

Promoting Students’ Comprehension on Japanese Language About Malay Culture in Tourism Sector of Riau Province Through Learning Product Development

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Abstract

As a Japanese language student at a university in Riau, it would be ideal if you were able to use Japanese to convey information about Riau Malay culture. To support this, teachers need to innovatively develop learning material and media for these purposes. This research develops a learning product in the form of videos containing Japanese dialogues with tourism themes that are full of information and Riau Malay cultural values. The videos using Powtoon application includes animation, sound, photos, and text. The method used is Research and Development. The development model used is 4D (Four D) which consists of define, design, development, disseminate. Two steps, namely define and design, have been reported in previous research, while in this article we will explain the development and disseminate steps. Based on the results of material and media validation, experts stated that the materials and media were suitable for use. Aspects of understanding the content of the dialogue, presentation of the dialogue, and feedback regarding the content of the dialogue are aspects that are assessed at the video use stage. Students gave the impression through a questionnaire that the teaching media developed helped increase their mastery of vocabulary related to Riau tourism and culture, provided examples of dialogue that were important, and conveying information in certain fields, namely culture and tourism. The results of the validation of the two experts stated that both media and material deemed suitable for use. The eligibility value for media is 88 or Very Good, and for material it is 78 or Good. The value obtained from the response students are as follows: 97% say teaching materials are important, 94% said the teaching material was interesting, 75% said the material was not difficult, 94% stated that new vocabulary had increased, 91% expressed insight into Riau tourism Japanese language increased, 69% stated that teaching materials were communicative.

Keywords : Japanese Language, Riau, Malay, Culture, Tourism, Learning Product

1. Introduction

Riau's branding, the Homeland of Melayu, became increasingly stronger after the Riau Provincial government received the first national champion award at the 2020 Tourism Awards (API) V event in the most popular tourism brand category. Directly, this branding is able to campaign for Riau tourism at the national level. However, this branding has been established since 2015 by the Riau Provincial government and in 2018 it was determined by the Indonesian Ministry of Law & Human Rights with number IDM000625104. This determination is also regulated through Governor's Regulation (Pergub Riau) No. 44 of 2018, dated 8 August 2018. Between culture and tourism there is a very close connection that supports each other to become potential state wealth. Hans Buchi stated that tourism is a temporary transfer of places and those who travel receive services from companies engaged in the tourism industry (Musaneff, 1996: 11). Not only governments and companies, educational institutions also need to participate in advancing culture and tourism on the global stage.

Tourism is still a theme that needs to be popularized in Japanese conversational teaching materials, considering its connection with people's daily lives. Nowadays, tourism is not only a tertiary need, but is seen as a primary need for several community groups. Apart from that, tourism has a high economic role and can be used as a strategy to increase the dignity of the nation through cultural promotion. This is no exception to Indonesia, especially Riau Province. The cultural diversity possessed by the people of Riau makes it a wealth of resources that should be appreciated by the academic community, so it is not an exaggeration if cultural themes in Riau are used as teaching material for Japanese conversation for Japanese Language Education students at Riau University. If culture can be introduced well by students using the target language, then this potential will become a means of raising the nation's image. In this case, students need media, materials, learning examples and applicable exercises to learn and use Japanese within the scope of tourism topics in Riau.

As the young generation of Riau, students need to work hard to improve their language competence and tourism knowledge in their own region. This step is supported by the Independent Learning-Free Campus (MBKM) curriculum policy launched by the Minister of Education and Culture of the Republic of Indonesia through Minister of Education and Culture Regulation No. 3 of 2020. The target of this teaching material can be intended for students of the Japanese Language Department to provide input on tourism knowledge in Japanese at a high level. base. This is expected to provide selling value for vocational school graduates and students who will be ready to work, especially in the tourism sector.

Based on the things explained above, this research developed interactive teaching media containing dialogues that can be studied by students to deepen their insight into Melalyu culture regarding tourism in Riau Province in Japanese. The main problems to be answered in this research are as follows:

1. What is the level of feasibility or validation of teaching media with a Malay cultural perspective in the Riau regional tourism sector?
2. How do users respond to teaching media with a Malay cultural perspective in the tourism sector in the Riau region?

FRAMEWORK

1. Cultural Potential in Tourism

Based on the opinion of scholars who state that the word culture is rooted in the compound word cultivation, Koentjaraningrat (2009: 146) defines "culture" as "power and mind" in the form of creativity, intention and feeling. Stella Ting-Toomey explains that traditions, beliefs, values, norms, symbols and meaning are contained in the same frame

called 'culture'. "Culture as a complex frame of reference that consists of patterns of traditions, beliefs, values, norms, symbols, and meanings that are shared to varying degrees by interacting members of a community" (Toomey, 2011: 4).

Culture is an important part of tourism. There are 4 components in creating a tourism attraction. This was stated by Cooper in (Woltjer, 2014: 512-513) which consists of attraction, accessibility, amenities and ancillary. Of the four components, the one most related to culture is the attraction component. Attraction is a significant component in attracting tourists. An area can become a tourist destination if conditions support it to be developed into a tourist attraction. There are three types of attractions that can attract tourist arrivals, namely: Natural Resources (Natural), Cultural Tourism Attractions, and Man-made Attractions themselves.

Riau as a province with the branding The Homeland of Melayu has very rich natural resources in petroleum, palm oil and rubber plantations, the geographical location of the east coast is adjacent to Singapore and Malaysia, has a culture that is manifested in the arts, customs and systems. religion, philosophy of life, even culinary prototypes that are appetizing can create popular tourist destinations. Quoting the vision and mission of the Regional Head of Riau Province regarding tourism development number four, it says to realize Malay culture as the umbrella of the country and develop competitive tourism. To achieve this target, it is necessary to increase tourist visits through the creation of foreign comfort in Riau Province.

The strategies used are (1) quality marketing, (2) good tourist attractions, (3) good destinations, (4) good quality human resource services, and (5) increasing the participation of creative economy actors. In accordance with the direction of tourism policy in Riau Province referring to the 2010-2025 National Tourism Development Master Plan (RIPPARNAS), there is 1 KSPN (National Tourism Development Strategic Area), namely Rupert Island. Meanwhile, there are 6 KPPN (National Tourism Development Areas), namely KPPN Muara Takus in Kampar, KPPN Pekanbaru City and its surroundings, KPPN Rupert-Bengkalis and its surroundings, KPPN Jemur Island in Rokan Hilir and its surroundings, KPPN Siak Sri Inderapura and its surroundings, and KPPN Bukit Tiga Dozens in Rengat and surrounding areas. The types of tourist attractions are divided into 12 (Ashiddiqie et al., 2021), namely: beach tourism (marine tourism), ethnic/ethnic tourism (ethnic tourism), nature reserve tourism (ecotourism), hunting tourism, sports tourism, culinary tourism, religious tourism, agro/plantation tourism, cave tourism, shopping tourism, ecological tourism, cultural tourism.

From the 12 types of tourism proposed, Riau Province has the opportunity to make it a type of tourist destination. Moreover, the prototypical youth population is very sufficient to meet labor needs. Through teaching and developing tourism-based teaching materials, it is hoped that they will provide alternative knowledge and skills in speaking Japanese in a tourism context. This development will also be designed regarding basic level Japanese language skills (vocabulary and speaking) related to culture and tourism which can support the vision and mission of Riau province.

2. Learning Products with a Focus on Speaking Skills

Speaking is the ability to utter articulatory sounds or words to express, express or convey thoughts, ideas and feelings. Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic and linguistic factors so extensively that it can be considered the most important human tool for social control (Tarigan, 2008: 16). Speaking is not only an activity to convey messages, but also seen in terms of its meaningfulness. The role of speaking is so important and widespread that it is considered to be one of the motors that regulate social conditions. In this case, students' Japanese speaking skills as cultural agents really need to be trained to introduce Riau Malay culture in the realm

of tourism.

As a forum for conveying aspects of language, culture and tourism as mentioned, a learning product is needed. Interactive teaching materials are a combination of two or more media (audio, text, graphics, animated images and video) whose use is manipulated to control a command.

3. Definition and Design Stages

Results from the definition and design stages of the four 4D stages have been reported previously. In this article, we will briefly explain the material and teaching media products that have been developed. At the definition stage, a needs survey and theoretical study are carried out. Then proceed with the design stages which have been developed in video form. The design consists of seven Powtoon video themes, each video describing a locus in its respective culture.



Figure 1. Powtoon Video Design

The images presented above show the form of the Powtoon video design which has been compiled into a video containing dialogue with culinary themes originating from Riau, namely bolu kemojo, Go Gek Cap Lak as one of the religious rituals from Rokan Hilir Regency, the Pacu Lane tradition, namely boat rowing competition in Kuantan Singingi Regency, Zapin dance from Bengkalis Regency, one of the interiors of the Siak palace in Siak Regency, and Muara Takus Temple from Kampar. The man in the video plays the role of a student from Riau providing information about cultural diversity in each region in the Riau region as a form of tourism-oriented promotion to the woman who plays the role of a student from Japan. The dialogue text is then filled with voice and added Japanese text, making it easier for students to imitate the dialogue in the conversation contained in the video.



Figure 2. Display of dialogue transcription in the video

2. Method

Based on the define and design stages that have been carried out, it is necessary to have a development and dissemination stage. At the development stage, a feasibility test or verification is carried out as part of the Research and Development series. Based on the background and framework explained above, the existing design is focused on expert assessment in the field of Japanese language media and materials. In the usage test, a response is required from the target, namely Japanese language students. Therefore, this research focuses on the development (Research and Development) of a learning product in the form of teaching materials in video media. At the disseminate stage, field trials, article publication and registration of Intellectual Property Rights (Hak Kekayaan Intelektual / HKI) will be carried out.

As stated by Sugiyono (2012: 407) that Research and Development focuses on the production and validation of a product. The four stages consisting of define, design, develop, and disseminate are a research model recommended by Thiagarajan (1974) under the name Four D Models (4D).

3. Result and Discussion

1. Develop Stage

After the prototype that has been designed is considered complete, the teaching material prototype is submitted to media experts and material experts for assessment. The media expert is Edi Purnomo, S.Si., M.Sc., a web front and program developer expert at a private company. Another expert is a Japanese language teacher at FKIP Riau University who has studied Japanese for more than 15 years named Dini Budiani, M.Ed. The two experts have given scores according to the assessment indicators provided in the media and material assessment validation sheet. After the assessment analysis is completed, the level of suitability as a learning product that is ready to be used in actual lecture activities is known. Score analysis is first carried out by calculating the actual score. Once the actual score is known, the response score percentage criteria will be looked at to determine the quality of the prototype according to the expert.

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No	% Jumlah Skor	Kriteria
1	20.00 – 36.00	Tidak Baik
2	36.01 – 52.00	Kurang Baik
3	52.01 – 68.00	Cukup
4	68.01 – 84.00	Baik
5	84.01 – 100	Sangat Baik

Table 1. Criteria for Percentage of Response Scores to Actual Scores
(Source: Umi Narimawati, 2007: 84-85)

The assessment score for model validation is calculated using the formula in the Hewlett-Packard theory in Roger S. Pressman, namely as follows:

$$\begin{aligned} \% \text{ skor aktual} &= \frac{\text{Skor aktual}}{\text{Skor ideal}} \times 100\% \\ &= \frac{44}{50} \times 100\% \\ &= 88\% \end{aligned}$$

The details of the scores above are as follows: Media experts give a score of 4 with a frequency of 4 or for 4 indicators, so the total is 16. A score of 5 is given to 5 indicators so the total is 25. The lowest score of 3 is only given for 1 indicator. The total of all these values is 44. After analyzing using the formula above, a percentage of 88 is obtained which is in the value range 84 – 100 with Very Good criteria. Therefore, it can be concluded that the media developed is considered suitable for use in learning activities.

The following is a table showing the obtained scores given by media experts.

Lembar Validasi oleh Ahli Media						
PENGEMBANGAN BAHAN AJAR BAHASA JEPANG BERWAWASAN PARIWISATA DI RIAU						
Penilaian Pada Media Powtoon untuk Konten Pariwisata Blau						
No	Indikator penilaian	1	2	3	4	5
1	Kesesuaian ukuran dan keterbacaan teks					✓
2	Ketepatan pemilihan dan komposisi				✓	
3	Kesesuaian pemilihan gambar/ foto/ ilustrasi dengan					✓
4	Jumlah gambar/ foto/ ilustrasi memadai					✓
5	Kesesuaian desain				✓	
6	Kejelasan suara			✓		
7	Kecepatan narasi				✓	
8	Penyediaan komponen yang tidak penting					✓
9	Tampilan yang menarik				✓	
10						

Keterangan	✓ Bahan ajar ini layak sebagai media pembelajaran tanpa revisi □ Bahan ajar ini layak sebagai media pembelajaran dengan revisi ✗ Bahan ajar ini tidak layak sebagai media pembelajaran
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Table 2. Validation by Media Expert

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The following is a table showing the scores given by material expert:

Lembar Validasi oleh Ahli Materi						
PENGEMBANGAN BAHAN AJAR BAHASA JEPANG BERWAWASAN PARIWISATA DI RIAU						
I. KELAYAKAN ISI						
Sub Komposisi	Butir	1	2	3	4	5
A. Kesesuaian Uraian Materi	1. Kelengkapan materi					√
	2. Keluasan materi					√
	3. Kerincian materi (rinci dan dalam)					√
Rangkuman dan saran perbaikan :						
Materi sangat rinci bahkan mencantumkan sejarah tentang tempat dan even yang dibicarakan						

Table 3. Validation by Material Expert for Content Feasibility Components

Sub Komposisi	Butir	1	2	3	4	5	
B. Keakuratan Materi	4. Keakuratan struktur dan pola kalimat bahasa Jepang				√		
	5. Keakuratan penggunaan aksara				√		
	6. Keakuratan contoh kalimat				√		
	7. Keakuratan gambar dan ilustrasi			√			
	8. Keakuratan pemilihan tema				√		
	9. Keakuratan materi pendukung				√		
	10. Keakuratan bahasa				√		
	11. Konsistensi penggunaan istilah tata bahasa				√		
	12. Konsistensi penggunaan simbol dan tanda					√	
	Rangkuman dan saran perbaikan :						
	1. Terdapat teks video yg tidak sesuai dg percakapan 2. Masih terdapat kesalahan tata bahasa 3. Terdapat kesalahan pengucapan terutama oleh tokoh laki'						
	Sebaiknya pengisi suara berlatih kelancaran, ketepatan pengucapan terlebih dahulu. Perbaiki kesalahan tata bahasa dan ketidakeesuaian teks lisan dan tulisan yg ada di animasi						

Table 4. Validation by Material Expert for Material Accuracy Components

Sub Komponen	Butir	1	2	3	4	5
C. Keberdayagunaan Materi	13. Kebermanaknaan materi					√
	14. Kemudahan dipelajari				√	
	15. Daya tarik materi				√	
	16. Keanekaragaman materi					√
Rangkuman dan saran perbaikan :						
Materi disajikan dalam animasi sehingga menarik. Namun sebaiknya konteks percakapan diperjelas. Siapa saja tokoh dalam percakapan dan bagaimana hubungan antar mereka.						

Table 5. Validation by Material Expert for Material Usability Components

Sub Komponen	Butir	1	2	3	4	5
D. Menumbuhkan Minat	17. Mendorong kreativitas				√	
	18. Ketersediaan informasi wisata Riau					√
	19. Mengembangkan wawasan wisata Riau					√
	20. Menanamkan nilai-nilai budaya Riau				√	
Rangkuman dan saran perbaikan :						
Materi sudah cukup baik karena banyak berisikan informasi mengenai budaya tradisional dan peninggalan bangunan yg ada di Riau. Materi bisa lebih diperkaya dg menambahkan informasi tentang kebiasaan dan karakteristik masyarakat riau.						

Table 6. Validation by Material Expert for the Component of Growing Interest

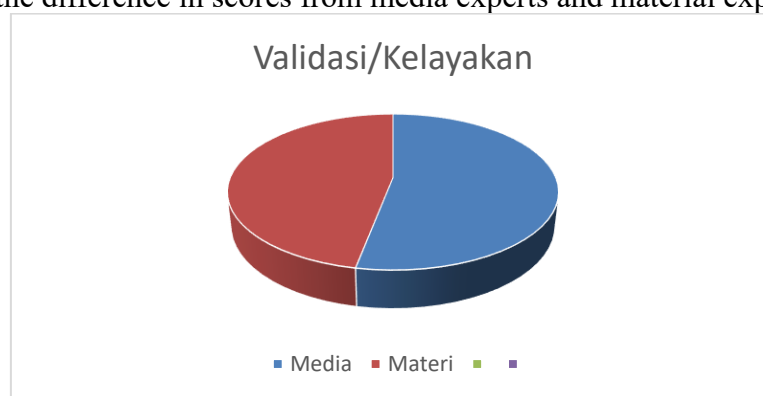
Sub Komponen	Butir	1	2	3	4	5
E. Latihan dan Praktik	21. Mendemonstrasikan contoh-contoh percakapan mengenai wisata Riau.			√		
	22. Mengembangkan kemampuan komunikasi			√		
	23. Mengembangkan kemampuan berpikir secara kritis				√	
Rangkuman dan saran perbaikan :						
1. Sebaiknya diperjelas siapa target pembelajar. Apakah untuk pembelajar bhs Jepang orang Indonesia atau orang asing (selain Indonesia). Lalu, tingkat pembelajarannya juga perlu diperjelas. Apakah media ini utk pembelajar pemula, atau pembelajar tingkat lanjutan. 2. Sesuaikan penggunaan bahasa dengan kemampuan pembelajar agar media ini bisa menjadi acuan pembelajar mengembangkan kemampuan komunikasi mereka.						

Table 7. Validation by Material Expert for Exercises and Practice

The material expert gives full marks or 5 for the content appropriateness component, with a total of 15. The marks for the material accuracy component consist of marks 3 and 5 with a frequency of 1 time each, and score 4 with a frequency of 7 times, so the total is 36. Scores given by the material expert for the material usability component consists of a value of 4 with a frequency of 2 times, and a value of 5 with a frequency of 2 times, so the total is 18. For the component of increasing interest, the material expert gives a value of 4 with a frequency of 2 times, and a value of 5 with frequency 2 times, so the total is 18. The final

component is training and practice. For this component, the material expert gives a value of 3 with a frequency of 2 times, and a value of 4 with a frequency of 1 time, so the total is 10. The total assessment for material validation is 97. The ideal value is 125, namely a value of 5 for 25 sub-components.

The assessment score for model validation is calculated using the formula in the Hewlett-Packard theory in Roger S. Pressman, namely $97/125 \times 100\% = 78\%$. Based on actual score analysis, a score of 78% was obtained for material validation. The value of 78% is in the value range 68.01 – 84.00 so that the Good criteria are obtained. Therefore, this research prototype is considered suitable for use in terms of material aspects. It can be concluded that the validation results show that the media has Very Good criteria, and the material has Good criteria. Both media and material are considered suitable for use. Below is a graph illustrating the difference in scores from media experts and material experts.



Graph 1. Validation by Media Expert and Material Expert

2. Disseminate Stage

a. Field Trials

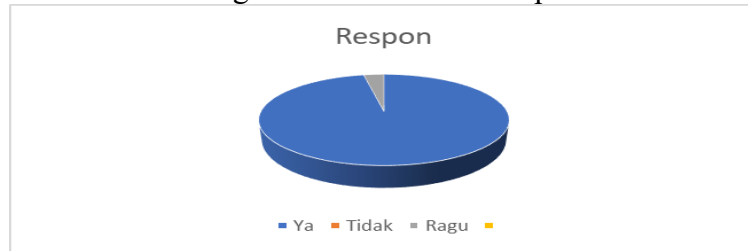
After the expert assessment of the media and materials has been completed, the next stage is to try out the teaching materials in the classroom. This trial activity is a learning meeting that students participate in voluntarily. The number of students or respondents who provided assessments regarding teaching materials was a total of 32 students from different generations.

Kuesioner Peserta Didik Setelah Menggunakan Bahan Ajar				
No	Pertanyaan	Ya	Tidak	Ragu-ragu
1	Apakah materi ini penting untuk dipelajari	31		1
2	Apakah materi pada bahan ajar ini menarik	30		2
3	Apakah materi terlalu sulit untuk dipahami	1	24	7
4	Apakah anda memperoleh kosakata baru	30	1	1
5	Apakah anda dapat menambah wawasan pariwisata Riau dalam bahasa jepang	29	1	2
6	Apakah anda dapat mengembangkan kompetensi komunikatif dengan bahan ajar ini	22	1	9

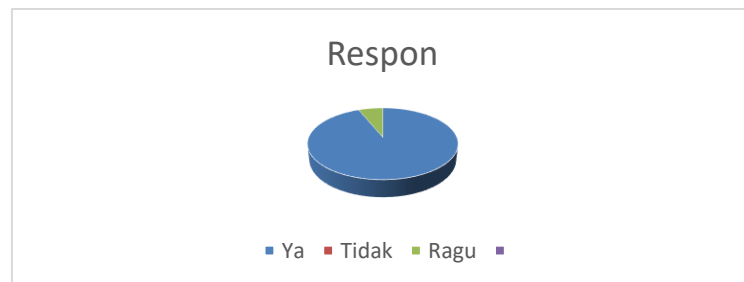
Table 8. Validation by Students

Based on the results of the questionnaire above, it is known that 97% of students think that the material in this teaching material is important, and as many as 94% of students think that the material in this teaching material is interesting. As many as 75% of students stated that the material was not difficult to understand. As many as 94% of students agreed that this

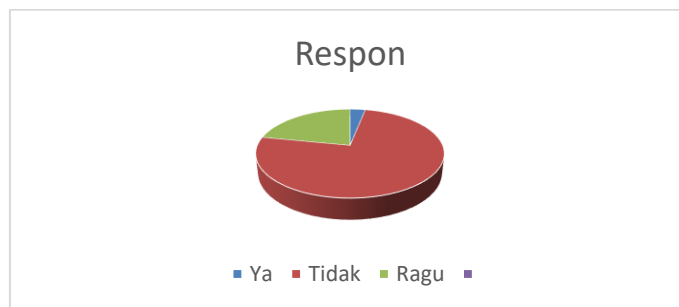
teaching material was able to enrich new vocabulary. 91% of students stated that this teaching material was also able to increase their knowledge of Riau tourism in Japanese. As many as 69% of students stated that this teaching material could develop communicative competence.



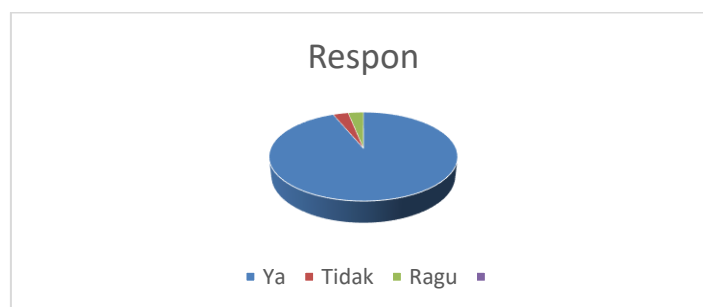
Graph 2. Student Responses Regarding Important Material



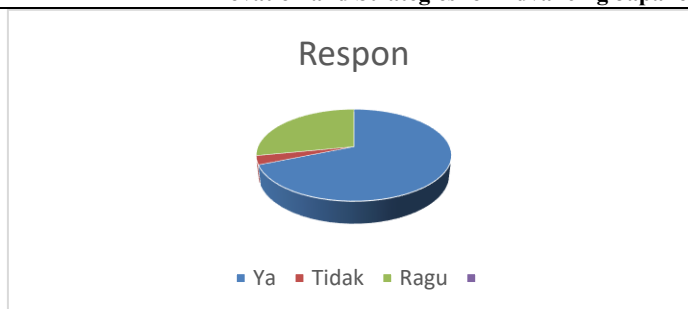
Graph 3. Student Responses Regarding Interesting Material



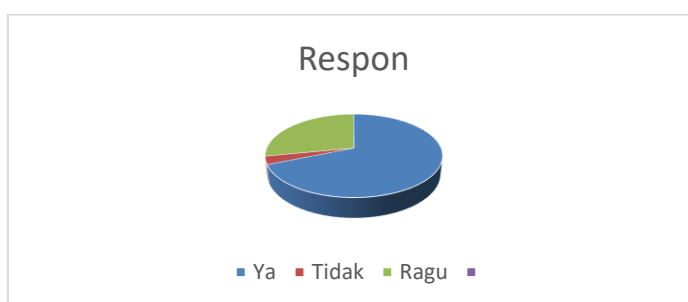
Graph 4. Student Responses Regarding Difficult Material



Graph 5. Student Responses Regarding Vocabulary Richness



Graph 6. Student Responses Regarding Additional Insights



Graph 7. Student Responses Regarding Communicative Material



Figure 3. Product Usage Documentation in The Classroom

4. Conclusion

This product, in the form of interactive video media packaged with Japanese dialogues about Malay culture and Riau tourism, has been declared suitable by media experts and material experts for use in real Japanese language classes. Likewise, students who have used this learning product in class have given a positive impression.

In order for learning products to be more optimal, improvements to various media and material components need to continue to be made. In addition, the theme of Malay culture and tourism is very broad, so this learning product will be developed sustainably. It is hoped that this product will be a good reference for the use of Japanese in the context of Malay culture and tourism in the Riau area in particular, and other areas.

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