
Research Article**Evaluation of Japanese Language Proficiency in Online Internship for Vocational School Students of Diponegoro University, Semarang****Maharani Patria Ratna^{1*}, Arsi Widiandari²**¹Vocational School, Faculty of Humanities, Diponegoro University, Indonesia*Email: maharanipatria@live.undip.ac.id*Received: April 16th, 2021; Revised: May 7th, 2021; Accepted: May 20th, 2021**Available online: June 1st, 2021; Published regularly: June 2021***Abstract**

The internship is one of the five-semester compulsory courses for D3 (Diploma 3) students of the Diponegoro University Vocational School, Semarang. Internships are held for a minimum of 3 months in the industry. Internships are applied at the diploma education level to allow the student to be well prepared before entering the world of work after graduating. This study aimed to evaluate the use of Japanese in online internships. The online internship has been applied since the pandemic of Covid-19. This research is expected to be a self-evaluation for curriculum adjustments to answer industry needs. Mainly because the Diponegoro University Vocational School no longer accepts D3 level students since 2019. In 2019, The D4 (Diploma 4) program replaced the closure of the D3 program. Of course, this makes curriculum adjustment a very urgent matter. Therefore, we need an evaluation of the curriculum implemented at the D3 level as a reference. This research is a qualitative descriptive study with a survey method. The data was collected through a survey distributed to 5 Japanese Vocational School (SV) D3 students who did online internships using Japanese. The survey contains several questions covering the four language skills: speaking, listening, reading, and writing. The survey was carried out online by providing three alternative answers to multiple-choice questions circulated via a google sheet. Based on the research results, it can be understood that students are pretty satisfied with the abilities obtained during lectures because they can be applied during online internships using Japanese. Students still experience dissatisfaction with one aspect of Japanese language learning, which is the Speaking aspect. As a result, it becomes an obstacle when doing online internships. However, this percentage of dissatisfaction is minor compared to other aspects of learning. It is an important point that can reference self-evaluation of study programs, both for curriculum preparation and classroom teaching.

Keywords: evaluation; internship; Japan; online; vocational**How to cite (APA):** Ratna, M. P., & Widiandari, A. (2021). Evaluation of Japanese Language Proficiency in Online Internships for Vocational School Students of Diponegoro University, Semarang. IZUMI, 10(1), 214-220. <https://doi.org/10.14710/izumi.10.1.214-220>**Permalink/DOI:** <https://doi.org/10.14710/izumi.10.1.214-220>**1. Introduction**

The internship is one of the fifth-semester compulsory courses for Diploma 3 (D3) students of the Diponegoro University Vocational School. Through the apprenticeship course, students are expected to practice the Japanese language studied before and practice working directly in the world of work. Students study

vocational or applied science at the Diponegoro University Vocational School based on their respective fields. Likewise, the Japanese language is taught in the Japanese Language D3 study program. Based on the curriculum prepared, students learn how to behave, speak, and understand the work culture in Japan.

Research on student apprenticeship abilities has been carried out, some of which are by Ismail et al. (Ismail, 2018) and Munfaati (Munfaati, 2017). Ismail highlighted how the development of student competencies through the effectiveness of the educational apprenticeship program. This study indicates that the improvement of student competence through apprenticeship programs includes aspects: pedagogical competence, professional competence, social competence, and social personality competence that have reached professional standards and are used as role models for prospective teachers. Meanwhile, Munfaati discussed the influence of the internship at a bank on the work readiness of FEBI UIN Raden Intan Lampung students. This study indicates that the banking institution or industry, a place for student internships, is only a place for learning, education, and training. Students are competent at work because expertise in the field they are engaged in has been practised. It does not mean that the banking institution recruits students after graduation. This provision delivers students, especially FEBI students of UIN Raden Intan Lampung, to have mature work readiness.

In contrast to the two studies above, this study evaluates students' Japanese language skills during internships. There are four skills (listening, writing, speaking, and reading) of language that the students evaluated with self-assessment. It is essential to evaluate those skills to improve the curriculum of the D4 level. On an online internship, the students doing many activities such as making a short movie, holding a presentation, handling a webinar, Etc. Also, this study uses respondents who do online internships. The implementation of online internships was carried out in 2021 due to limited space caused by the Covid-19 Pandemic, which resulted in internships being transferred online. However, it does not diminish the essence of the apprenticeship activity because it is

filled with very dense activities. With the transfer of the Japanese language, D3 study program into a foreign language applied undergraduate study program (D4), an evaluation of the previous curriculum is needed to be an input for curriculum improvements that will be compiled in the future. Based on the description above, the formulation of the problem in this study evaluates Japanese language skills in online internships carried out by students of the Japanese Language Diploma Study Program, Vocational School, Diponegoro University; Semarang? Shortly, the purpose of this study is to evaluate the use of Japanese in the online internship.

2. Methods

This study used a survey method with a sampling technique. The survey method is used in qualitative research by asking respondents questions about their beliefs, opinions, and behavioural characteristics (Lawrence, 2003). Simultaneously, the sampling technique is a technique used to determine the number of samples. Each member selected as a sample represents the population selected based on certain similarities. In this study, the survey was conducted on five D3 Japanese Language Vocational School (SV) students, Diponegoro University, who were doing the internship program in 2018.

In this study, data was collected by compiling a survey containing questions about using the Japanese language during the apprenticeship. Questions are arranged based on the four aspects of language skills: speaking, listening, writing, and reading. Students are asked to agree/do not entirely agree/disagree with statements in the survey. Surveys are uploaded using Google Form so that a percentage of the survey results can be automatically seen. The survey was conducted on February 23, 2021, and all responses were collected on March 10, 2021.

Data analysis was carried out by observing the survey results and the

curriculum used by students, namely the 2017 curriculum. In the analysis, a pie chart will be presented to simplify the description of the survey results. Apart from that, it will also be proposed some inputs that can be improved in the curriculum. Inputs will be proposed based on suggestions from respondents and authors. The results of data analysis will be presented descriptively.

3. Result and Discussion

3.1. Online Internships

The Covid-19 pandemic has hampered several activities in various sectors, one of which is implementing internships by students. Online internships are considered to be the best solution during a pandemic. However, apart from these obstacles, online internships are also a solution for students who desire to do internships abroad but are hampered by several things. Online internships are as complex as offline internships. Even with offline internships, students face several obstacles that were never thought of before. However, by doing an online internship, indeed, there are more obstacles than offline. Obstacles are often come up with internet signals, gadget errors, technology backwards, Etc.

To carry out an internship at SV Undip, students must register on www.simangang.vokasi.undip.ac.id. This platform can be accessed simultaneously by several users, namely students, supervisors, study programs, vice dean 1, deans, heads of administration, and faculty admins. With a different username and password, each party can carry out its role to access approval or upload the required internship documents. Powerpoints have been provided that are distributed to users to facilitate understanding in using the Simangang platform. The PowerPoint also displays a flow chart to simplify the explanation.

Powerpoint format files regarding instructions for using Simangang are conveyed to students through internships. It is important to provide provisions for

students to know how to apply for an internship to get an assignment letter from SV to be taken to the internship. In apprenticeship courses, besides being given socialization about the Simangang platform, students are also given how to behave in the internship. Maintaining the perfect name of the university, being polite, and being critical of observing problems in the internship are the main points given. The study program also prepares student support guidelines during the apprenticeship, namely guidelines for implementing fieldwork practices and internship fieldwork practice books.

3.2. Curriculum 2017

Japanese language D3 students SV Undip uses the 2017 curriculum. The 2017 curriculum requires students to take 112 credits. Students practically take courses related to four language skills in the curriculum, namely speaking, listening, reading, and writing. In the first and second semesters, the four language skills are equally divided into two credits, each with prerequisite courses called *kaiwa* (speaking), *choukai* (listening), *dokkai* (reading), and *moji* (letter/writing). The rest of, students take general university courses such as Pancasila, citizenship, sports, Etc.

In the third semester, a new subject included in writing skills is added, namely *sakubun* (composing). The Sakubun course is taught in the third semester because students have sufficient vocabulary and sentence patterns in the first and second semesters to be applied in a Japanese essay. Students take the Koutou Hyougen, Saabisu Nihongo, and Kankou Nihongo courses to enrich speaking skills courses in semester five. The Koutou Hyougen course has the same content as the Kaiwa course but experiences different courses. This course is done to deepen the students' speaking skills.

Students learn Japanese speaking skills in the Saabisu Nihongo course in the industry. The materials presented included

Japanese for restaurant use, Japanese for use in shops, and Japanese for airports. It is done to prepare students to be better prepared to use Japanese in work. Whereas in the Kankou Nihongo course, students focus on studying Japanese for tourism. Students can carry out direct practice guiding a tour around the city of Japanese tourists living in Semarang in this course.

3.3. Use of Japanese in Online Internships

3.3.1. Student's Japanese Ability

A survey was conducted regarding four language skills to determine the effectiveness of using Japanese in the 2017 curriculum. The survey is presented in the form of presenting a statement. Through this statement, the respondent was asked to choose one of the options "disagree," "quite agree," and "strongly agree," which is considered the most representative of the respondent's opinion. The results of the survey are as follows:

1. Writing Skills

Learning kanji and vocabulary are two things that are continuous in learning. The Moji and Sakubun courses are taught in the kanji and vocabulary curriculum. When this writing skill was asked to the samples, they answered as shown below:

Based on diagram 1, it can be understood that 40% of students strongly agree with statement 1, while 60% feel pretty agree.

2. Listening Skills

The following are statements given to students to measure students' listening ability. When this writing skill was asked to the samples, they answered as shown in diagram 2.

Based on diagram 2, it can be understood that 80% of students agree that they can listen to Japanese usage well. Meanwhile, 20% disagree. In addition to the above statements, the following statements

are also given, which are still related to listening ability.

Based on the survey results in diagram 3, 60% of students stated that they agreed that lectures were beneficial, while 40% did not agree.

Kanji dan kosakata yang saya dapat selama perkuliahan sangat membantu dalam magang daring
5 jawaban

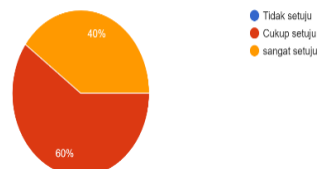


Diagram 1 Writing Skills Survey Results

Saya dapat menyimak dengan baik penggunaan bahasa Jepang dalam magang daring
5 jawaban

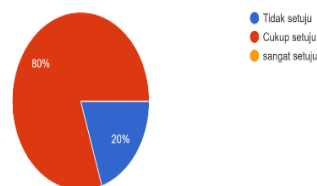


Diagram 2 Listening Skills Survey Results 1

Saya merasa bekal keterampilan menyimak bahasa Jepang yang diberikan dalam perkuliahan memadai kegiatan magang daring
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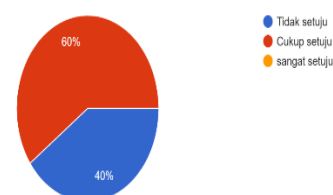


Diagram 3 Listening Skills Survey Results 2

Saya dapat berbicara menggunakan bahasa Jepang dalam magang daring dengan baik (mengungkapkan pendapat, menjelaskan, presentasi, dll)
5 jawaban

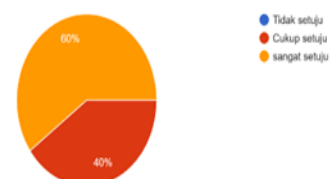


Diagram 4 Speaking Skills Survey Results 1

3. Speaking skills

The student survey is obliged to measure his ability to determine a student's ability to speak, as shown in Diagram 4.

Based on diagram 4, it can be understood that 60% of students can speak Japanese well, especially in expressing opinions, providing explanations, and making presentations. Meanwhile, 40% of students respond pretty agree. The ability to speak is also stated in the statement in diagram 5.

Saya merasa bekal keterampilan berbicara bahasa Jepang yang diberikan dalam perkuliahan memadai kegiatan magang daring
5 jawaban

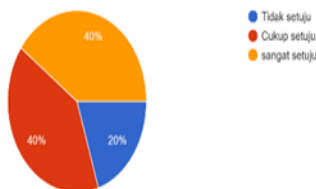


Diagram 5 Speaking Skills Survey Results 2

The exciting thing in diagram 5 is that 40% of students stated that they strongly agreed and quite agreed that speaking skills during lectures helped implement online internships. Meanwhile, 20% did not agree.

4. Reading Skills

For measuring students' reading skills, two questions are asked to the students, as shown in the diagram 6.

In diagram 6, as much as 40% of students each answered agree and disagree that reading skills in lectures are adequate for online internships. Meanwhile, 20% agreed.

Saya merasa bekal keterampilan membaca dalam bahasa Jepang yang diberikan dalam perkuliahan memadai kegiatan magang daring
5 jawaban

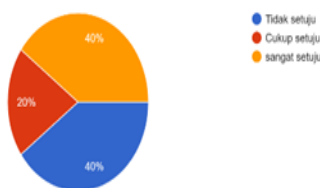


Diagram 6 Speaking Skills Survey Results 1

Based on the diagram 7, 80% of students responded that they agreed that they could read various written documents in Japanese on online internships, while 20% expressed disagreement.

Saya dapat membaca berbagai dokumen tulis dalam bahasa Jepang pada magang daring.
5 jawaban

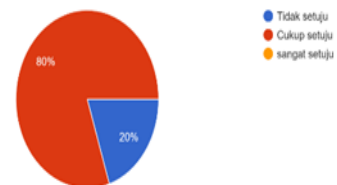


Diagram 7 Reading Skills Survey Results 2

Saya akan bekerja di sektor yang menggunakan bahasa Jepang ketika saya lulus
5 jawaban

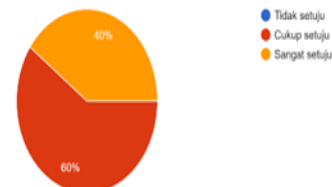


Diagram 8 Results of the Student Plan Survey After Graduation

Saya merasa puas dengan pembelajaran bahasa Jepang pada Sekolah Vokasi, Universitas Diponegoro
5 jawaban

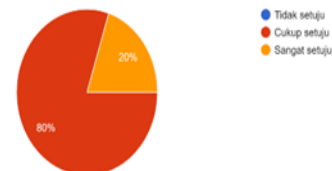


Diagram 9 Student Satisfaction Survey Results

3.3.2. Measurement of Student Satisfaction

Apart from the statements above, two statements regarding student satisfaction are also attached. Besides asking directly about student satisfaction while studying Japanese in lectures, a statement about the student's plans after graduation is also attached. It is important to determine whether students have the confidence to

enter the world of work by relying on the Japanese language skills they have learned.

As shown in diagram 8, a positive response was obtained from this statement. 40% of students answered strongly agree, while the rest, namely 60%, answered quite agree to use Japanese language skills after graduating in the world of work.

In closing, as shown in diagram 9, students stated that 20% were delighted with the learning carried out in the study program, while 80% were quite satisfied.

4. Conclusion

Based on the survey, it can be understood that students pretty satisfied with the Japanese language learning process carried out in the study program and have plans to work in the industrial sector that uses Japanese. In particular, to determine the evaluation of Japanese language skills in online internships, this can be observed through two sides: the side of student abilities and learning outcomes during lectures. In this case, the ability of students to understand the use of Japanese in online internships is influenced by two factors, namely internal and external factors. Internal factors are the factors in which students learn independently to improve their Japanese language skills outside of lectures. Meanwhile, external factors are everything in lectures that supports learning Japanese based on the curriculum.

Based on the survey carried out, it can be understood that in writing and listening skills, students feel pretty helped by the debriefing in lectures and feel skilled enough to write and listen to Japanese use in online internships. In speaking ability, students feel very capable, but the provision of this ability in lectures should be improved considering that no more than 50% of students strongly agree. Meanwhile, based on the reading ability survey results, it can be understood that students understand enough about Japanese use in online internships based on the debriefing given in lectures. Based on the results of

this study, it can be understood that the 2017 curriculum used by the Japanese language D3 study program needs to be improved in speaking skills. In other aspects of skills, students' Japanese language skills are at an adequate level; this is a challenge in the future so that the study program is expected to maintain and even improve students' abilities in the three other aspects of language skills, namely in the aspect of reading, listening, and writing.

After conducting this research, it is hoped that further research will be conducted to discuss the evaluation of Japanese language skills in every aspect of language skill. Research that is more conical about one aspect of language skills is expected to provide much input to Japanese language learning, especially in the vocational or vocational fields. Research on these themes will also provide valuable input to curriculum development, textbook selection, and teaching methods. A new learning model is needed, namely online and hybrid learning models, accompanied by several online learning support applications. This theme will, of course, be an exciting one, especially if the success of online and hybrid learning is measured not only through student self-evaluation but also by graduate users..

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