2, Kasmawati3, I Ketut Suja4, I Gusti Bagus Rai Utama5 1,2,4 Politeknik Negeri Bali, Indonesia 3 Hasanuddin University, Indonesia 5 Universitas Dhyana Pura, Bali, Indonesia

ABSTRACT: Learning Japanese at State Polytechnics of Bali and Hasanuddin University has similarities to one of the subjects studied by students, called the Japanese Language for Tourism. It takes students' critical thinking and attracts students' interest in this learning. For this lesson, the use of Project-Based Learning is a suitable learning model for students to hone and develop their creativity in introducing Indonesian tourism using Japanese. The aim of this research was to increase the critical thinking and creativity of the students by using the Project-Based Learning method in Japanese for tourism lessons. The design of this research was an analysis study. In this research, the writer wanted to find the use of the Project Based Learning method in Japanese language classes. In this research, the writer used a qualitative method. The inductive process of data analysis started by gathering information through observations, interviews, documentation, and triangulations. The result showed that there are several projects like videos and brochures produced by students in Japanese language classes using the PBL Method as developed by The George Lucas Educational Foundation, such as: (1) Start with the Essential Question; (2) Design a Plan for the Project; (3) Create a Schedule; (4) Monitor the Students and the Progress of the Project; (5) Assess the Outcome; (6) Evaluate the Experience. KEYWORDS:

Japanese, Tourism, Learning Method, Language Learning, Project-Based

Learning. INTRODUCTION Education is a determining element in the development of human resources. Human resources are more valuable if they have attitudes, behaviors, insights, abilities, expertise, and skills that are following the needs of various fields and

sectors. Through human education, we will be able to know everything that is not or has not been known before. Education is the right of all human beings. The right to education must be followed by the opportunity and ability and will of each individual. Thus, it can be seen clearly how important education is in improving the quality of human resources so that they are equal to other human beings, both regionally, nationally, and internationally (Lengnick-Hall et al., 2011). The role of education is significant, especially in improving the quality of human resources. Education **33 must be able to** produce individuals who have high knowledge, competitiveness, creativity, and ethical attitudes so that the quality of human resources increases. This is in accordance with the educational objectives stated in law no. **35 20 of 2003 concerning the National** Education System states that: "National Education seeks to develop capabilities and shape dignified character and national civilization in order to educate the nation's life, aims to develop potential to become **21 human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and** become a democratic and responsible citizen" so that if the quality of education is low, the educational goals will not be achieved and result in a low supply of quality human resources. Judging from the development of technology and information, we are increasingly aware that the rapid development of information does not necessarily make the boundaries we have disappear. This makes **4 the role of education** as a learning tool to shape character and thinking to be more critical and teach more skills to filter information (Gani et al., 2022). Lecturers have **an important role in** education, namely the demands of their professionalism and good teaching and educational abilities. But in reality, in the field, a lecturer often has several obstacles in the teaching and learning process carried out by the lecturer. Moreover, a lecturer in several courses only uses one-way learning techniques with the lecturer as the information center so students feel bored with the learning which has an impact on a decrease in student interest in learning (Baety, 2021). In carrying out learning, a lecturer **33 must be able to** compile and choose a learning model so that learning is carried out not only in one direction. This has a goal so students can be involved and feel the situation directly in the

learning process. Of course, the thinking skills possessed by students can be honed so that students become critical thinking skills because they feel this directly in learning. The learning model is also considered very effective in conducting learning. Various kinds of learning methods begin

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Available at: ijcsrr.org Page No. 666-674 to meet the desires of students. of these various learning models, there is a Project Based Learning (PBL) learning model that can be used as a history learning model. In this article, the author will discuss ²⁸ the PBL learning model and its application in Japanese language lectures (Sumarni et al., 2016). Duffy and Cunningham (Tamim & Grant, 2013) defined PBL as ¹³ an instructional model that is based on the constructivist approach to learning, which entails the construction of knowledge with multiple perspectives, within a social activity and allows for self-awareness of learning and knowledge while being context-dependent. As an instructional model, PBL has several benefits to the learning process. (Slater et al., 2006) said that Project Based Learning (PBL) is a social practice in which students are socialized through ²⁷ a series of group activities involving the simultaneous learning of language, content, and skills. PBL is also “an approach to instruction that teaches curriculum concepts through a project” (Bell, 2010). PBL as an “outlet for every student to experience success” as a result of its potential to foster intrinsic motivation, and develop a range of abilities and skills. A number of studies examined the effect of PBL on learning outcomes (Wolk, 1994). For example, students’ interest, critical thinking abilities, presentation skills, and communication skills, and their ability to work effectively on a team were enhanced when they worked on a PBL activity (Neo & Neo, 2009). In PBL, students are given a real problem or actual situation in which they are asked to find the solutions by gathering various inputs from books, the

Internet, and so on and this self-directed study will indirectly polish their creative side as well as develop their critical thinking skills. There are common features in the PBL implementation practices. George Lucas Educational Foundation (2005) proposed several steps of PBL teaching methods such as: 1. start with the essential questions; 2. design a plan for the project; 3. create a schedule; 4. monitor the students and project progress; 5. assess the outcome and; 6. evaluate the experience (Lucas, 2005). A set of concerns and strategies that reflect the context-setting to sustain student-directed PBL shown in Table 1. The themes include: time management, getting started, establishing a culture, managing student groups, working with others, using technology, and assessing students (Thomas et al., 2006). Therefore, a conceptual framework has been constructed to figure out the interrelationship of PBL implementation **4** and the development of critical thinking skills among students in Design and Technology classroom as follow as seen as Table 1, in time management, the project is scheduled so that it won't be a bottleneck in the process of implementation. Thus, in getting started on a project, students are taught to think about the project and to provide them with a responsibility rubric. In terms of managing student groups, (Thomas et al., 2006) suggests a strategy known as the "jigsaw" technique where group dynamic is implemented to ensure full participation. Furthermore, in a project, the students should communicate and coordinate with their partners and parents. Technology is also critical in completing a project. Thus, students should take advantage of the internet and other technological resources. **6** Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or

challenge. (Baines et al., 2015) explained that PBLs consist of essential project design elements such as: 1. **1** Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standardsbased content and skills such as critical thinking/problem solving, collaboration, and self-management. 2. Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. 3. Sustained Inquiry - Students

engage in a rigorous, extended process of asking questions, finding resources, and applying information. 4. Authenticity - The project features real-world context, tasks, tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives. 5. Student Voice & Choice - Students make some decisions about the project, including how they work and what they create. 6. Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles, and how to overcome them. 7. Critique & Revision - Students give, receive, and use feedback to improve their processes and products. 8. Public Product - Students make their project work public by explaining, displaying, and/or presenting it to people beyond the classroom.

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Available at: ijcsrr.org Page No. 666-674 Learning Japanese at State Polytechnics of Bali

and Hasanuddin University has similarities to one of the subjects studied by students,

called Japanese Language for Tourism. it takes students' critical thinking and attracts

students' interest in this learning. For this lesson, the use of 9 Project-Based Learning is

a suitable learning model for students to hone and develop their creativity in introducing

Indonesian tourism using Japanese. In addition, this Project-Based Learning makes

students hone their critical thinking skills so that they can be directed to make a project

based on the tourist destinations around them. The constructions applied in learning are

related to the lives of students in the surrounding environment so that lecturers can instill

tourism values in students, besides that students also have their respective roles at their

level of thinking so that learning will be more interesting. For this reason, in learning it is

necessary to implement a project that will be made by students, such as making an

introductory video and making tourist destination brochures. This project is a study that is

carried out with individual assignments that are useful for describing a project that has been made by each individual. In the assessment carried out for this project, apart from considering material assessments, lecturers can also include elements of the character of responsibility, skill, cohesiveness, honesty, communicativeness, and passion. Furthermore, the results of these assessments are calculated to be included in student assessments. The success of learning with Project-Based Learning can develop student character and student skills in learning. This is useful for students in compiling a project based on an event so that students can participate directly in the learning process. The existence ³ of project-based learning in learning gives students a fun learning atmosphere. This learning can instill character in students, but it can also improve student learning abilities. There are several studies on PBL, including (Bell, 2010), which examines "Project-based Learning for the 21st Century: Skills for the future". In his research, Bell concluded that ¹⁹ Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. ²⁰ From gaining new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction. Furthermore, (THU & MOT, 2018) researched ³ "Project-based Learning in the 21st Century: A Review of Dimensions for Implementation in University-level Teaching and Learning". In his research, Thu concluded that the introduction and application of PBL bring out a lot of unquestionable benefits for not only learners and teachers. In the future, students must enter a workforce where they will be assessed on their performance. They will be evaluated not only on their outcomes but also their collaborative, negotiating, planning, organizing, ¹⁵ critical thinking skills, and others. By implementing PBL in education, especially in language teaching and learning, teachers and schools are preparing our students to meet the twenty-first century with adequate subject matter, content knowledge, preparedness, and a repertoire of skills they can utilize successfully. Teachers also benefit from PBL in their professional development

and the chance to have a deeper understanding of their own expertise and specialized knowledge. The implantation of PBL is challenging; however, if both teachers and students determine clearly their own roles and responsibilities, PBL is absolutely the best method in education. This research is more focused on explaining the use of PBL in Japanese language courses on campus and how it impacts the development of student interest in learning.

RESEARCH METHOD The design ¹⁵ of this research was an analysis study. In this research, the writer wanted to find the use of ³⁶ the Project Based Learning method in Japanese language classes. In this research, the writer used the qualitative method. ² Sometimes people think these are quantitative because they involve counting things, but they often involve judgment versus measurement. This includes determining if an error occurred, whether something met a criterion or not, or whether something happened or didn't happen. It also can include ranking data, like when we ask a patient to rank on a scale of 1 to 5 their level of agreement with their satisfaction. These data may be tracked over time and may be displayed in a run or Shewhart SPC charts like a P-chart or I-chart.

Fraenkel and Wallen define qualitative research as “research ²⁹ studies that investigate the quality of relationships, activities, situations or materials”. Here, it was used to investigate the relationships between PBL implementation and critical thinking skills development among students in Japanese for Tourism class. The qualitative methodology was used to urge a complete picture of PBL implementation in Japanese for Tourism class that lead ⁴ to the development of critical thinking skills among students (Celik et al., 2013). Furthermore, (Creswell & Garrett, 2008) said ¹⁶ that Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and

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10 procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

7 The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. Qualitative approaches to

25 data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches.

Purposeful 12 sampling, collection of open-ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings all inform qualitative procedures. This chapter advances the

17 steps in designing qualitative procedures into a research proposal, and it also includes a checklist for making sure that you cover all important procedures. Ample illustrations provide examples from phenomenology, grounded theory, ethnography, case studies, and narrative research. The location

15 of this research was the Tourism Department at the State Polytechnic of Bali and Japanese Literature at Hasanuddin University. The subjects were students of the Tourism Department and Japanese Literature department in the second semester of the academic year 2021/2022 who used the Project-Based learning method in Japanese Class. The writers did not use the project-based learning method in the first semester because the writers wanted to compare before using the project-based learning method and after using the project-based learning method. The research sample of 20 students from each campus, with an experimental class without a control class. The sampling is performed using a purposive sampling technique. Purposive sampling is a sampling technique that is done intentionally. This means that the sample was chosen on purpose, so the criteria for the sample obtained were truly following the research conducted. According to (Utama, 2016), purposive sampling is used when a researcher wants to target an individual with characteristics of interest in a study. In this study, students were taken as samples that met the standard requirements by the thing to be studied, namely Japanese for tourism. Analysis of the data followed a constant

comparative method. The constant comparative method is designed to aid the analyst who possesses the ability in generating a theory that is integrated, consistent, plausible, close to the data, and at the same time is in form clear enough to be readily operationalized for testing in quantitative research (Green et al., 2007) The inductive process of data analysis started by gathering information through observations, interviews, documentation, and triangulations. The observations used in this study use a complete participation observation technique, namely in data collection; the author is fully involved with the data source, in this case, the writers are lecturers of the Japanese for Tourism course, and the data sources are students of Tourism Department in State Polytechnic of Bali and Japanese Literature in Hasanuddin University. Furthermore, the documentation technique is a data collection technique using data in the form of notes, transcripts, books, newspapers, magazines, and so on related to research problems. In this study, the document in question is the result **3 of project-based learning in** their classes. The results of these projects were collected and stored on a laptop to be retrieved later to upload to social media. And the interview is an interaction utilizing a question and answer with or without using a guide, between the interviewer and the informant while face to face to obtain data under the research objectives. In this study, structured interviews were used such as: 1) What do you think about PBL in class? 2) How is PBL in the Japanese for Tourism? 3) Whether there is a change in interest in learning by using the PBL method? 4) What impression do you get when using PBL in learning Japanese for Tourism? 5) What do you think before and after learning by using the PBL method? Triangulation is a data collection technique that combines various data collection techniques and existing data sources. In this study, the writers used **22 different data collection techniques to obtain data from the same source.** The writers use complete participatory observation, **documentation for the same data source,** and structured interviews simultaneously. The triangulations can be described in Figures 1 and 2.

Available at: ijcsrr.org Page No. 666-674 Figure 1. Triangulation of Data Sources Figure 2. Triangulation of techniques or data collection methods RESULT AND DISCUSSION 1.

Japanese for Tourism course with PBL Method The Japanese for Tourism course ⁴ is one of the courses that require high skills and creativity for students to understand and use Japanese in the world of tourism. Therefore, the PBL method is very helpful for teachers in Japanese for tourism teaching and learning activities in the classroom. Because by using the PBL Method, teachers can provide opportunities for students to be able to develop critical thinking in communicating which incidentally is much needed ⁴ in the world of the tourism industry. Apart from that, creativity and presentation skills are also important and useful for students when they enter the world of tourism later. The PBL Method contains complex assignments based on real-world questions and problems and requires students to design, solve problems, make decisions, carry out investigative activities, and provide ¹ opportunities for students to work independently. The goal is for students to have independence in completing the tasks they face. The PBL Method is a way of learning Japanese for Tourism by using problems as a step in integrating new knowledge based on experience in real activities. The PBL Method in the Japanese for Tourism class is designed to facilitate students conducting investigations using complex problems. The characteristics of the PBL Method Japanese for Tourism include, (1) making decisions about the problems given, (2) designing solutions to the problems raised, (3) being responsible for managing information to solve problems, (4) periodically reflecting on activities that have been implemented, (5) ¹ the final product of learning activities is evaluated qualitatively, (6) the learning situation is very tolerant of errors and changes. 2. Japanese for Tourism Learning Activities in class In the teaching-learning process the teacher acts as a facilitator for students to obtain answers to guiding questions. Whereas in the "conventional" class the teacher is considered as someone who has the most

knowledge of the material and therefore all information is given directly to students. In the Japanese for Tourism class **28 using the PBL Method, students are** accustomed to working individually and collaboratively, assessments are carried out authentically, and learning resources can be greatly developed. This is different from "conventional" classes which are accustomed to only individual class situations, assessment is more dominant on the aspect of results rather than processes, and learning resources tend to be stagnant. Japanese for Tourism learning steps using the PBL Method as developed by (Lucas, 2005), consist of: a. Start with the Essential Question

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Available at: ijcsrr.org Page No. 666-674 Learning begins with essential questions, namely questions that can give students assignments in carrying out an activity. Taking topics that are in accordance with real-world realities and starting with an in-depth investigation. The teacher tries to make the topics raised relevant to learning so that it makes it easier for students to implement them. b. **9 Design a Plan for the Project** Planning is carried out collaboratively between teachers and students. Thus students are expected to feel "owned" of the project. Planning contains the rules of the game, the selection of activities that can support in answering essential questions, by integrating various possible subjects and knowing the tools and materials that can be accessed to help complete the project. c. Create a Schedule Teachers and students collaboratively arrange activity schedules in completing projects. Activities at this stage include: 1) Creating a timeline for completing the project, 2) Making project completion deadlines, 3) Bringing students to plan new ways, 4) Guiding students when they make ways that are not related to the project, and 5) Asking students to make explanations (reasons) d. **9 Monitor the Students and the Progress of the Project** The teacher is responsible for monitoring student activities while completing the

project. Monitoring is carried out by facilitating students in each process. In other words, the teacher acts as a mentor for student activities. In order to simplify the monitoring process, a rubric is created that can record all important activities.

e. Assess the Outcome Assessment is carried out to assist teachers in measuring standard achievement, play a role in evaluating the progress of each student, provide feedback about the level of understanding that students have achieved, and assist teachers in developing subsequent learning strategies.

f. Evaluate the Experience At the end of the learning process, teachers and students reflect on the activities and results of projects that have been carried out. The reflection process is carried out both individually and in groups. At this stage, students are asked to express their feelings and experiences while completing the project. Teachers and students develop discussions in order to improve performance during the learning process so that in the end a new finding (new inquiry) is found to answer the problems raised in the first stage of learning.

3. Japanese for Tourism learning outcomes Project form using the PBL Method

The several projects produced by students in Japanese for Tourism lectures are:

a. Introduction Video of Tourist Destinations Making a video introduction to tourist destinations is done individually. In making this project, each student must think about the location of a tourist destination that will be introduced in Japanese. By using the steps described by The George Lucas Educational Foundation, namely:

- 1) The problem is determined by the Lecturer, namely giving students a view of several tourist destinations that are still unknown to tourists, both domestic and foreign. With the task of introducing tourist destinations, students can help the government to promote tourist destinations that are still not well known to tourists, especially Japanese tourists so that they can inadvertently help socialize tourist destinations overseas. Students are then given the freedom to determine their own location of tourist destinations that they will introduce.
- 2) After determining the location, students then make a plan for making a video. In making this plan, the Lecturer **4 plays a role in** the preparation of this plan. The Lecturer gives instructions to students to use any sentence patterns that can be used in conveying the introduction of these tourist destinations. Furthermore, students will develop their individual

project scripts, then discuss them with the Lecturer so that the sentence patterns used are appropriate, the vocabulary to be spoken is in accordance with its use, and the story can fit the plot. 3) After preparing the script, the next step is to make a schedule. Students then make a timeline for making videos and discuss with the Lecturer so that the project work can be completed according to the allotted time. With this timeline, students learn to be able to respect the time and start to get to know time management so that in the future students

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Available at: ijcsrr.org Page No. 666-674 will become people who are always on time and use time efficiently and learn from like Japanese people who always value time and use their time well so that every job can be completed on time. 4) In the process of shooting the video, students continue to discuss with the Lecturer so that the making of the video can really go well and students can convey tourism promotion using good and correct Japanese. In this case, students reconfirm the script they have made if there is a change in the preparation of the script to the Lecturer. 5) After the video creation and editing process is complete, each student will collect the video results into a Google Drive that was previously provided by the Lecturer. Next, students then present the results of the video **in front of the class** so that the Lecturer can provide an assessment and feedback. 6) At the end of the lesson, the Lecturer then provides an evaluation of the results of the student project. Furthermore, the Lecturer will give an interview regarding the use of the PBL Method in learning Japanese for Tourism to get input so that the Lecturer can improve learning Japanese for Tourism to be even better and more organized. Figure 4. Project Video by Student Source: <https://www.youtube.com/watch?v=MooHsrqozUU> Figure 5. Tourism Destination Introduction by Student Source:

<https://www.youtube.com/watch?v=8W4bxR6TJO8> b. Tourist Brochures Making a tourist brochure is done in groups. In making this project, each group will think about the location of a tourist destination that will be introduced in Japanese. By using the steps described by The George Lucas Educational Foundation, namely: 1) The problem is determined by the Lecturer, namely giving students a view of several tourist destinations that are still unknown to tourists, both domestic and foreign. With the task of introducing tourist destinations, students can help the government to promote tourist destinations that are still not well known to tourists, especially Japanese tourists so that they can inadvertently help socialize tourist destinations overseas. Students are then given the freedom to determine their own location of tourist destinations.

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Available at: ijcsrr.org Page No. 666-674 2) After determining the location, students will make a plan for making a brochure. In making this plan, the lecturer plays a role in the preparation of this plan. The teacher gives instructions to students to use Japanese sentence patterns that can be used in conveying the explanation of these tourist destinations. Furthermore, students will develop their group project scripts, then discuss them with the Lecturer so that the sentence patterns used are appropriate, the vocabulary to be written is according to its use, and the story can fit the plot. 3) After preparing the script, the next step is to make a schedule. Students then make a timeline for making brochures and discuss it with the Lecturer so that the project work can be completed according to the allotted time. With this timeline, students learn to be able to respect the time and start to get to know time management so that in the future students will become people who are always on time and use time efficiently and learn from like Japanese people who always value time and use their time well so that every job can be completed

on time. 4) In the process of writing the brochure, students continue to discuss with the Lecturer so that the making of the video can really go well and students can convey tourism promotion using good and correct Japanese. In this case, students reconfirm the script they have made if there is a change in the preparation of the script to the Lecturer. 5) After finishing compiling brochures, students then submit project assignments to the lecturer and then make a presentation **24 in front of the class** so that the Lecturer can provide an assessment and feedback. 6) At the end of the lesson, the Lecturer then provides an evaluation of the results of the student project. Furthermore, the Lecturer will give an interview regarding the use of the PBL Method in learning Japanese for Tourism to get input so that the Lecturer can improve learning Japanese for Tourism to be even better and more organized.

CONCLUSION Using the PBL method in learning Japanese for Tourism is very helpful for lecturers in providing explanations to students regarding a topic problem, and students become very active and creative in carrying out the project assignments given. The use of the PBL Method in Japanese for Tourism classes is in the form of video projects and making brochures. The results of the project they are working on are then presented **24 in front of the class** and then assessed directly by the lecturer. The process of making student projects is based on the steps developed by The George Lucas Educational Foundation, such as: (1) **9 Start with the Essential Question;** (2) **Design a Plan for the Project;** (3) Create a Schedule; (4) Monitor the Students **5 and the Progress of the Project;** (5) **Assess the Outcome;** (6) **Evaluate the Experience.**

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