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## Needs Analysis of Learning Media in Japanese for Tourism

Silmi Husniya Aiman\*, Anisa Arianingsih

Universitas Komputer Indonesia, Bandung, Indonesia

\*Correspondence: E-mail: [anisa@email.unikom.ac.id](mailto:anisa@email.unikom.ac.id)

### ABSTRACT

This study aims to analyze students' needs for learning media used in the Japanese for Tourism course. The main focus is to explore the types of media needed, the media most preferred by students, and the effectiveness of media commonly used by students in the learning process. The research method and approach used is descriptive qualitative, with a survey in the form of an online questionnaire used as a research instrument to collect data. The results show that students who take Japanese for Tourism specialization courses need learning media that are more interactive, practical, and easy to access. For example, video-based learning and simulation are the most preferred media, as they provide a real-world learning experience. It is hoped that this research will contribute to developing more innovative and suitable learning media that meet the needs of students to improve their Japanese language skills effectively.

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## 1. INTRODUCTION

The Japanese Literature Department of the Indonesian Computer University has several specialization courses in Japanese, including Japanese for Tourism. This course is specifically designed to provide students with insights into Japanese language skills that are relevant to the world of work in the tourism sector, such as hotels, restaurants, and tour guides. This course not only teaches the language but also the culture and ethics of someone working in the Japanese tourism industry. This is because, in the service sector of the tourism industry, employees who have good Japanese language skills can provide services according to the principle of “*omotenashi*,” which is a typical Japanese service culture (Andriyani & Meidariani, 2020).

However, in the learning process, it is not unusual for obstacles to exist in the use of learning media that are less effective and do not fully describe the actual situation in the world of tourism. Based on the explanation regarding learning media, in general, learning media is used to increase efficiency and effectiveness for teaching, thus creating expectations for students to be able to observe, listen, feel, absorb, and evaluate by using the media to gain knowledge and skills as a result of their learning. Although various learning media are available today, ranging from printed books and digital materials to interactive media such as videos and learning applications, it is still uncertain which media is most effective and suits students' preferences.

Needs analysis in learning Japanese for tourism is important to find the most suitable and effective type of media for students' learning. Needs analysis is the process of collecting information about the needs of learners by analyzing their targets, weaknesses, and interests. In a systematic curriculum development, needs analysis is considered a component that plays an important role in the process of designing and implementing an educational program. The objectives are diverse, and that is why needs analysis is so important as a tool in determining the suitability of a program to the objectives and learners to learn in the developed program. Without this analysis, the learning media used may still be ineffective in helping students achieve competency in Japanese tourism. So, understanding the needs of students is necessary for the learning media developed to support student learning further.

There have been many studies on Japanese language learning for tourism, but their research still focuses on analyzing Japanese language needs for students who will take internships in Japan, but does not discuss in depth the most effective learning media to meet these needs. Meanwhile, Kasturi (2022) examined the need for conversation textbooks for internship students in the hospitality field, but only focused on one type of learning media, namely textbooks. In addition, several other studies, such as those conducted, developed an interactive PowerPoint to improve students' critical thinking skills in Japanese language learning. Created the 日本GO! Application as an Android-based dictionary to support Japanese language learning in tourism. However, these two studies emphasize more on specific media development without conducting a student needs analysis first. There has been no research that specifically analyzes student needs for the type of learning media in Japanese for Tourism courses. Therefore, this study fills the gap by analyzing students' needs for the most suitable learning media to support Japanese language learning in the context of tourism.

The main objective of this research is to analyze the needs of Japanese Literature students at Universitas Komputer Indonesia for learning media in the Japanese for Tourism

specialization course, with the main focus on exploring the types of media needed, the media most preferred by students, and the effectiveness of media commonly used by students in the learning process. By understanding students' needs, it is expected that more innovative, interactive, and appropriate learning media recommendations can be found to improve their Japanese language skills effectively. This research is expected to contribute to the field of Japanese language studies in tourism by providing information on learning media preferences and their impact on language acquisition. It is hoped that the results of this study can benefit curriculum developers, teachers, and policymakers in designing more effective learning strategies.

## 2. LITERATURE REVIEW

In this research, the author discusses several theories related to the study, including needs analysis in language education, learning media for the Japanese language, and Japanese for tourism. The needs analysis in this study refers to the framework of Hutchinson and Waters. According to them, needs analysis consists of two essential components: target needs, which are the language skills needed in real-life contexts, and learning needs, which are how learners can achieve these skills effectively. This model is often applied in the context of English for Specific Purposes (ESP) and is particularly well-suited for understanding the needs of students (Namtapi, 2021).

Meanwhile, needs analysis in learning is conducted by systematically collecting information to design effective teaching (Natalia and Wicaksana, 2023). The collected data comes from various sources that are stakeholders in teaching, including students, lecturers, institutional leaders, parents, and relevant curricula. The goal is to understand the needs of all parties involved and ensure that teaching meets the expectations of learners, educators, and institutions.. This method can assist in designing surveys and research instruments to understand students' needs regarding learning media (Natalia & Wicaksana, 2023).

Learning media are tools or materials in any form or event that can be used in the educational process to facilitate students in understanding and mastering material in learning activities. Blackboards and books, even prizes and games, can be considered learning media when used to convey lesson material and encourage students to learn. Interactive learning media, such as educational games, simulation software, and multimedia presentations, play an important role in modern learning because they can enhance student understanding and engagement. Unlike conventional media such as textbooks and printed materials, interactive media encourage active participation, making learning more interesting. However, not all interactive media are of high quality. Therefore, clear criteria are needed to evaluate their effectiveness. Concludes that quality learning media must meet seven main criteria. These criteria include the alignment of material with learning objectives, relevance to student characteristics, ease of access, the teacher's ability to use them, practicality, flexibility, and sustainability in use.

Several studies have examined the effectiveness of various media in Japanese language learning. Research found that role-play as an interactive method in Japanese language learning can increase the confidence of Hotel Management students and their fluency in communicating using Japanese. In addition to role play, research shows that the use of Japanese letter cards is more effective than conventional methods in improving students' mastery of Japanese vocabulary (Kusuma, 2017). Another study by Sari (2010) also found that flashcard media effectively helped students improve their kanji writing skills. Both studies highlight the importance of using innovative alternative learning media. Meanwhile, a study

on identifying Japanese language teaching and learning materials for hospitality found that students of the Hospitality Study Program at Triatma Mulya University who will take part in an internship program in Japan were faced with challenges in mastering Japanese due to the lack of relevant learning materials. The results of their needs analysis showed that industry context-based learning is more necessary to improve students' skills in communicating in the hospitality sector.

Japanese for Tourism is an academic discipline within business Japanese language education that focuses on the use of language in the context of the tourism industry, including hospitality, restaurants, and tour guides. Some researchers showed in their research that Japanese language learning in the field of tourism has main needs that include speaking and listening skills, especially when interacting with customers. Overall, Japanese tourism language learning includes several processes, including learning vocabulary, phrases, cultural etiquette, and grammar that are specifically used in the tourism environment (Juangsih et al., 2020).

### 3. METHODOLOGY

This study used a descriptive qualitative approach, with the aim of understanding and analyzing students' needs for the use of learning media for Japanese in the tourism sector, as well as allowing the author to understand students' perceptions in depth. According to (Safarudin, 2023), qualitative research is "a type of educational research in which we rely on the views of participants or informants: we asks at length, asks general questions, data collection consists largely of the words (or text) of participants, describes and analyzes the text into themes, and makes inquiries subjectively and in a biased manner (fishing for other questions)." The data collected for this research were obtained on 19 February 2025, through a questionnaire given to 7 Japanese Literature students at the Universitas Komputer Indonesia who were taking the Japanese for Tourism specialization course in the 2021 academic year. The respondents were selected based on their enrollment in the specialization course to ensure relevance to the study. The location of this research was UNIKOM, where the students were actively engaged in the course. The percentage of data obtained was then calculated and analyzed to identify patterns in students' preferences and needs for learning media. The questionnaire was conducted online using Google Forms and consisted of closed-ended questions. The data obtained was then calculated according to the following guidelines (Table 1).

**Table 1.** Questionnaire Interpretation Guidelines.

| PERCENTAGE OF ANSWERS (%) | CRITERIA    |
|---------------------------|-------------|
| 0                         | None        |
| 1-26                      | Few         |
| 27-49                     | Almost half |
| 50                        | Half        |
| 51-75                     | Most of     |
| 76-99                     | Almost all  |
| 100                       | All         |

### 4. DISCUSSION

The results of a 5-question survey that was given to 7 students who chose the Japanese Tourism specialization course regarding the use, effectiveness, and preference of learning media are presented in **Tables 2-6**.

In **Table 2**, almost all of the respondents (85.7%) stated that they currently use PDFs or digital materials provided by their lecturers as their main source of learning the Japanese language in tourism. However, a few respondents (14.3%) chose learning videos. Meanwhile, no one uses printed books and interactive applications as learning media.

**Table 2.** What type of learning media do you use most often in your Japanese Tourism course?

| RESPONSE                             | COUNT | PERCENTAGE |
|--------------------------------------|-------|------------|
| Printed book                         | 0     | 0%         |
| PDF/digital materials from lecturers | 6     | 85.7%      |
| Learning videos                      | 1     | 14.3%      |
| Interactive apps                     | 0     | 0%         |

From this result (**Table 3**), textbooks remain unchosen; none of the respondents thinks textbooks are effective enough. However, there are two choices dominated by 42.9% of respondents, almost half of them considered simulation or roleplay to be more effective, while others considered learning videos to be the most effective learning media. Meanwhile, a few respondents (14.3%) chose interactive apps.

**Table 3.** What type of learning media do you think is most effective for learning Japanese Tourism?

| RESPONSE                 | COUNT | PERCENTAGE |
|--------------------------|-------|------------|
| Textbooks                | 0     | 0%         |
| Learning videos          | 3     | 42.9%      |
| Interactive apps         | 1     | 14.3%      |
| Simulations or roleplays | 3     | 42.9%      |

In **Table 4**, the main obstacle most students encounter in using current learning media is the accessibility or limitation of devices (71.4%). In addition, the lack of interactivity in learning media is also an obstacle for (28.6%) almost half of respondents. No students considered the theoretical material and lack of relevant examples to be obstacles.

**Table 4.** What are the main obstacles you face when using the currently available learning media?

| RESPONSE                                                           | COUNT | PERCENTAGE |
|--------------------------------------------------------------------|-------|------------|
| Lack of interactivity in learning media                            | 2     | 28.6%      |
| The material is too theoretical and difficult to apply in practice | 0     | 0%         |
| Not enough examples that are relevant to the world of tourism work | 0     | 0%         |
| Accessibility or limitations of devices to use certain media       | 5     | 71.4%      |

In **Table 5**, the results of this survey show that 100% of the respondents consider pronunciation audio to be the most important feature in Japanese language learning media for tourism. Followed by positive responses to the conversation simulation (85.7%) and interactive dialogue (71.4%). Interesting illustrations were only chosen by 28.6% of respondents, and the exercise feature was considered less significant, with only 14.3% choosing it. These features indicate that students require learning that is more focused on

practice and hands-on experience in understanding Japanese for tourism used in real-life situations.

**Table 5.** What features do you think are the most important in Japanese tourism learning media? (Choose up to 3).

| RESPONSE                 | COUNT | PERCENTAGE |
|--------------------------|-------|------------|
| Interactive dialogue     | 5     | 71.4%      |
| Interesting illustration | 2     | 28.6%      |
| Pronunciation audio      | 7     | 100%       |
| Exercises                | 1     | 14.3%      |
| Conversation simulation  | 6     | 85.7%      |

In **Table 6**, the majority of respondents, 57.1%, prefer a combination of Japanese-Indonesian languages in their learning media, while 42.9% of respondents want an option of a language that is adjustable according to their needs. There were no respondents who chose to use only Japanese.

**Table 6.** What are your preferences regarding the use of language in learning media?

| RESPONSE                           | COUNT | PERCENTAGE |
|------------------------------------|-------|------------|
| Only Japanese                      | 0     | 0%         |
| Japanese-Indonesian combination    | 4     | 57.1%      |
| Can be selected according to needs | 3     | 42.9%      |

Based on all of these results, digital materials from lecturers, such as PDF-based media, are still more widely utilized than other media, such as videos and learning applications, among students. However, students prefer learning methods that allow direct practice and are interactive rather than passive methods, such as only reading digital materials. This is in line with other studies that showed that the majority of students have a positive perception of using video, such as YouTube, as a medium for learning Japanese because it facilitates understanding of the material and increases interest in learning. The research also emphasizes the importance of developing Japanese language teaching materials that combine interactive elements with hands-on experiential elements to increase students' motivation to learn (Kanah, 2014).

Despite the amount of digital materials used, there is still a need for more interactive media that is easy for students to access. This aligns with findings, which show that limited accessibility and lack of interactivity act as barriers to learning Japanese tourism. It emphasizes the need to develop learning media that are more interactive and easily accessible to students. In the understanding and learning process, students still need the support of their mother tongue. This is in line with other reports (Setiana, 2023), which show that cross-cultural understanding and the use of the mother tongue as a companion in foreign language learning can help students understand the material better and increase their comfort in learning.

## 5. CONCLUSION

This research has analyzed the needs of university Japanese literature students who take Japanese tourism specialization courses for the most effective learning media to improve their skills. Students require learning media that are more interactive, practical, and easily accessible. Although most students often use digital materials from lecturers, they prefer more interactive media, such as learning videos and role-play simulations. Students' main obstacles include limited device access and a lack of interactivity in the current learning media. Given these findings, this study suggests developing simulation or role-play-based learning media to allow students to practice directly, increasing the use of audio pronunciation and interactive dialogues to enhance their understanding of Japanese in a professional context, and ensuring that learning media are easily accessible to all students, including those with limited devices. Future research should expand the study by including respondents from multiple universities, analyzing the effectiveness of selected learning media in real-world tourism industry settings, and developing new learning tools based on this needs analysis while testing their impact on Japanese language proficiency. These recommendations aim to provide valuable insights for the advancement of Japanese tourism language education.

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