
Research Article**Visualization of Material Using Concept Map as a Strategy in Design of Learning Material for *Nihon Bunka Shakai Nyumon* Subject****Rahayu R.N. Rahman*, Ardietyo Hartoro, Ari Artadi, Hari Setiawan**

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*Email: rahayurahman12345@gmail.com*Received: April 20th, 2021; Revised: Sept 29th, 2021; Accepted: Oct 1st, 2021**Available online: Nov 9th, 2021; Published regularly: Dec 2021***Abstract**

This research examined the application of a concept map in designing learning material to help students understand by visualizing information of various topics that covers the social, cultural, and economic topics included in the *Nihon Bunka Shakai Nyumon* Subject. Manifesting Ausubel subsumption theory, three of Model Kemp. variables such as content sequencing, task analysis, and instructional delivery methods accompanied using audio-visual media were conducted to construct the learning design and strategy of Japanese society and culture that are valid, effective, and encourage critical thinking of the students. The trials of learning material, strategy, and evaluation had been implemented in *Nihon Bunka Shakai Nyumon* subject at the odd semester of 2020-2021 academic year based on the 2017 curriculum of Japanese Language and Culture Department, Darma Persada University. As the result, about 48% of students stated their satisfaction with the implementation of the *Nihon Bunka Shakai Nyumon* subject and about 31% of the students conveyed that they got a significant increase in knowledge about Japanese society and culture.

Keywords: Concept map; learning module; learning design; Japanese society; Japanese culture**How to cite (APA):** Rahman, R. R. N., Hartoro, A., Artadi, A., & Setiawan, H. (2021). Visualization of Material Using Concept Map as a Strategy in Design of Learning Material for *Nihon Bunka Shakai Nyumon* Subject. *IZUMI*, 10(2), 259–266. <https://doi.org/https://doi.org/10.14710/izumi.10.2.258-266>**Permalink/DOI:** <https://doi.org/10.14710/izumi.10.2.258-266>**1. Introduction**

Based on the data of the Japan Foundation, the learners of Japanese language in Indonesia increased from 678.222 students in 2015 to 706.603 students in 2019. This increasing number of Japanese language learners cannot be separated with cultural determinism concept (Ong, 2017) related to the image of Japanese society and culture as the main key of Japan rapid economic development after World War II (Vogel, 1979).

Along with the implementation of curriculum 2017, Japanese Language and Literature Department of Universitas

Darma Persada (Unsada) endeavors to provide knowledge related to Japanese culture and society to support the students in learning Japanese language through *Nihon Bunka Shakai Nyumon* (NBSN) subject. The content of the subject must be considered to fulfill the needs of these three factors. First, the current and latest confirmed information about Japan. The students who studied Japanese language basically has segmented information related to Japan that they earned from several sources such as anime, game, and other media platform. The learning material of NBSN subject is demanded not

only to provide but also manage the information about Japan from the basic to the more specific theme. Second, the learning material must also consist of social phenomenon that happen within Japanese society nowadays. The student can learn from the concrete case study and build their critical thinking capability and develop new knowledge. Third, the content of the subject should contain the information about relation between Japan and Indonesia. Soon, the students who learned Japanese language at Unsada will be the bridge between Japan and Indonesia in many fields. Therefore, they need to know the dynamic of these two Asian countries

that has been connected since the modern era.

Nihon Bunka Shakai Nyumon (NBSN) subject is one of the three course series that provide knowledge related Japanese society and culture studies in Universitas Darma Persada based on 2017 curriculum. Sumiati and Asra (2009) stated that to develop a meaningful learning session, the role of teacher is crucial to plan the course, implement the course based on learning design, evaluate the process, and give the feedback to the students. In pandemic situation the challenge of teaching culture is ascending to set a accommodate learning process.



Figure 1 Nihon Bunka Shakai Course Series

Based on Figure 1, *Nihon Bunka Shakai* course series consists of *Nihon Bunka Shakai Nyumon* for students at semester 1, *Nihon Bunka Shakai I* for students at semester 5, and *Nihon Bunka Shakai II* for students at semester 6. *Nihon Bunka Shakai Nyumon* is provided to introduce Japan as a country, Japanese culture, and society. At this phase most of new Japanese language students already have knowledge about Japan. Here, the course tries to arrange their knowledge and lead them to make their knowledge more useful for their Japanese language studies. *Nihon Bunka Shakai I* learning material consists of information about various phenomenon and issues within Japanese

society. At this phase, the course leads them to have many information as much as possible, so the students know their position as the future generation and bridge between Japan and Indonesia relation. *Nihon Bunka Shakai II* provides specific themes related to Japanese culture and society. The course leads the students to critically think about social and cultural issues in Japan so they can create an understanding and develop new knowledge. Through this course, students can also begin to explore themes to write their final research project.

The situation before the implementation of the course series will be explained at three points. First, the course material is not yet provided in a module or

book. The students can have a pdf version of material that prepared by lecturers. Second, the learning material was made by lecturer by using Power Point slides that consist of the material content related to Japanese culture and society. And third, the course was not supported by audio-visual media on the internet as discussion material for the students

To develop this research, we referred to ADDIE method implemented by Pamugari (2020) to develop lecture material to formulate materials that introduced in Japanese History subject from various aspects such as economy, politics, education, social, and culture. On the other hand, Ridhah and Fatin (2017) offered teaching culture strategies in EFL classroom such as creating an authentic environment strategy, the slice-of-life strategy, culture capsule strategy, culture clusters strategy, audio-motor unit strategy, self-awareness strategy, g-quiz strategy, drama (dramatization) strategy, minidrama/miniskit strategy, critical incidents/problem solving strategy, k-web quest strategy, and culture quest strategy. To design a cultural syllabus, the material consists of the topics that are important for or of interest to students. There is no exhaustive list, the decision to include certain topics is always arbitrary.

At first, the goal of this research was the making of learning modules for *Nihon Bunka Shakai* subject for the students. However, to put the knowledge related to Japanese culture and society into a learning material for students, especially in pandemic situation, we need not only material arrangements, but also the learning strategy that involved teacher and students during online class activity so the material can be conveyed well.

The development of *Nihon Bunka Shakai Nyumon* course manifesting the subsumption of Ausubel by developing the content of learning material and learning strategy. This research used three variables of Model Kemp. to focus on developing

learning material related to Japanese society, economy, and culture. For learning strategy, Sanjaya (2011) profoundly explain about the instructional system development procedure that has been implemented in Indonesia to support education curriculum in 1975 to enhance the effectivity of education plan and implementation systematically. Like this concept, we rely on concept map and case study to develop student's comprehensions towards the learning material in learning module of *Nihon Bunka Shakai Nyumon* course. While the evaluation variables are being developed, through this research, the evaluation from the students will come first as the criterion for further improvement of *Nihon Bunka Shakai Nyumon* course.

2. Methods

This research is qualitative research that seek for the quality of research objects such as human emotions, religious matter, the value of the art, history, or artifacts (Meliono, 2009). The research was implemented as desk 'literature' research by using some of secondary data, such as books, scientific journals, and data from various official websites.

Nihon Bunka Shakai Nyumon course consists of facts, concepts, and social phenomenon that includes the cognitive aspects of the students in their learning process. Ausubel explained how the students can form the knowledge based on the link between each phenomenon into their knowledge structure (Rahmah, 2013). Based on this theory, this research used model Kemp. learning design to visualize the steps that needed in developing the course.

Model Kemp. is a learning design that consists of nine elements such as instructional problems, learners' characteristics, task analysis, instructional objectives, content sequencing, instructional strategy, instructional delivery methods, evaluation instruments, and instructional resource. This model is

flexible because course development can be started from any elements (Ratumanan & Rosmiati, 2019). This research will explain three of nine elements in Model Kemp. First variable is content sequencing. Organizing the learning material related to Japanese culture and society is important to develop learning strategy for the students. At this stage, various knowledge and phenomenon within Japanese society must be arranged systematically based on books, news, scientific journals, and various official data. Second variable is task analysis. Based on the model, summative and formative test are determined to be a stimulation for the students in comprehending the learning material related to Japanese culture and society. Lastly, instructional delivery methods. To convey the learning material, this research uses Concept Map to decide course implementation based on preparation and implementation phases.

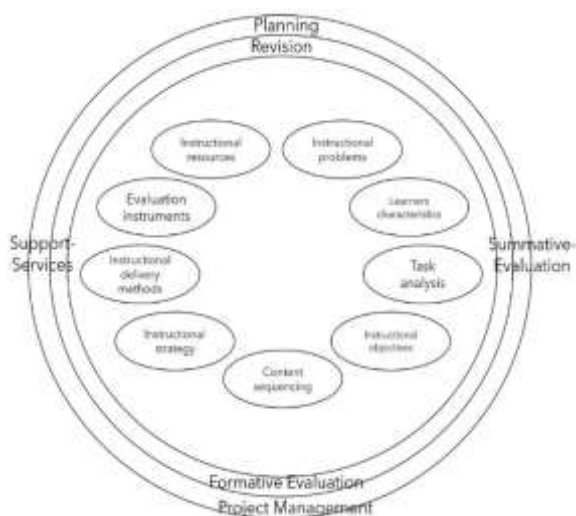


Figure 2 Model Kemp. Learning Design
Source: Perencanaan Pembelajaran (Ratumanan & Rosmiati, 2019)

3. Result and Discussion

The dynamics of society and technology demands the rapid change in the way of delivering learning material, a new learning design is needed to support the students in comprehending study material related to Japanese culture and society. This research used model Kemp. to design learning

material and implementation of *Nihon Bunka Shakai Nyumon* Course. The research will explain the learning design of *Nihon Bunka Shakai Nyumon* and the evaluation result of the *Nihon Bunka Shakai Nyumon* course implementation as the result of the research.

Learning Design

Based on model Kemp., this research focusses on three out of nine components.

First component is content sequencing. Based on this component, the theme of learning materials consists of various themes related to Japanese culture and society. Ridhah and Fatin (2017) stated that the cultural syllabus can be defined and classified using different categories such as topic areas, cultural categories such as topic areas, cultural categories, and elements of culture, and so on. Begin with general knowledge about Japan, the contents were chosen are Japanese society phenomenon and the dynamic of Japanese culture that currently happening (Chart 1).

To support these themes, various books, scientific journal, news, and articles in Indonesian, English, and Japanese are used. Ong (2017) contributed the form of so called cultured Japanese society as the main factor of the rapid economic growth, as stated by Johnson (1982) explained as the Japanese Miracle. This cultural determinism aspect was also explained through the implementation of society education as the development effort conducted by Japanese government after World War II (Ong, 2019). Sa'ud and Makmun (2005) conveyed that material planning also need to include the activity and environment component that close to the learner or student so they can build their comprehension towards the learning material. So, we also input some current social issues and actual cases study in learning material. The process of compiling references and data adjustment was started at the end of June 2019 and finished at the end of July 2019.

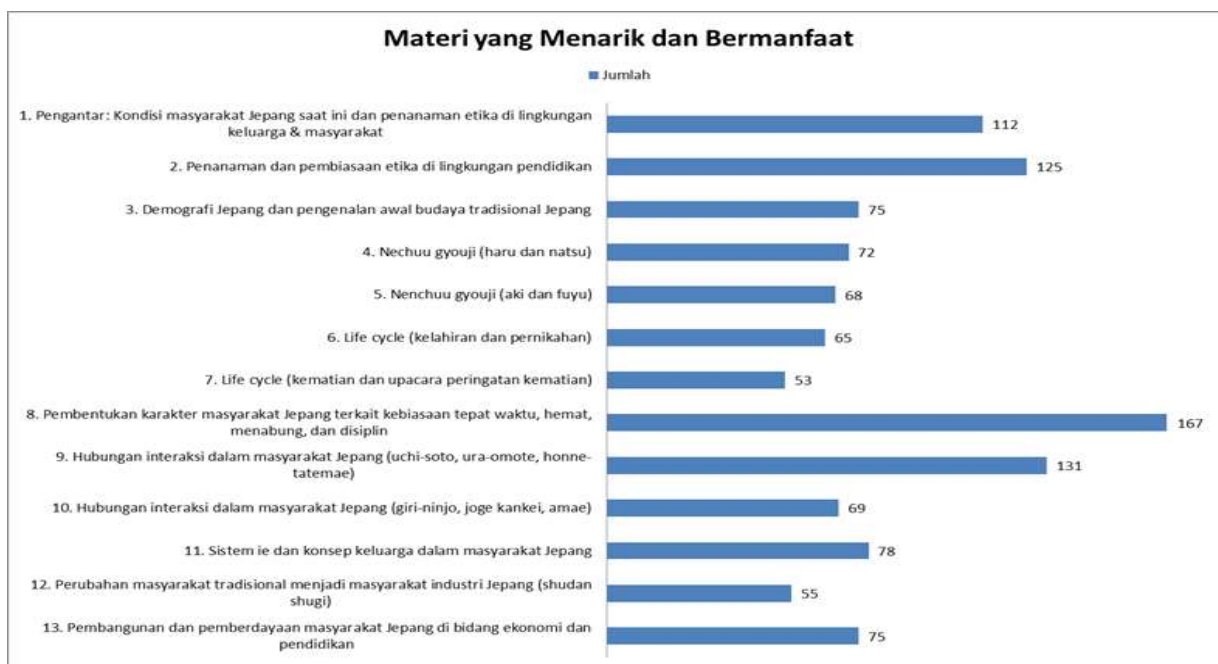


Chart 1 Learning Material of *Nihon Bunka Shakai Nyumon*

Chart 1 shows the theme of the learning materials conveyed at *Nihon Bunka Shakai Nyumon* course. The evaluation form was conducted to evaluate how the theme is relevant with the students need. The evaluation form was shared to 238 students at the end of odd semester AY 2019/2020. Based on the graph, the learning material that delivered in *Nihon Bunka Shakai Nyumon* consists of Japanese ethic education in society, ethic education at school, demography of Japan, annual event of four seasons, life cycle ceremonies, the forming of the called Japanese society, interaction value within Japanese society, Japanese family, the change of Japanese society, and education and economic development in Japan after WW II. As the student's satisfaction result, from 1-5 scale, three of the subjects got 3 points, while other subjects got 4 points.

The second component is task analysis. The evaluation process is needed to ensure students comprehension. The evaluations consist of summative evaluation and formative evaluation. Summative evaluation is implemented to evaluate study

process by mid-test score and final-test score. Unfortunately, this research did not decide the standard of the score yet so the effectivity of the learning design cannot be measured. Formative evaluation is implemented to understand students' comprehension by getting the feedback from the students from the worksheet that provided for discussion session.



Figure 3 Evaluation Tools for *Nihon Bunka Shakai Nyumon* Subject

The third component is instructional delivery method. Concept Map is the tool to

establish the strategy in conveying learning material of *Nihon Bunka Shakai Nyumon* Course to the students. Based on this strategy, the phases are determined into preparation and implementation phase.

On preparation phase, the teacher made some preparations. First, teacher send worksheet of a certain theme a week before the class session so the students can prepare themselves by doing the worksheet and browsing some points based on worksheet instruction. Along with the worksheet, teacher also put the link of videos on YouTube as audio-visual support to help students in comprehending the material. This prior preparation can stimulate students in developing initial knowledge related to the theme while linking their cognitive with the material given by teacher in the class. Student will do the worksheet personally. However, at discussion session, student will be arranged into small groups to brainstorm with other peers before the open discussion session.

On implementation phase, teacher conducts several steps. First, the opening. At the opening the course will begin with the discussion about students finding based on the worksheet that was prepared a week before. Hearing and activity to the students' answer will not be scored. Instead, this session will encourage students to speak

and learn to explain their arguments related to the phenomenon issued on the worksheet as the formative evaluation. Second step is the lecture session. At this step, teacher explain the content of the course for that day. The interaction is an active interaction between teacher and students. The presentation is not merely the one-way explanation, but the teacher also includes the student into the presentation by asking them about the data they browsed based on the worksheet activity before. At the third phase, teacher will give a case study related to the learning material. The students will study along with the explanation and try to give another example that like the case and explain it in front of the peers. At the fourth phase, discussion session will be conducted. At this phase the students will compare their finding at the first worksheet activity with the case that they learned. When the students can link the concept with the fact of their finding based on study case and the whole learning process, the teacher can draw the again the formative evaluation of the students. The last phase is the closing phase. At this phase, the teacher will make the summary of the learning material and provide the worksheet for the next meeting.

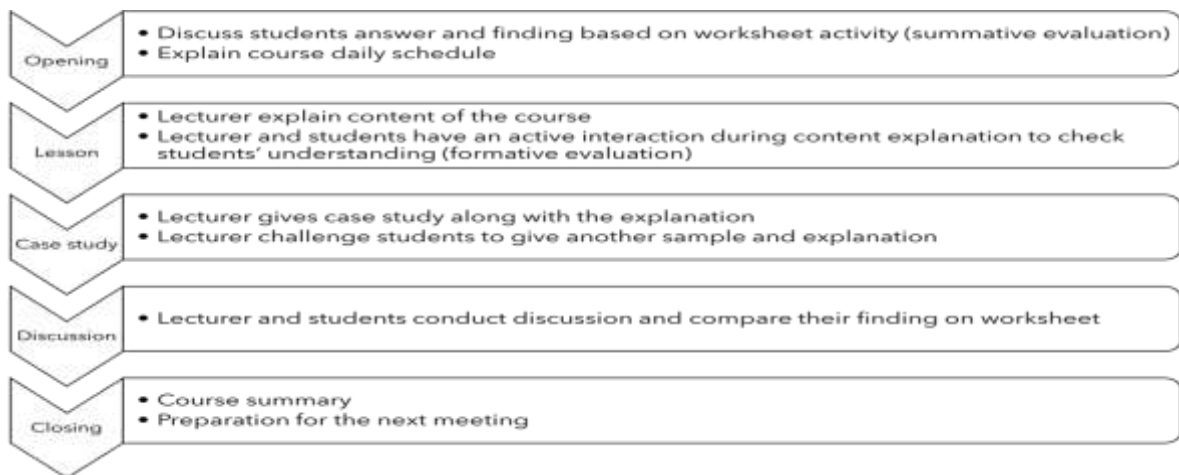


Figure 4 Implementation Phases of *Nihon Bunka Shakai Nyumon* Course

Students Evaluation Result

The implementation of the course was held on the odd semester AY 2019/2020. Based on this implementation, the evaluation was conducted through the evaluation form to 238 students of the first year of AY 2019/2020. This evaluation was conducted at the end of odd semester to measure students' satisfaction and the benefit of learning *Nihon Bunka Shakai Nyumon* subject.

Figure 5 shows the percentage of students' satisfaction of *Nihon Bunka Shakai Nyumon* performance in general. About 39% of the students conveyed that they are very satisfied to the course performance. About 48% of the students satisfied with the course, while 3% of the students conveyed their dissatisfactions.

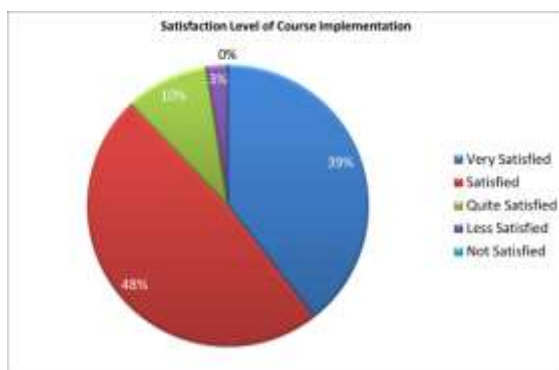


Figure 5 Students Satisfaction of *Nihon Bunka Shakai Nyumon* Course in General

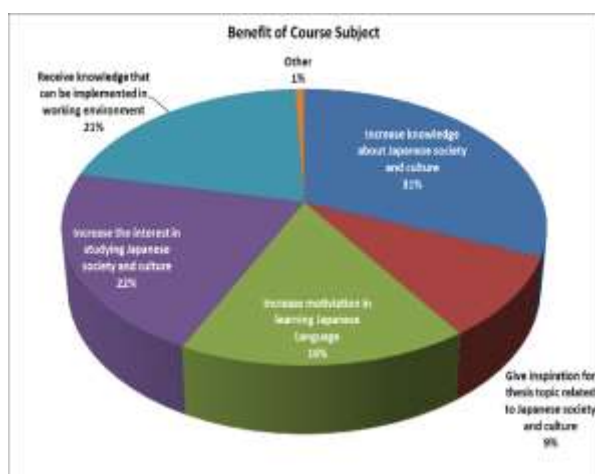


Figure 6 Benefit of Attending *Nihon Bunka Shakai Nyumon* Course

Figure 6 shows the percentage of benefits of attending the *Nihon Bunka Shakai Nyumon* course. There are five variables stated on the graphs along with the percentage. Based on the graph, the students conveyed that they got a significant increase of knowledge about Japanese society and culture are reach to 31%. At the second place, about 22% students conveyed the significant increase in willing to study more about Japanese society and culture in the future. At the third place, about 21% of the students conveyed that they got the knowledge about Japanese culture and society that can be implemented in working environment. At fourth place, about 16% of the students stated that they have more motivation in learning Japanese language after attending the class. Meanwhile, about 9% of the students have more deeper interest about Japanese culture and society to be the topic for their final thesis.

Compared to Pamugari (2020) which use the ADDIE methods in preparing the material for Japanese History subject, this research used the mapping concept method and model Kemp. approach to arrange the material and to design the learning process for the students included the preparation, implementation, evaluation, and re-preparation phases. The evaluation process was included as the implementation evaluation, not the evaluation of the learning material arrangement. However, in terms of implementation phase, the learning strategy implemented is like Ridhah and Fatin (2017) stated as creating an authentic environment strategy by using visual support and tangible presence of the target culture conveyed in the course such as display, posters, bulletin boards, maps, and realia, especially in the situation where language and culture taught are far away from the target country. In pandemic situation, the display and other visual presence are supported by learning material presentation that included the visual description and pictures of the target

culture. The videos in some official websites also help students to comprehend the learning material and easy to be accessed anywhere and anytime. With different implementation, the use of worksheet also showed the similarity intention with the culture quest strategy and self-awareness strategy that suit the intention of this research to visualize the learning material of *Nihon Bunka Shakai Nyumon* course.

4. Conclusion

Nihon Bunka Shakai Nyumon subject is provided based on curriculum 2017 to support the students of Japanese language and culture department at Universitas Darma Persada. Therefore, a proper learning material and course development need to be conducted.

The learning material of *Nihon Bunka Shakai* subject consists of facts, data, and social phenomenon in the structure of cognitive area. Based on Ausubel's theory related to meaningful learning, the learning process of the students will be success when the student can link those phenomena to one each other. To build students comprehension, this research develops a learning design for *Nihon Bunka Shakai Nyumon* subject by using model Kemp, and Concept Map. Like creating an authentic environment strategy, culture quest strategy, and self-awareness strategy, the implementation of *Nihon Bunka Shakai Nyumon* course delightfully visualized the learning material for the students.

Based on students' evaluation, the course was implemented right on the track. However, this learning design is lack of summative evaluation standard so the effectiveness of the learning design of *Nihon Bunka Shakai Nyumon* subject cannot be measured at this point.

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