THE INTEGRATION OF LEARNING JAPANESE WRITING AND CHARACTER EDUCATION OF STUDENTS AT JAPAN LANGUAGE DEPARTMENT OF LANGUAGE AND ART FACULTY OF MANADO STATE UNIVERSITY

by Jourike Runtuwarouw

THE INTEGRATION OF LEARNING JAPANESE WRITING AND CHARACTER EDUCATION OF STUDENTS AT JAPAN LANGUAGE DEPARTMENT OF LANGUAGE AND ART FACULTY OF MANADO STATE UNIVERSITY

Jourike Jeane Runtuwarouw[1*], Ruty Jacoba Kapoh[2]
[1]Japanese Language Education Study Program, [2]Manado State University
*jourikeruntuwarow@unima.ac.id

Abstract

This research describes Japanese writing learning that can improve the ability to write at once to develop students' character. Character formation and academic knowledge in a learning process are done simultaneously. Research data were taken from various sources through several data collection techniques: observation, interview, and test. Data is processed manually with the guiding principle of qualitative and quantitative methodology. The research finds some of the following through quality assurance of data quality (triangulation) and its strict interpretation process. Through learning to write, students gain knowledge, direct experience in writing and show the learning process characterized by character change, including cooperation, responsibility, independence, confidence, and creativity. Learning writing is used as a vehicle for implementing character education to achieve good achievement and character.
Keyword: Learning Japanese Writing, Character Education

A. INTRODUCTION

Learning is a set of actions designed to support students' learning process by taking into account external events that play a role in a series of internal ones that take place within students. The arrangement of learning events is carried out carefully to make learning occurred and successfully be achieved. Therefore, education needs to be designed, set goals before implementation, and controlled its performance (Depdiknas, 2008). Lecturers/teachers are managers in the classroom organization. As a manager, activities include planning, organizing, leading, and assessing the learning outcomes that they manage.

Meanwhile, writing is one of the four aspects of language skills. According to Rusyana (1988:191), the script can use written language patterns to express an idea or message. Writing or composting is the process of describing a language so that the message conveyed by the author can be understood by the reader (Tarigan, 1984: 21). Can conclude both options: writing is one of the language skills, which is applying mastery of vocabulary, grammar, and letters when expressing ideas in writing.

As part of language activities, writing is closely related to thinking activities. The two of them complement each other.

Costa (1985: 103) suggests that writing and thinking are two activities that are carried out together and repeatedly. Writing is a container that is also a result of thoughts.

Through writing activities, the writer can communicate his thoughts. Through thinking activities, writers can improve their ability to write.

Abidin (2008:76) states that language can show a person's personality, character, disposition, and traits. Therefore, there is a term to know someone's surface which can be observed in: (a) the manner and content of speech, (b) the way of writing and the content, (c) behaviour, how to get along with other people; (d) thoughts, and (e) reflection of hearts and feelings.

Through the way a person writes, the character they have will be known. Characters who are polite, communicative, creative, honest, independent, work hard, and so on will be reflected in how they write. Besides, learning to register can be used as a medium for character planting. Writing is a creative, productive process that makes students act honestly, wisely, and responsibly for what is written. By learning to write, in addition to learning to express their thoughts through writing, students also learn to objectively look at a problem, be honest in responding to that problem, and be responsible for the consequences caused by the results of their creativity. Therefore, the aspect of writing skills needs attention in efforts to build the character of students. One of the writing skills that are very relevant to the cultivation of character education is writing.

In the study of writers, in particular, writing character education is vital. According to Vivian (in Achmadi, 1998: 44), considering the purpose of writing itself is to persuade the audience to take a particular doctrine or attitude towards a specific action.

Can see the relationship between character education and learning to write from the depth of students' critical thinking processes. This means that writing will show students' knowledge in the field of language and the ability to think logically, which is reflected in the flow of writing or writing systematics and the sharpness of thinking reflected in the content of the paragraph. Besides, at each stage of writing learning activities, several activities must be carried out by students. Through these activities, students will unconsciously show their character. Students can carry out a series of activities at the prewriting stage, such as exploring phenomena to get ideas. This activity will require students to utilize their five senses and feelings in capturing the basic concepts for their writing material. When carrying out exploration activities, the student is getting used to being thorough, careful, sensitive, enthusiastic, responsible, critical, initiative, and disciplined. When writing a script cooperatively, students will be accustomed to respect each other, cooperation, responsibility, creativity, critical, initiative, problem-solving, productivity, tenacity, dexterity, risk-taking, and commitment, as well as several different character values (Abidin, 2012:197).

There are three kinds of writing skills in Japanese language education: writing letters (Kana and Kanji letters), writing sentences and writing a story or essay. These three things are called *Moji*, *Bunsaku*, and *Sakubun*, respectively.

In general, learning to write Japanese *Sakubun* is supported by necessary abilities, namely linguistic skills, namely the ability to master Japanese, starting from letters (*Kana* and *Kanji*), vocabulary, sentence patterns, expressions, and grammar rules Japanese. What is meant by composition ability is the ability to present a story or essay content based on a particular plot under Japanese speakers' culture and habits, the relevance of the theme, and the content of the essay.

Learning to write the Japanese language must lead students to learn to write *Sakubun* through the writing process. Another important thing is how to make *Sakubun* writing learning truly become a writing laboratory for students.

According to Langer and Applebee (1981: 21), the process approach in learning to write is considered a cutting-edge procedure that is highly relevant to writing in an academic context. Lyons and Heasley (1087: 320) states that activities of the writing learning process, namely: 1) mini-lesson (lecturers provide instructions on writing to students) 2) writing time and conference (lecturers direct students to start drafting rough drafts, revising and editing) 3) Sharing time (discussing with friends or small groups; reading each other's writings).

Learning to write Japanese through integrated learning emphasizes practising and working together in small groups collaboratively, and can also from responsibilities for each student formed in collaboration.

Integrating writing learning and character education through blended learning in the classroom can allow students to practice writing, discuss, collaborate, or do other activities to help wiring *Sakubun*.

This helps students who experience obstacles in finding and developing ideas/ ideas in writing *Sakubun*.

The procedure for learning to write Japanese is an implementation of character education. At each stage of learning to write Japanese, there are several activities that students must do.

Through activities in the learning process of writing, students gain knowledge, direct experience in writing and show a learning process characterized by character changes, including cooperation, responsibility, independence, confidence, and creativity. The integration of learning to write Japanese and character education will shape student behaviour in the learning process.

In this regard and problem identification, this study's primary focus is to determine the integration of Japanese writing learning and character education. Furthermore, the problem's priority is described in the sub-focus of research, integrating Japanese writing learning and character education as integrated learning.

Based on the above focus and sub-focus, the research problems can be formulated as follows: (1) How is the integration of learning to write Japanese and character education? (2) How is the process of integrating Japanese writing learning and character education?

B. RESEARCH METHOD

This study used a qualitative descriptive research design. The subjects in this study were the fifth-semester students of the Japanese language education study program, Unima. This is under the view that the research subject is an object, thing, or person where they are attached and what is at issue in the research (Suandi, 2008: 31). The item of this research is the integration of Japanese writing learning and character education. Data collection techniques using are the method of observation, interviews, and documentation. In this study, the instruments were observation sheets, interview guidelines documents, student writing corrected by the lecturer, and photo documentation.

The observation method in this study was carried out with an observation sheet instrument to obtain data regarding the integration of Japanese writing learning and character education. Researchers interact with research subjects naturally, in the sense that researchers run according to the teaching and learning process, by making observations, conducting research systematically, and drawing conclusions as appropriate by qualitative researchers. As a researcher, the teacher is full during the ongoing research process while observing firsthand, responds to research subjects' responses and input from research collaborators seeking to improve or revise further action plans. Researchers in this study act as executors as well as research observers or active participant-observers. In this case, the researcher acts as the executor of the action and observes the movement and the executor of the story. This is done to create a natural and more objective situation in the research being carried out. By being open to criticism and input from collaborators, researchers know what needs to be changed and improved.

The method of collecting data by interview was conducted by asking questions to respondents. An interview is a form of verbal communication or a kind of conversation aiming to obtain information (Suandi, 2008: 44). In this study, the interviews conducted were unstructured so that respondents could answer freely. Respondents can spontaneously and straightforwardly say everything they want to say. The interview method in this study aims to clarify and complement the data that has been obtained in the observation. Thus, researchers can get a broad picture of the integration of Japanese writing learning and character education.

In this study, the researcher used the documentation method to obtain data that was genuinely valid and needed.

The documentation in this study was written by students, corrected by the lecturer, and photographs. Based on this method, researchers can use relevant theories described on a theoretical basis as a reference for researchers to explore the object of research. According to Miles and Huberman (2007: 337), qualitative data analysis activities are carried out interactively and take place continuously to completion.

Qualitative descriptive analysis is directed at identification and classification to obtain a clear, detailed, and adequate description concerning the integration of writing learning and character education.

Qualitative descriptive data analysis techniques can be divided into three steps: data reduction, data presentation, and concluding/verification.

Data reduction is selecting the data that is needed and eliminating the information that is not required. Data reduction activities are carried out by choosing the main things that are under the research focus. Reduced data will be presented in the form of a collection of information described in a detailed, clear, and systematic manner. At this stage, the data regarding the integration of writing learning and character education will be presented in a descriptive qualitative way under this study's design. The final step is concluding. Taking conclusions, namely, the researcher formulates findings based on the data obtained and presents descriptively qualitatively (delivering results in the field in words). This conclusion is drawn according to the findings in the area shown in the presentation of data relating to the

527

problem's formulation.

C. RESULT AND DISCUSSION

The research findings are based on qualitative data sources from integrating Japanese writing learning and character education.

The following is the response of researchers and collaborators to student observations in the learning process: 1) The teamwork component observed during the learning process shows that students have been able to write *sakubun* well and prioritize teamwork, which is very good working on group assignments. This is evidenced by the mean score, which generally shows very high cooperation.

In other words, while integrating Japanese writing learning and character education, student cooperation shows high criteria. The process of working together in groups is more lively because each component has understood its roles and responsibilities. 2) In the independence component, students' independence in the group is getting more stable because the lecturer provides guidance proportionally. 3) Students' motivation to achieve increases because there is a nuance of competition between groups and a learning atmosphere conducive to motivating students to improve their ability to write *sakubun*. In this component, motivation has also increased. Although several scores have fluctuated at several meetings, the results are still at high criteria. 4) The activity of each group member increases and is more evenly distributed. 5) Even so, on the responsibility component.

Through integrating Japanese writing learning and character education, students gain knowledge and direct experience in writing. They show a learning process marked by character changes, including cooperation, responsibility, independence, confidence, and creativity.

Integrating Japanese writing learning and character education is carried out by selecting character values under the necessary competencies' characteristics. According to Sulistyowati (2012: 101), this is under the theoretical study obtained, the process of integrating character values is carried out by selecting character values under the characteristics of the subject to be achieved.

In planning, lecturers often have difficulty linking character education to writing because they have to choose characters that match students' characteristics, teaching media, learning methods, and indicators to be achieved in learning. This is in line with the opinion of Wahyuni et al. (2012: 14). In planning character education learning, educators are asked to analyze learning conditions, learning constraints, learning material sources, student characteristics, and competencies to be achieved.

The implementation of integrating learning to write Japanese and character education based on the observation of the integration of character education values is carried out through learning activities consisting of and taken with the following steps:

a. First stage,

Mini-lesson:

Students are introduced to learning to write Japanese *sakubun,* which they have to do while learning to write *sakubun.*

b. The second stage, group activities:

Collaboration phase I: small groups

Before writing (prewriting), the group selects and determines the theme to be written concerning the student worksheet (LKM). Student worksheets (LKM) consist of three articles that must be chosen as one of the items that are of interest to the group and worked on collaboratively through activities:

Writing time and conference:

At this stage, the groups collaborate to build a foundation for the chosen theme based on developing ideas/ideas and composition, namely: the content of the essay, the organization of the paper, the use of language, vocabulary, and mechanics even though it is still in the form of a rough draft (drafting), After collaborating with the group to write writing in rough draft form, together with the group collaborate through discussion, collaborating, working together to contribute ideas/ideas to improve by revising the rough draft of various components (revising) then based on the results of the revision students work together in writing editing groups to become draft I (editing).

Sharing time:

Collaboration at this stage allows each group to improve or refine draft III into draft IV, which becomes the final writing as finished writing. The implementation of learning to write Japanese *sakubun* is based on the observation of learning activities integrated with character education. The integration of character education values is carried out through learning activities consisting of Minilessons; Writing time and conference; Sharing time. Through activities in the learning process of writing, students gain knowledge, direct experience in writing and show a learning process characterized by character changes, including cooperation, responsibility, independence, confidence, and creativity. Learning to write is used as a vehicle for integrating character education to achieve exemplary achievements and character.

The values of character education that most dominantly appear in learning to write Japanese *sakubun* are critical, communicative, responsible, creative, independent, and cooperative.

D. CLOSING

CONCLUSION

Based on the discussion described above, it can be concluded as follows: Through activities in the learning process of writing, students gain knowledge, direct experience in writing, as well as show a learning process marked by changes in character including cooperation, responsibility, independence, most genuine self, creative. Learning to write is used as a vehicle for implementing character education to achieve exemplary achievements and character.

In learning activities, lecturers/educators can design learning conditions to form a learning environment that ensures character education.

In this case, we must integrated character learning with every learning process.

One of the media that can be used to integrate character education is learning to write because writing is a creative, productive process in which students act together, take responsibility, be independent, confident, creative in what is written.

By learning to write in addition to students learning to express ideas/ideas through writing. Students also learn how to objectively look at a problem, uncover that problem, and be responsible for the consequences caused by the results of their creativity.

RECOMMENDATIONS

Based on the findings in this study, the researcher can make several suggestions:
Research on the integration of Japanese writing learning is not perfect. However, based on the results obtained and under the characteristics of learning to write as a skill through an integrated writing process approach with character education, lecturers and teachers can teach subjects characterized by mastery of language skills, such as writing, writing. -including the Japanese language *sakubun* writing course. If possible, the lecturer can also apply it to other subjects or other subjects whose process demands character-building values.

BIBLIOGRAPHY

Abidin, Yunus. 2012. *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: Refika Aditama.

Achmadi, Muchsin. 1998. *Materi Dasar Pengajaran Komposisi Bahasa Indonesia*. Jakarta: Depdikbud.

Akhadiah, Sabarti. *Materi Pokok Menulis 1 : 1 – 9; PISA4239/3 SKS*. Jakarta: Universitas Terbuka, 2001.

Akiyama, Yoshihiko. *Kakeru Sakubun Geemu 18-sen*. Tokyo: Meiji Tosho. 2007.

Alwasilah, A. Chaedar & Senny Suzanna. *Pokoknya Menulis: Cara Baru Menulis dengan Metode Kolaborasi*. Bandung: PT. Kibtal Buku Utama, 2007.

Amri, Sofan,dkk. 2011. *Implementasi Pendidikan Karakter dalam Pembelajaran*. Jakarta: PT. Prestasi Pustakaraya

Anshori, Dadang. *Kemampuan Menulis Mahasiswa, Jurnal*. Universitas Pendidikan Indonesia, 2004.

Arikunto, Suharsini, *Penelitian Tindakan Kelas*. Jakarta: PT Bumi Aksara, 2006.

Aunnurahman, *Belajar dan Pembelajaran*, Bandung: Alfabeta, 2009.

Brady Laurie, Models and Methods of Teaching. Australia: Practice-Hall of Australia Pty Ltd, 2005.

Cresswell, John W. Educational Research, London: Pearson, 2008.

Cresswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Thousand Oaks, California, 2009.

Dimyati dan Mudjiono. *Belajar dan Pembelajaran*, Jakarta: Rineka Cipta, 1999.

Emzir. *Metodologi Penelitian Pendidikan: Kuantitatif & Kualitatif*. Jakarta: PT. Raja Grafindo

Persada, 2008.

Furukawa, Toshiko & Takeshi Kitamura. *Jugyou no Hinto: Shokyuu*

_____*Jugyou no Hinto: Sakubun no Fiidobakku'*, in: *Nihongo Kyouiku Tsuushin*, No. 38 (edition September). Urawa: Nihongo Kokusai Sentaa, 2000b.

Hatasa, Kazumi. *Nihongo Kyoushi no tame no IT Riterashii Nyuumon*. Tokyo: Kuroshio Shuppan, 2002.

Hopkins, David. A Teacher's Guide to Classroom Research. Philadelphia: Open University Press, 2002.

Huda, Miftahul, Cooperative Learning, *Metode, Teknik, Struktur dan Model Pembelajaran*. Pustaka Pelajar, 2011.

Ikeda, Nobuko. *CALL. dounyuu to kaihatsu to jissen: Nihongo Kyouiku de no konpyu-ta no katsuyou*. Kuroshio shuppan.

Joice B dan Weil. M, Models of Teaching, Boston: Allyn and Bacon, 2000.

Kayo, Sato. *'Mareeeshiago Washa ni Tai-suru Nihongo Sakubun no Ichishidouhou*, in: *Nihon Daigaku Daigakuin Sougou Shakai Jouhou Kenkyuuka Kiyou*, No.6, 267-277, 2005.

Killen, R. Effective Teaching Strategies, Lesson from Research and Practice. Australia: Social Science Press. 1998.

Krashen, S.D. Writing, Research, Theory, and Application. New York: Pergamon Institute of English, 1989.

Langer, Applebee. Writing In The Secondary School. NTCE Research Report, 1981.

Lucy McCormick Calcins, The Art of Writing. Portmouth: New Hamshire, 1989.

Lucy McCormick Calcins and Shelley Harwayne, The Writing Workshop: A Word of Difference. Portmouth: Heinemann, 1987

Luschie, Thomas. Action Research in Universities and classroom Jurnal-Learning system Institute-Florida State University U.S., 2009.

Mills, Geoffrey. A Guide for The Teacher Researcher. Ohio: Merril, an imprint of Prentice Hall International, Inc, 2000.

Mimaki, Youko. Tokyo: *Nihongo Kyoujuhou o Rikai Suru Hon: Jissenhen (Kaisetsu to Enshuu)*. Babell Press, 2005.

Nunan, David. Language Teaching Methodology: A Textbook for Teacher. Sydney: Macquarie University, 2000.

Nurgiyantoro, Burhan. *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE-Yogyakarta, 2001.

Reberu Sakubun', in: *Nihongo Kyouiku Tsuushin, No. 37* (edition May). Urawa: *Nihongo Kokusai Sentaa*, 2000.

Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: PT. Raja Grafindo Persada, 2011

Sagala, Syaiful. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta, 2010.

Sharan, Shlomo. Cooperative Learning, Imperium, 2009.

Slavin, Robert E. Cooperative Learning: *Teori, Riset dan Praktik*. Translate by Lita. Bandung: Nusa Media, 2009

Sulistyowati, Endah. 2012. *Implementasi Kurikulum Pendidikan Karakter*. Yogyakarta: PT Citra Aji Parama

Sugiono. *Metodologi Penelitian Kuantitatif dan Kualitatif*. Bandung: Alfabeta, 2008.

Sutedi, Dedi. '*Teknik Menulis Kolaborasi sebagai Inovasi dalam Pembelajaran Sakubun*', in: *Jurnal Pendidikan Bahasa Jepang ASPBJI Korwil Jabar, Vol. 4, No. 1,* edition June 2008, page 34-42, 2008.

Tarigan, H.G. *Menulis sebagai suatu keterampilan Berbahasa*, Bandung: Angkasa, 1986.

The Japan Foundation.Kyoukasho o Tsukurou: Renshuuhen 1. Urawa: *Kokusai Kouryuukikin Nihongo Kokusai sentaa*, 2002.

Tiedt, I.M. Writing From Topic to Evaluation. London: Allin and Bacon, 1989.

Umemura, Osamu. '*Ryuugakusei no Nihongo Sakubun Shidou ni Tsuite no Oboegaki*', in: *Teikyo Daigaku Bungakubu Kiyou Kyouikugaku*. No. 27, 2002.

THE INTEGRATION OF LEARNING JAPANESE WRITING AND CHARACTER EDUCATION OF STUDENTS AT JAPAN LANGUAGE DEPARTMENT OF LANGUAGE AND ART FACULTY OF MANADO STATE UNIVERSITY

ESCOTING (Relay Writing and Collaborative Writing) Model in Writing Fable at a Primary School", Dinamika Jurnal Ilmiah Pendidikan Dasar, 2021
Publication

7	online-journal.unja.ac.id Internet Source	1 %
8	text-id.123dok.com Internet Source	1 %
9	Ibadullah Malawi. "IMPLEMENTASI PENDIDIKAN KARAKTER MELALUI PEMBELAJARAN DALAM MATA PELAJARAN DI SEKOLAH DASAR", Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran, 2016 Publication	<1 %
10	nanopdf.com Internet Source	<1 %
11	www.tiikm.com Internet Source	<1 %

Exclude quotes	On		Exclude matches	< 5 words
Exclude bibliography	On			