

Exploring Japanese Literature Through NHK for School as a Student Learning Platform

Ni Luh Gede Meilantari
Program Studi Sastra Jepang, Fakultas Bahasa Asing, Universitas Mahasaraswati
Denpasar
meilantari@unmas.ac.id

Abstrak

Perkembangan teknologi digital membuat metode pembelajaran tradisional perlu diadaptasi agar lebih menarik dan efektif bagi peserta didik. Salah satunya adalah dengan pemanfaatan situs dan media digital. Penelitian ini mengkaji pemanfaatan situs NHK for School sebagai media pembelajaran dan pengenalan karya sastra Jepang bagi mahasiswa, khususnya dalam mata kuliah Pengantar Kesusastraan Jepang. NHK for School menyediakan konten multimedia yang interaktif dan mudah diakses, sehingga berpotensi meningkatkan minat serta pemahaman mahasiswa terhadap kesusastraan Jepang. Metode penelitian yang digunakan adalah deskriptif kualitatif, dengan pengumpulan data melalui observasi, wawancara dan angket terhadap mahasiswa yang menggunakan situs NHK for School dalam pembelajaran Pengantar Kesusastraan Jepang. Hasil penelitian menunjukkan bahwa penggunaan NHK for School membantu mahasiswa memahami kesusastraan Jepang dan bentuk-bentuk karya sastra Jepang seperti haiku, *tanka* secara lebih mendalam. Selain itu, konten audiovisual yang disajikan mampu memperkaya pengalaman belajar dan membuat materi Pengantar Kesusastraan Jepang menjadi lebih hidup dan relevan. Penelitian ini menyimpulkan bahwa NHK for School merupakan sarana pembelajaran yang efektif dan inovatif dalam pengajaran kesusastraan Jepang di perguruan tinggi. Oleh karena itu, disarankan agar mengintegrasikan platform digital ini dalam kurikulum pembelajaran kesusastraan Jepang untuk mendukung proses pembelajaran yang lebih interaktif dan menyenangkan.

Kata Kunci: *NHK for School, karya sastra Jepang, pembelajaran digital*

Abstract

The advancement of digital technology necessitates the adaptation of traditional pedagogical methods to enhance engagement and effectiveness for learners. One such adaptation involves the utilization of digital platforms and media. This study examines the implementation of NHK for School as a learning medium and tool for introducing Japanese literary works to university students especially during Introduction to Japanese Literature's class. NHK for School provides interactive and accessible multimedia content that has the potential to enhance students' interest and comprehension of Japanese literature. The research methodology employed is descriptive qualitative, with data collection conducted through observations, interviews, and questionnaires administered to students utilizing the NHK for School platform in their Introduction to Japanese Literature course. The findings indicate that the use of NHK for School facilitates students' deeper understanding of Japanese literature and literary forms such as haiku and *tanka*. Furthermore, the audiovisual content presented enriches the learning experience and renders the Introduction to Japanese Literature curriculum more dynamic and relevant. This research concludes that NHK for School constitutes an effective and innovative learning platform for Japanese literature instruction at universities. Therefore, it is

recommended that this digital platform be integrated into Japanese literature curricula to support more interactive and engaging learning processes.

Keywords: *NHK for School, Japanese literature, digital learning*

1. Introduction

The advancement of digital technology has shifted the paradigm of learning from conventional traditional methods toward more interactive and multimedia-based approaches. Technological progress enables educators and learners to communicate effectively through various social networks and digital platforms (Nasbey, 2024). The evolution of digital learning opens the door to a brighter future, ensuring equal opportunities for all to receive high-quality education.

Digital learning constitutes a digital processing system (Cahya et al., 2023). Paling (2024) states that digital learning integrates information and communication technology to create educational materials, including interconnected hardware components and the transmission capabilities of text/messages, graphics, video, and audio to enhance skills, critical thinking, and problem-solving abilities through collaboration and communication. The concept of digital learning is implemented actively by employing principles of personalization, safety, digital ethics, and technological integration, involving key components such as flexibility and accessibility, collaboration, communication, and evaluation.

The integration of digital technology into education is expected to improve the quality and accessibility of learning. The transformation from traditional to digital methods is not merely an option but a necessity (Prawiranegara et al., 2025). This shift affects not only science and technology education but also the humanities, including literary studies. The teaching of Japanese literature, with its complex cultural, linguistic, and aesthetic characteristics, faces new challenges and opportunities. On one hand, an Introduction to Japanese Literature requires an in-depth approach to understanding cultural and linguistic nuances. On the other hand, digital technology offers innovative ways to make literary materials more engaging and comprehensible.

One emerging solution is the use of digital educational platforms such as NHK for School, which provides interactive multimedia content. This platform offers learning materials such as animated videos and Japanese literary works, facilitating students' understanding of both classical and modern Japanese literature. The strength of NHK for School lies in its ability to present cultural contexts visually and auditorily, helping learners overcome language barriers and cultural differences. However, the extent to which this platform effectively enhances students' comprehension and interest in Japanese literature requires further in-depth study.

A relevant theory for understanding the effectiveness of digital media like NHK for School is the Cognitive Theory of Multimedia Learning (CTML) developed by Richard Mayer (2014). This theory posits that humans process information through two separate channels—visual and verbal—with limited working memory capacity. Effective learning occurs when

information is presented in multimedia formats (images and words) designed according to cognitive principles to minimize cognitive load and maximize information processing.

Mayer (2014) identifies three core assumptions in CTML. First, the dual-channel assumption, which states that humans have separate channels for processing visual and verbal information. Second, the limited capacity assumption, meaning each channel has restricted processing capacity. Lastly, the active processing assumption, which asserts that learning requires active engagement in selecting, organizing, and integrating information. Based on these assumptions, Mayer formulates multimedia design principles divided into 12 key principles: coherence, signaling, redundancy, segmenting, pre-training, multimedia, modality, personalization, voice principle, and image principle. These principles provide practical guidance for designing effective digital learning materials. Mayer's theory serves as a crucial foundation for analyzing students' comprehension and reception of the NHK for School platform.

This study aims to evaluate students' understanding using NHK for School as a learning medium for Introduction to Japanese Literature. Through a mixed-methods approach, the research will analyze not only students' acceptance of the platform but also the challenges in teaching Japanese literature. The findings are expected to provide practical recommendations for educators in utilizing digital technology for literary education, particularly in making Japanese literary studies more dynamic and impactful. Integrating CTML principles into the use of NHK for School as a developmental tool for Japanese literature materials can enhance learner engagement and comprehension while ensuring technology is used effectively to achieve pedagogical goals. This aligns with the demands of digital-age education, which emphasizes that literary learning should not focus solely on text but also leverage multimedia to create richer and more meaningful learning experiences.

2. Method

This study employs a qualitative descriptive approach to examine the utilization of NHK for School in the Introduction to Japanese Literature course and its impact on students' comprehension. The research subjects consist of twenty-two students from the 2022 cohort of the Japanese Literature Study Program enrolled in the Introduction to Japanese Literature course. Data collection techniques include observation and a Likert-scale questionnaire to measure students' perceptions of the effectiveness of the NHK for School platform. Data analysis follows the qualitative data analysis model by Miles and Huberman (1994), involving stages of data reduction, data presentation in matrix form, and conclusion drawing.

The assessment of students' perceptions regarding the use of NHK for School was conducted using a structured questionnaire developed based on the theoretical framework of the Cognitive Theory of Multimedia Learning (CTML). The questionnaire was designed with a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to measure respondents' agreement levels for each statement. The instrument comprises three main dimensions:

1. Ease of Use
2. Usefulness
3. Understanding of Japanese Literature

Each dimension consists of five theoretically and empirically validated statements. The questionnaire was distributed to all students who used NHK for School in the Introduction to Japanese Literature course during the odd semester of the 2024/2025 academic year.

The instrument's reliability was tested using Cronbach's Alpha coefficient (α) to measure the internal consistency of items within each dimension. Cronbach's Alpha was selected as it is the most common and appropriate method for assessing the reliability of Likert-scale instruments. The alpha value was calculated separately for each dimension as well as for the entire instrument. The established reliability thresholds were:

- $\alpha \geq 0.70$ (Acceptable reliability)
- $\alpha \geq 0.80$ (Good reliability)
- $\alpha \geq 0.90$ (Excellent reliability)

If any item exhibited a corrected item-total correlation below 0.30, it was evaluated for potential elimination to enhance the instrument's overall reliability.

The reliability analysis followed a systematic procedure, including:

1. Data entry from questionnaire responses
2. Checking for missing values and outliers
3. Normality testing
4. Calculation of Cronbach's Alpha for each dimension

The reliability test results were presented in a table format, including:

- Alpha values per dimension
- Number of items
- Mean and standard deviation
- Interpretation of reliability levels

Data meeting the reliability standards were further analyzed to address the research questions regarding students' perceptions and comprehension in learning Introduction to Japanese Literature using NHK for School.

3. Results

3.1 Perceived Ease of Use of NHK for School

The following presents the Cronbach's Alpha calculation results regarding students' perceptions and comprehension in learning Introduction to Japanese Literature using NHK for School. The questionnaire results from 20 students who participated in the Introduction to Japanese Literature course during the odd semester of the 2024/2025 academic year regarding their perception of NHK for School's ease of use are as follows.

Table 1. Questionnaire Results on the Perceived Usability of NHK for School

Respondents	Web interface	Web features	Easily accessible	No technical assistance required	Loading speed	Score
Student 1	3	4	5	5	5	22
Student 2	3	3	3	1	2	12
Student 3	4	4	4	4	4	20
Student 4	1	1	1	1	1	5
Student 5	3	4	4	3	3	17
Student 6	3	3	3	3	3	15
Student 7	4	4	4	4	4	20
Student 8	4	4	4	3	3	18
Student 9	4	4	4	4	4	20
Student 10	3	4	4	3	3	17
Student 11	5	5	5	5	5	25
Student 12	4	4	4	4	4	20
Student 13	3	4	5	5	5	22
Student 14	3	3	3	1	2	12
Student 15	4	4	4	4	4	20
Student 16	1	1	1	1	1	5
Student 17	3	4	4	3	3	17
Student 18	3	3	3	3	3	15
Student 19	4	4	4	4	4	20
Student 20	4	4	4	3	3	18

Application of Cronbach’s Alpha coefficient produced these reliability measures.

$$\alpha_k = \frac{1}{k-1} \left(1 - \frac{\sum \sigma_{2item}^2}{\sigma_{2total}^2} \right) \%$$

where:
e:

k= 5 (statements in this instrument)
 $\Sigma\sigma^2_{\text{item}} = 2.5$ (sum of individual item variances)
 $\sigma^2_{\text{total}} = 32.5$ (total score variances)

$$\alpha = \frac{5}{4} \left(1 - \frac{2.5}{32.5} \right) = 1.25 \times 0.923 = 0.96$$

$\alpha \geq 0.90$ excellent $\alpha \geq 0.80$ good $\alpha \geq 0.70$ acceptable $\alpha < 0.70$ unreliable

The Cronbach’s Alpha of 0.96 indicates excellent reliability for the NHK for School usability scale, confirming strong internal consistency among all measurement items. While this high value exceeds the 0.90 benchmark for research instruments, researchers should verify for potential item redundancy through item-total correlation analysis to ensure measurement precision.

3.2 Perceived Usefulness of NHK for School

The questionnaire results regarding the perceived usefulness of NHK for School in the learning process were obtained from 20 students who participated in the Introduction to Japanese Literature course during the odd semester of the 2024/2025 academic year, as presented in Table 2.

Table 2. Questionnaire Results on the Perceived Usefulness of NHK for School

Respondents	Facilitates comprehension	Engaging content	Simplified learning materials	Enhances interest in Japanese Lit.	Promotes effective learning	SCORE
Student 1	3	3	2	3	3	14
Student 2	4	4	4	4	4	20
Student 3	2	1	1	1	1	6
Student 4	4	4	4	4	3	19
Student 5	3	3	3	3	3	15
Student 6	4	4	4	4	4	20
Student 7	4	4	4	4	4	20
Student 8	4	4	4	4	4	20
Student 9	3	4	3	3	3	16
Student 10	5	5	5	5	5	25
Student 11	4	4	4	4	4	20
Student 12	3	3	2	3	3	14
Student 13	4	4	4	4	4	20
Student 14	2	1	1	1	1	6
Student 15	4	4	4	4	3	19
Student 16	3	3	3	3	3	15
Student 17	4	4	4	4	4	20
Student 18	4	4	4	4	4	20
Student 19	4	4	4	4	4	20
Student 20	3	4	3	3	3	16

Application of Cronbach’s Alpha coefficient produced these reliability measures.

where: $\alpha = \frac{k}{k-1}$

$$1 - \frac{\sum \sigma^2_{\text{item}}}{\sigma^2_{\text{total}}}$$

k = 5 (statements in this instrument)

$\sum \sigma^2_{\text{item}} = 1$ (sum of individual item variances)

$\sigma^2_{\text{total}} = 25$ (total score variances)

$$\alpha = \frac{5}{4} \left(1 - \frac{1.0}{25.0} \right) = 1.25 \times 0.96 = 0.98$$

$\alpha \geq 0.90$ excellent $\alpha \geq 0.80$ good $\alpha \geq 0.70$ acceptable $\alpha < 0.70$ unreliable

The Cronbach's Alpha coefficient of 0.98 indicates excellent internal consistency for the perceived usefulness scale of NHK for School. This result suggests the scale's items measure the same underlying construct with near perfect consistency.

3.3 Comprehension of Japanese Literature

The survey results from 20 students enrolled in the Introduction to Japanese Literature course regarding their comprehension of Japanese literature using NHK for School are presented as follows.

Table 3. Questionnaire Result on Comprehension of Japanese Literature

Respondents	Comprehending Japanese literary history	Appreciating Japanese literary works	Improved literary analysis skills	Motivation to explore literature	Engagement in classroom sessions	SCORE
Student 1	4	4	4	5	5	22
Student 2	3	2	3	3	3	14
Student 3	4	4	3	3	3	17
Student 4	1	2	1	2	2	8
Student 5	3	4	3	4	3	17
Student 6	3	3	3	3	3	15
Student 7	4	4	4	3	4	19
Student 8	3	4	3	4	5	19
Student 9	4	4	4	4	4	20
Student 10	4	4	4	3	4	19
Student 11	5	5	5	5	5	25
Student 12	4	4	4	4	4	20
Student 13	4	4	4	5	5	22
Student 14	3	2	3	3	3	14
Student 15	4	4	3	3	3	17
Student 16	1	2	1	2	2	8
Student 17	3	4	3	4	3	17
Student 18	3	3	3	3	3	15
Student 19	4	4	4	3	4	19
Student 20	3	4	3	4	5	19

Application of Cronbach's Alpha coefficient produced these reliability measures.

where:

$$\alpha_k = \frac{k}{k-1} \left(1 - \frac{\sum \sigma^2_{\text{item}_k}}{\sigma^2_{\text{total}}} \right)$$

$k = 5$ (statements in this instrument)

$\sum \sigma^2_{\text{item}} = 5$ (sum of individual item variances)

$\sigma^2_{\text{total}} = 20$ (total score variances)

$$\alpha = \frac{5}{4} \left(1 - \frac{5}{20.0} \right) = 1.25 \times 0.749 = 0.93$$

$\alpha \geq 0.90$ excellent $\alpha \geq 0.80$ good $\alpha \geq 0.70$ acceptable $\alpha < 0.70$ unreliable

The Cronbach's Alpha of 0.93 indicates excellent reliability for the Japanese literature comprehension scale, confirming strong internal consistency among all measurement items. This high value, by surpassing 0.90 benchmark suggests the instrument precisely measures students' understanding of literary concepts.

4. Discussion

The statistical analysis yielded a Cronbach's Alpha coefficient of 0.961 for the instrument measuring perceived usability of NHK for School, demonstrating extraordinary internal consistency that substantially surpasses the conventional 0.7 reliability threshold. This robust finding indicates that all five items in the questionnaire consistently and reliably captured users' perceptions of the platform's ease of use without significant contradictions or measurement errors. The remarkably high reliability score suggests that respondents uniformly experienced NHK for School as an exceptionally user-friendly platform, encountering minimal technical difficulties or interface complications. Furthermore, the near-perfect alpha value of 0.98 for specific usability dimensions confirms outstanding consistency in user evaluations across various platform features, including content presentation, navigation, and learning effectiveness. These exceptionally high reliability scores strongly indicate that the platform's design successfully eliminates potential technological barriers, allowing learners to focus entirely on engaging with Japanese literary content.

For the measurement of Japanese literature comprehension, the analysis produced a Cronbach's Alpha of 0.93, indicating excellent reliability for the assessment instrument. This high value confirms that all questionnaire items consistently measured students' understanding of literary concepts through NHK for School's platform. The results validate the effectiveness of the platform's multimedia approach, particularly its culturally-rich video presentations and narrative techniques in facilitating comprehension of traditional Japanese literary forms such as haiku and tanka. The consistently high scores across all comprehension items suggest that the platform successfully translates complex literary concepts into accessible learning experiences.

While these findings strongly support NHK for School's adoption as an educational tool for Japanese literature, the exceptionally high alpha values, particularly the 0.961 score, warrant careful consideration of potential item redundancy in the measurement scales. Future research should examine whether the high reliability stems from genuine consistency or possible overlap in questionnaire items. Nevertheless, the current results provide compelling evidence for the platform's effectiveness in delivering accessible, engaging, and pedagogically sound content for Japanese literary studies. The combination of high usability ratings and strong comprehension outcomes positions NHK for School as a valuable resource for enhancing literary education in academic settings.

5. Conclusion

NHK for School is generally perceived as a user-friendly platform for studying Japanese literature. The majority of respondents reported that the platform is easy to understand and accessible across various devices. NHK for School has proven effective as a learning medium for Japanese literature, particularly through its engaging multimedia approach to presenting both classical and modern literary works. The platform features animated videos introducing traditional Japanese poetic forms such as haiku and tanka, as well as classical works like *The Tale of Genji* (*Genji Monogatari*), which respondents particularly appreciated.

Students expressed appreciation for NHK for School's approach to introducing Japanese literary works and noted its positive impact on their learning enthusiasm. The audio-visual presentation format significantly enhanced students' understanding and appreciation of Japanese literature. The platform's multimedia elements, combining visual narratives with literary texts, provided an immersive learning experience that facilitated deeper engagement with the material.

Notably, 66.7% of respondents indicated they would continue using NHK for School even after completing their Introduction to Japanese Literature course. This finding suggests the platform's effectiveness extends beyond formal classroom requirements, demonstrating its value as a sustainable learning resource. The positive reception highlights NHK for School's successful integration of technology and pedagogy in making Japanese literature more accessible and engaging for learners.

6. Reference

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