

## **ANALYSIS OF INTEREST AND MOTIVATION TO LEARN JAPANESE AT SMK KESEHATAN RAJAWALI**

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### **ABSTRACT**

This study aims to understand the interests and motivations that underlie learners' interest in learning Japanese as a foreign language, focusing on students who chose to major in Japanese as a subject. The method of this study used questionnaire and interview. This qualitative research took a case study of 20 student of 11th grade pharmacy students at SMK Kesehatan Rajawali in the 2023/2024 academic year. Four aspects of interest and two types of motivation were the focus of the research. The results show that respondents' interest in Japanese is quite high, with the element of fun being the most common answer. The fun aspect includes respondents' interest in all things related to Japan, such as anime, manga, culture, and career opportunities. Motivationally, it appears that the reasons expressed by respondents tend to be more related to integrative motivation. The emergence of this motivation is based on their interest in the language and culture.

**Keywords:** Japanese Language, Interest, Motivation

### **INTRODUCTION**

The teaching process is the interaction between students and teachers with the goal of learning. In general, learning is a process of forming abilities that previously lacked, while psychologically speaking, learning is a process that individuals do to change their behavior through interaction with the environment. (Rahmah, 2019). Motivation has been shown to be a very important factor in the success of second language learning (Busse, 2009), and research in this field continues to increase. (Leeming, 2024). Considering the importance of learning motivation in language achievement and the importance of language mastery for young people to succeed in high-stakes exams and be able to compete in the job field. (Vonvoka, 2024).

The learning method used by educators to present learning materials so that there is a learning process for learners with the goal of achieving learning success. The goal of the learning process is to achieve the expected success rate. The use of appropriate teaching methods can stimulate learners' interest in the learning process. (Prihatini, 2017). The job of educators is not only to provide material to achieve learning goals, but also to make learning enjoyable and to provide motivation for learning interest to grow naturally from within each learner. (Riamin, 2016).

Based on previous research on the motivation of learning Arabic for students of the IAIN Palangka Raya Arabic Studies Program, using a questionnaire technique in the form of a short essay, the results showed that 42% of the students who were respondents had integrative motivation to learn Arabic, and 42% of the students who were respondents were given the same motivation to learn Arabic. The remaining 58% have instrumental motivation. From the results of this study, it can be concluded that educational background is one of the factors influencing learning motivation, where instrumental motivation is motivation that is more related to educational background. (Rahman, 2018).

Every learner who chooses to learn Japanese usually has his own motivation and reason. These factors are often based on personal desires such as pleasure or hobbies, linguistic talent, ideals, and so on. (Septiani, 2019). In addition, there are other influential factors, such as encouragement from family, teachers, friends, the environment, and various other influences that make learners choose to learn Japanese. We can also conclude that Japanese culture is the main factor in the high interest in learning Japanese among all ages. (Soebagijo, 2023).

There are several factors that can trigger interest in learning, i.e. (1) submission of real-life learning materials can generate interest; (2) the role of educators in helping learners achieve learning objectives; (3) providing learners with opportunities to be active in the learning process; and (4) attitudes and behaviors that demonstrate a commitment to improve learning. a learner's interest in addition to discussing factors that affect interest, there are also efforts to increase interest in learning. Currently, people's interest in learning Japanese in Indonesia is very high. Based on the results of The Japan Survey foundation in 2019, Indonesia ranked second with the most Japanese learners. (J. Anand, 2020).

The conclusions that can be drawn from some of these opinions regarding the characteristics of learning interest are as follows: (1) Learning interest can develop with individual physical and mental growth, and is influenced by the learning process and the learning opportunities provided. (2) While learning about a particular thing gives rise to a feeling of pleasure and satisfaction, encouraging individuals to be active in learning activities, and generating pride and satisfaction for accomplishment. (3) However, learning interests may also arise from natural or hereditary talents, and are influenced by external factors such as family, community, and cultural influences.

The purpose of this study is to analyze the needs of Class XI Pharmaceutical a Japanese learners at Rajawali Health Vocational School with the aim of increasing learners' interest and motivation. This research was based on the results of a preliminary study interview with Japanese teachers at SMK Kesehatan Rajawali, which highlighted the importance of increasing interest and motivation in Japanese learning. This study aims to understand students' needs in terms of interest and motivation for learning Japanese, and to formulate appropriate strategies to increase their interest and motivation in learning.

## LITERATURE REVIEW

Learning interests play a significant role in the learning process and the influence of educators in inducing learners' learning interests is important. Educators should be able to create an interesting learning environment and provide learners with opportunities to actively participate in learning. In addition, educators are also responsible for stimulating and strengthening learners' learning interests, so educators can guide learners according to their interests and preferences. Furthermore, learning interest can be measured through four main indicators, namely experience, interest, motivation, and understanding of learners. These four indicators will serve as guidelines in this study. (Milenia, 2022).

Related to learning motivation and interest that discuss the motivation for learning Arabic among PBA students at IAIN Palangka Raya. In this study, using the questionnaire method of short essays, the results showed that 42% of the students who were respondents showed integrative motivation in Arabic learning, while the remaining 58% showed instrumental motivation. From these results, it is known that educational background is one of the factors influencing the existence of instrumental motivation in students, which shows a significant influence on their learning motivation. (Rahman, 2018).

The key finding from Gardner's research, as highlighted in (Rahman, 2018), indicates that integrative motivation significantly influences language learning. The higher a person's motivation, the better their proficiency in a foreign language. Students with integrative motivation also tend to have better language proficiency compared to those with instrumental motivation. They exhibit positive attitudes and behaviors such as being active, enthusiastic, hardworking, persistent, and constantly striving to master the foreign language. On the other hand, students with instrumental motivation are more likely to view foreign languages merely as practical tools to meet specific needs, such as securing employment, rather than as a means to understand other cultures. As a result, they may stop learning once their practical needs are met, leading to a waning interest in learning and limited language proficiency.

The conclusion of the research is that student motivation needs to be increased, and differences in motivation are one of the influencing factors. Students who choose Japanese tend to have instrumental motivation as their primary drive in learning the language.

### METHODOLOGY

This study is using a descriptive method with a qualitative approach. Respondents of this study are 20 students in 11<sup>th</sup> Grade of Pharmacy Major 2023/2024 academic year. Data collection is used questionnaires with Google forms. The collected questionnaires then calculated the frequency and percentage. Several questions revolve around student motivation in learning Japanese at school and then shift focus to their interest and passion for the Japanese language itself by presenting several references regarding students' abilities in learning Japanese at school.

### DISCUSSION

The results of 8 questions asked to 20 respondents regarding their interest, motivation and development of understanding of Japanese language learning at school are presented in the following tables.

**Table 1 :** How long have you been studying Japanese

Response	Count	Percentage
< 1 Year	18	90%
1-2 Year	2	10%
2-3 Year	0	0%
> 3 Year	0	0%

Based on the data listed in the Table 1, it can be concluded that of the 90% respondents surveyed, only had less than 1 year of Japanese learning experience. This shows that most respondents are still in the beginner stage of learning Japanese at school.

**Table 2 :** Interest in Japanese Subjects in Schools

Response	Count	Percentage
It's fun.	12	60%
It's a lot of fun.	8	40%
Less Fun	0	0%

From the data listed in the Table 2 above on interest in Japanese, 60% respondents stated that they found learning Japanese fun, and that they found learning Japanese to be fun. While 40% respondents only stated that they were happy. No one responded that learning Japanese was less fun, indicating that all respondents showed a high level of enthusiasm for learning Japanese.

**Table 3 :** Motivation for Learning Japanese at School

Response	Count	Percentage
Fine	16	80%
Enough	4	20%
Less	0	0%

Based on the data recorded in the Table 3 on learning motivation, it can be seen that 80% respondents showed a good level of motivation in learning Japanese, while 20% respondents showed sufficient motivation. No one showed a lack of motivation based on the respondent's answer.

**Table 4 :** Understanding of Japanese Subjects in Schools

Response	Count	Percentage
Fine	9	45%
Enough	9	45%
Less	2	10%

Based on the data in Table 4 obtained on respondents' understanding of Japanese, it can be concluded that 45% respondents showed good understanding, 45% other respondents had sufficient understanding, and the remaining 10% respondents had less understanding of Japanese learning materials at their schools.

**Table 5 :** What interested you in learning Japanese? (Choose more than one if appropriate)

Response	Count	Percentage
Japanese culture	17	85%
Japanese Anime and Manga	5	25%
Traditional Art	7	35%
Modern Art	3	15%
Work career opportunity in Japan	11	55%
Other (in case Japanese Food)	1	5%

From the results of a survey of Japanese learning interests in Table 5, 85% respondents showed interest in Japanese culture. followed by 55% respondents interested in finding career opportunities in Japan. Other interests such as anime, manga, and modern traditional art received only a response of less than 50% of the respondents.

**Table 6 :** What is your main purpose in learning Japanese? (Select one or more)

Response	Count	Percentage
Expanding Cultural Insight	13	65%
Communication with Native Japanese Speakers	10	50%
Getting career or business opportunities in Japan	12	60%
Enjoying Japanese cultural works	7	35%
Other	0	0%

According to data obtained on respondents' purpose in learning Japanese in Table 6, it was seen that 65% respondents wanted to broaden their understanding of Japanese culture, followed by 60% respondents aiming to gain career and business opportunities in Japan, and 50% respondents wanting to improve communication skills with native Japanese speakers. Other objectives, such as enjoying cultural works, received only a response of less than 50% of the total number of respondents.



**Table 7 :** What is your preference for learning Japanese? (Select one or more)

Response	Count	Percentage
Learn independently through books or applications	10	50%
Viewing Interactive Learning Videos	11	55%
Japanese study group or club	8	40%
Online learning or learning platform	1	5%
Other	0	0%

Based on Table 7 Japanese language study preferences based on respondent data indicate that 55% respondents It prefers to learn through interactive learning videos, such as those available on Instagram and TikTok. 50% respondents chose to study independently using books or applications, and 40% respondents preferred to study in groups, for example through extracurricular activities at school. Only 5% respondent expressed a preference for online learning.

**Table 8 :** Are you more interested in focusing on the skills of speaking, writing, reading, or listening in Japanese learning?

Response	Count	Percentage
Speaking	10	50%
Writing	16	80%
Reading	4	20%
Listening	5	25%

Based on the results of a survey of respondents in Table 8, it is evident that out of the total respondents, 80% of these were interested in focusing on writing ability in Japanese, while 50% other respondents wanted to focus on speaking ability in Japanese. Meanwhile, other interests, such as focusing on reading and listening in Japanese, received only a response of less than 25% of the total number of respondents.

Based on all of these results, it can be concluded that learners showed high interest and motivation although the majority of them had limited experience and a good enough understanding of the school. Many learners are interested in Japanese culture, which encourages their interest and motivation to learn Japanese at school. In addition to expanding cultural knowledge, there is also considerable interest in continuing careers and developing themselves. The majority of respondents preferred to study independently or through interactive social media. In the context of school learning, they are more interested in improving the ability to speak and write in Japanese.

Research results using the Google Form survey method cover a variety of important aspects. First, the number of participating respondents was 20 respondents. Respondent characteristics, such as analysis of requirement preferences, are an important part of the outcome description. The use of the Likert scale in the survey helped measure respondents' level of opinion. Analysis of data conducted to produce relevant findings The conclusions and implications of the findings were presented, along with the emphasis on the limitations present in the study. Thus, the description of the research results using the Google Form survey method provides a comprehensive overview of the understanding and interpretation of the data obtained.

It is important for educators to create an interesting learning environment and provide opportunities for learners to actively participate in the learning process. A positive attitude toward Japanese learning had a significant influence on the motivation of respondents. (Milenia, 2022). Considering the importance of learning motivation in language achievement and the importance of language mastery for learners to succeed in the examination and be able to compete in the job field. (Vonkova, 2024). The majority of them emphasized their motivation for the cultural aspects of Japan as well as career opportunities in Japan. This became a major driver for respondents to increase interest and motivation in learning Japanese. Many things can be factors for someone who has an interest in Japanese such as an interest in Japanese culture, a desire to work with Japan, and others. Therefore, many students who learn

Japanese themselves because learning Japanese is very limited. That way, it would be good if Japanese learning could be facilitated at various school levels.

### CONCLUSION AND RECOMMENDATION

Based on the explanation of Japanese learning interest and motivation, researchers concluded that grade A students in the pharmaceutical department of the 2023/2024 academic year showed high interest in Japanese learning. Judging from the interest of respondents, the majority of respondents were interested in obtaining career or business opportunities in Japan.

From these results, the final conclusion and recommendation that researchers can draw is the need to increase interest and motivation, especially in the school environment as a learning facilitator for students. The number of students interested in pursuing careers or business opportunities in Japan suggests the importance of creating a supportive learning environment. Variations in learning methods are also indispensable, especially for beginner learners, so teaching is not only focused on grammar and letters, but also includes elements of culture, art, and aspects related to Japanese society. This will help students gain a more comprehensive understanding of the country of Japan.

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