

The Relationship between Perception of Digital Media and Motivation to Learn Japanese in Grade XI Students of MAN 3 Kediri

Mintarsih Mintarsih^{1*}, Djodjok Soepardjo², Yovinza Bethvine Sopaheluwakan.³, Urip Zaenal Fanani⁴

^{1*} Universitas Negeri Surabaya, Surabaya, Indonesia

² Universitas Negeri Surabaya, Surabaya, Indonesia

³ Universitas Negeri Surabaya, Surabaya, Indonesia

⁴ Universitas Negeri Surabaya, Surabaya, Indonesia



ABSTRACT

Keywords:

Digital Media,
Student Perception,
Learning Motivation,
Japanese Website-Based
Learning

This study aims to determine the relationship between perception of digital media and motivation to learn Japanese in MAN 3 Kediri students. The background of this study is based on the results of Community Service activities which show that 85.2% of students consider Japanese learning digital media interesting and 92.6% stated that their motivation to learn increases. The research uses a quantitative approach with a correlational design. The research population was all grade XI students (N=27) who participated in digital media-based Japanese language learning training using websites such as yomujp.com, tadoku.org, and Kahoot and Wordwall applications. Data were collected using a questionnaire consisting of two variables: perception of digital media (5 items) and learning motivation (5 items). The analysis was carried out using descriptive statistics and Pearson Product-Moment correlation tests. The results showed a positive and significant relationship between the perception of digital media and students' motivation to learn Japanese ($r = 0.68$; $p < 0.05$). These findings show that the more positive the students' perception of digital media, the higher their motivation is to learn Japanese. This research emphasizes the importance of integrating digital technology in foreign language learning to foster students' interest and independence in learning.

INTRODUCTION

The industrial revolution 4.0 demands mastery of 21st century skills, including digital literacy and cross-language communication skills. In the context of foreign language education, the use of digital media has become an integral part of supporting interactive and contextual learning (Hidayat, N. R., Roemintoyo, R., & Sutimin, 2024; Jongsermtrakoon & Nasongkhla, 2015; John & George, 2024; Rusydiyah et al., 2020). Based on the results of Community Service activities at MAN 3 Kediri in 2025, it was found that students showed a positive response to the use of digital media. The Community Service activities carried out were in the form of assistance in introducing beginner Japanese language learners to basic Japanese vocabulary using digital media based on Japanese language learning websites, namely (1) <https://www.jpf.go.jp/j/kansai/clip/yomyom/>, (2) <https://yomujp.com/en/>, (3) <https://tadoku.org/japanese/en/free-books-en/>, while game-based applications such as Kahoot and Wordwall are used to provide a multimodal learning experience. As many as 85.2% of students found the media interesting, and 92.6% admitted that they were motivated to learn after participating in the training. Learning motivation has an important role in the success of foreign language learning (Gasmi & Al Nadabi, 2023; Emara et al., 2023; Arabia & Alsagoafi, 2023; Kuo et al., 2022). Meanwhile, students' perception of learning media affects their involvement in the learning process (Gasmi & Al Nadabi, 2023a; Gasmi & Al Nadabi, 2023b; Merga, 2023; Lo, 2021; Zhou & Goh, 2023). For this reason, this study seeks to examine the relationship between students' perception of digital media and motivation to learn Japanese.

RESEARCH METHOD

This study uses a quantitative method with a correlational approach. The research population was 27 students in class XI MAN 3 Kediri who participated in digital media-based Japanese language learning training. The research instrument is in the form of a questionnaire consisting of closed and open questionnaires. The questionnaire was closed with a Likert scale of 4 points (1 = strongly disagree, 4 = strongly agree). Variable X is perception of digital media (5 items, namely: items 4, 5, 6, 7, 11) and variable Y is motivation to learn Japanese (5 items, namely: items 1, 2, 3, 9, 10). Meanwhile, the open questionnaire is in the form of questions with short answers. The closed questionnaire data was analyzed descriptively and tested using the Pearson Product-Moment correlation at a significance level of 5%. The data of the open questionnaire was analyzed in a qualitative descriptive manner. For more information, the student questionnaire can be referred to the following research instrument link <https://forms.gle/TJZwYUNw4GTL5iw8A>.

RESULTS AND DISCUSSION

The results of the analysis showed that the average perception score for digital media was 3.45 (very positive category), and the average Japanese language learning motivation score was 3.51 (very high category). The results of the analysis can be seen in the following Figure.

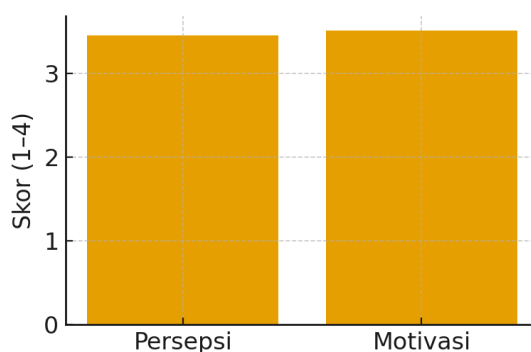


Figure 1 The Average Score of Perception and Learning Motivation

The Pearson correlation test yielded a value of $r = 0.68$ with $p = 0.001$, which showed a positive and significant relationship between perception of digital media and motivation to learn Japanese. The test results can be seen in the following Figure.

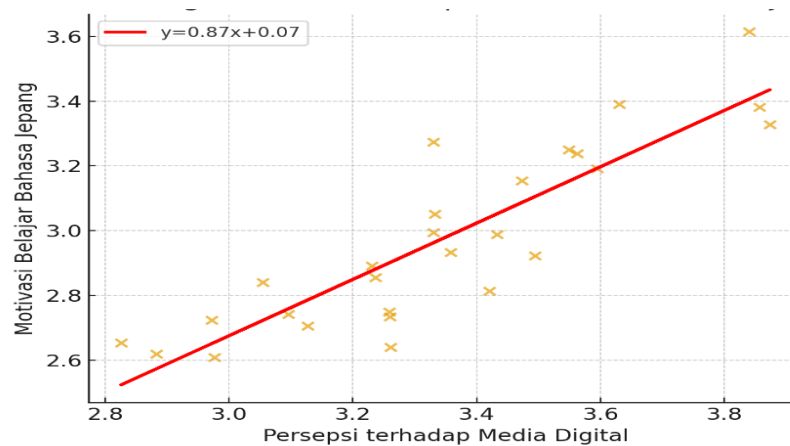


Figure 2 The Pearson Correlation Test Between Perception of Digital Media and Motivation to Learn Japanese

This indicates that the more positive the student's perception of digital media, the higher their motivation in learning. These findings are in line with the theory of *Self-Determination* (Deci, E. L., & Ryan, R. M., 2000) which states that engaging and interactive learning experiences increase students' intrinsic motivation. This statement is supported by Bråten et al. (2022); Luele (2023); Tanaka (2023). The following are the full results of the questionnaire.

Questionnaire results in question 1

Seberapa besar minat Anda dalam mempelajari bahasa Jepang?
 27 jawaban

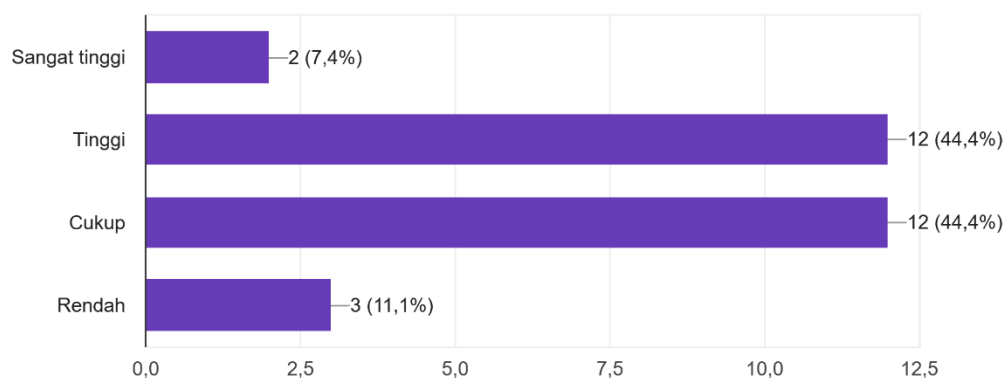


Figure 3 Students' Responses to Question 1

The data shows that most students have an interest in learning Japanese in the medium to high category. A total of 88.8% of respondents (moderate + high + very high category) showed a positive interest in learning Japanese. Only 3 students (11.1%) expressed low interest. This distribution reflects that interest in learning Japanese is already quite strong in general, although there are still a small percentage of students who do not have an optimal interest in the subject.

Questionnaire results in question 2

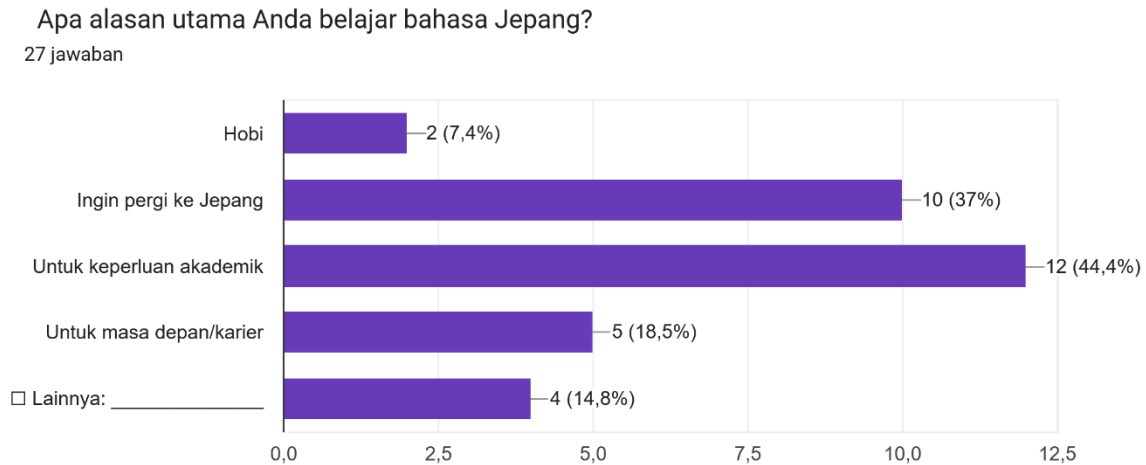


Figure 4 Students' Responses to Question 2

Based on the results of a questionnaire involving 27 respondents, the distribution of students' main reasons for learning Japanese was obtained was for academic purposes as many as 12 students (44.4%), 10 students (37%) wanted to go to Japan, for future/career as many as 5 students (18.5%), because according to the hobbies owned by 2 students (7.4%), and others 4 students (14.8%). It should be noted that 6 respondents chose more than one reason, so the total percentage can exceed 100% when summed up cumulatively. Based on the results of the questionnaire, it is known that there is a dominance of academic reasons, marked by 44.4% of students stating that they learn Japanese for academic purposes. This shows that learning Japanese in schools is still seen as an integral part of formal education activities, for example to meet the demands of curriculum, exams, or other academic tasks. As many as 37% of students want to learn Japanese because of the desire to go to Japan, whether for study, tourism, or cultural experience. In addition, 18.5% of students study for future or career interests. These two reasons show the existence of instrumental motivation, namely the motivation to learn that is practical and oriented towards real benefits. On the other hand, a small number of students, 7.4% of the total, stated that they learned Japanese because of their hobbies or personal interest in Japanese culture. Meanwhile, the "other" category of 14.8% is likely to include reasons such as interest in anime, Japanese music, or wanting to understand Japanese culture more deeply. This group represents an integrative motivation, which is the desire to be closer to Japanese culture and society.

Overall, these results show that students' motivation to learn Japanese is dominated by academic and practical reasons, but still accompanied by personal interest in Japanese culture. This means that learning Japanese in schools is not only seen as an academic obligation, but also as an opportunity for self-development and global mobility. As Tanaka (2023) said increased motivation affects L2 proficiency skills, and vice versa.

Results of the questionnaire in question 3

Seberapa sering Anda belajar kosa kata bahasa Jepang di luar kelas?

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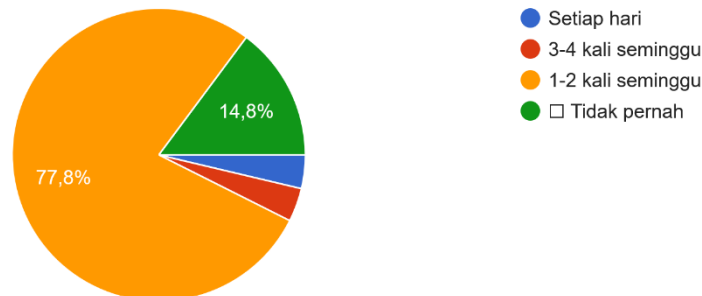


Figure 5 Students' Responses to Question 3

Based on Figure 4, the distribution of the frequency of learning Japanese vocabulary outside the classroom is as follows: studying every day for 1 student (3.7%), 3–4 times a week for 1 student (3.7%), 1–2 times a week for 21 students (77.8%), and never for 4 students (14.8%). Overall, the results of the questionnaire show that most students have had a habit of learning outside the classroom, although the frequency of learning is still limited. With the support of digital-based learning strategies and continuous guidance, students' learning intensity outside the classroom has the potential to increase, thus strengthening their mastery of Japanese vocabulary and general language skills. If a classification of learning frequency is made, the following classifications can be obtained.

1. Dominant learning frequency

Most students (77.8%) stated that they learn Japanese vocabulary 1–2 times a week. This shows that although most students have a habit of learning outside the classroom, the intensity is still relatively low to moderate. This frequency reflects a learning pattern that is not routine every day, but there is still an effort to maintain exposure to vocabulary.

2. Low daily learning activities

Only 1 student (3.7%) studied vocabulary every day and another 1 student (3.7%) studied 3–4 times a week. This figure shows that independent learning is still not a common habit. Likely, time factors, academic load, or lack of motivational drive affect the low frequency of independent learning.

3. Students who have never studied outside the classroom

A total of 4 students (14.8%) stated that they had never learned vocabulary outside of class hours. This group needs special attention because it shows low interest or lack of independent learning strategies. This condition can also reflect limited access to learning resources or a lack of direction for learning outside the classroom.

This data shows that most students have the awareness to learn outside the classroom, but the frequency is not yet optimal to achieve maximum results in vocabulary mastery. This indicates that a learning strategy is needed that can encourage the habit of regular independent learning, utilize digital media or vocabulary applications to make learning more interesting and easy to do at any time, and the need to strengthen intrinsic motivation, for example through daily challenges or targets. As Liu & Lipowski (2021) said about the importance of intrinsic motivation in learning.

Questionnaire results in question 4

Apakah Anda pernah menggunakan media digital (website, aplikasi, dll.) untuk belajar bahasa Jepang sebelum program ini?
27 jawaban

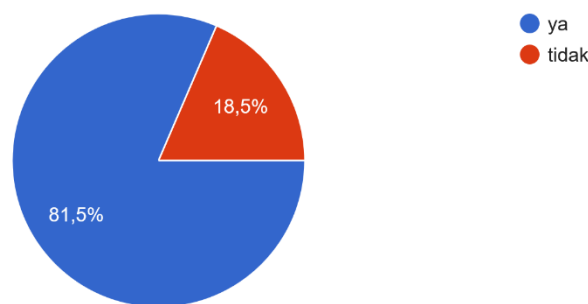


Figure 6 Students' Responses to Question 4

Based on the results of the questionnaire, data was obtained from a total of 22 students (81.5%) stating that they had used digital media, and 5 students (18.5%) stated that they had never used digital media. The students' responses (81.5%) indicated that students had experience using digital media such as websites, applications, or online platforms before participating in this Japanese language learning program. These findings show that most participants are unfamiliar with digital learning technology, both in formal and non-formal contexts. This reflects the existence of positive digital literacy. Students are used to interacting with various forms of learning technology, so the transition to digital media-based learning can take place smoothly. The readiness of this technology also supports the successful implementation of the digital learning model because students already understand how to access, explore, and utilize online content. These results show that most students have a good initial readiness to participate in website-based learning activities or digital applications. However, there is still a group of students without digital experience, which is as much as 18.5%. Students stated that they had never used digital media before. This group needs to get assistance or initial orientation so that they can adapt quickly to new learning media. Without this support, there is a possibility that students in this category will experience technical difficulties that can reduce participation or motivation to learn. The difference in the level of digital experience between students requires lecturers/teachers to make planned preparations such as providing simple technical guidance at the beginning of the program, providing

individual assistance for students who are not yet familiar, and arranging activities that not only focus on the use of media, but also the meaning of learning content.

Based on the response to this no. 4, it can be stated in general that students have a high level of digital experience before the program starts, so that the implementation of digital media-based learning is in a conducive condition. However, it is still necessary to pay attention to small groups of students who are not used to it, so that equal distribution of learning opportunities can be achieved completely (Kurniawan et al., 2025; Musiin, Dan Indrajit, 2020).

Questionnaire results in question 5

Seberapa menarik penggunaan media digital berbasis website dalam belajar kosa kata bahasa Jepang?
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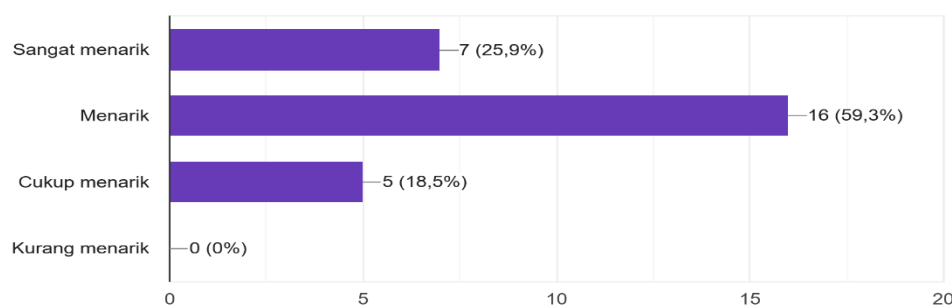


Chart 7 Students' Responses to Question 5

Based on the Figure, it is known that a total of 7 students (25.9%) stated that web-based digital media of Japanese language learning is *very interesting*, 16 students (59.3%) stated that it is *interesting*, 5 students (18.5%) stated that it is *quite interesting*, and no students (0%) stated that it is *less interesting*. Referring to the results of the questionnaire, it can be stated that in general, students' perception of digital media is *interesting* and *very interesting* (85.2%), this means that the use of website-based digital media in learning Japanese vocabulary is interesting and fun. No respondents stated that the media was *less attractive*, which means that the implementation of the learning website was very well received by all students.

The high percentage in the *interesting* category shows that digital media is able to arouse students' motivation and curiosity in learning Japanese vocabulary. Meanwhile, the group that rated it *very interesting* (25.9%) indicated that some students felt that digital learning provided a new learning experience that was more interactive and fun than conventional methods. On the other hand, there are a number of students (18.5%) who consider this digital media *quite interesting*. This means that, although they do not reject the use of digital media, there is a possibility that students still face obstacles in technical aspects, habits, or preferences for traditional learning styles. Paying attention to the existence of these categories, it gives educators consideration to make adjustments to interface design and media interactivity, so that all students can be optimally involved. The results of this questionnaire can have implications for learning effectiveness. The high level of students' interest in digital media shows that website-based media is

effective as a means of learning Japanese vocabulary. The visual appeal, ease of access, and interactivity offered by the website can strengthen students' intrinsic motivation and learning engagement. In addition, these results show great potential for the development of *experiential digital learning models* that encourage students' independent exploration of Japanese language materials.

The results of the questionnaire show that the use of website-based digital media is perceived very positively by students. Students (85.2%) found the media interesting, fun, and effective in supporting vocabulary learning. These findings provide empirical evidence that the integration of digital technology in foreign language learning can improve student motivation, engagement, and quality of learning experience (Jongsermtrakoon & Nasongkhla, 2015).

Questionnaire results in question 6

Seberapa sering Anda mengakses website pembelajaran bahasa Jepang setelah mengikuti program ini?
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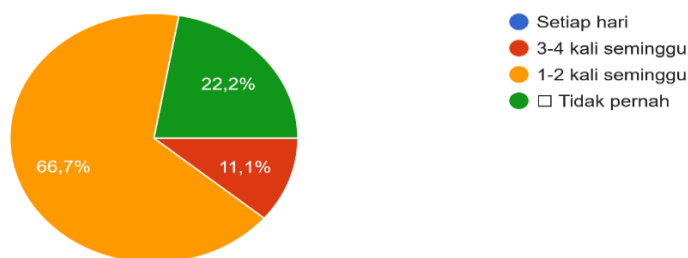


Figure 8 Student Responses to Question 6

Based on the results of the questionnaire, it was known that no students (0%) accessed the Japanese language learning website that was introduced during the training in frequency every day, while a total of 3 students (11.1%) stated 3-4 times a week, a total of 18 students (66.7%) stated 1-2 times a week, and 6 students (22.2%) stated that they never accessed the website. Based on the results of the questionnaire, it can be stated that only 11.1% of students are in the intensive access category, which is 3-4 times per week. The dominant frequency of access to the website was 1-2 times a week after participating in the program (66.7% of students). This shows that the majority of students still use digital media to learn Japanese even though they do not regularly every day. This frequency is classified as *moderate use*, indicating that students still have active involvement with the media, although it is not consistent in the long term. When compared to the conditions before the program (where some students were not used to using digital media), these results showed an increase in digital engagement. After receiving training or guidance through this program, most students are able to maintain their online learning habits independently. While

This can be interpreted that although website-based learning media is considered attractive, the level of intensity of use is not optimal. Time factors, internet availability, or other academic burdens may be obstacles in maintaining a digital learning routine. In contrast, there were 6 students (22.2%) who never accessed the website again after the

program ended. This indicates a decrease in motivation or limitations of external supporting factors, such as device or network access.

These results show that web-based learning programs have a positive impact on students' digital learning habits, but the sustainability of media use still depends on external factors and individual motivation. To maintain consistent digital participation, educators can do several things, for example: compile website-based follow-up assignments as a form of program follow-up, provide a reward or gamification system, and periodically monitor student activities on the learning website (Jongsermtrakoon & Nasongkhla, 2015; Musiin, Dan Indrajit, 2020; Car et al., 2019; John & George, 2024).

The results of the questionnaire showed that after participating in the program, the majority of students remained active in accessing Japanese language learning websites with a frequency of 1-2 times a week. Although it has not reached the level of daily use, this data indicates a positive change in student learning behavior towards the independent use of digital media. For long-term sustainability, motivational and structural support is needed so that digital learning habits can become part of students' learning routines.

Questionnaire results in question 7

Fitur apa yang paling membantu dalam pembelajaran kosa kata melalui media digital tersebut?
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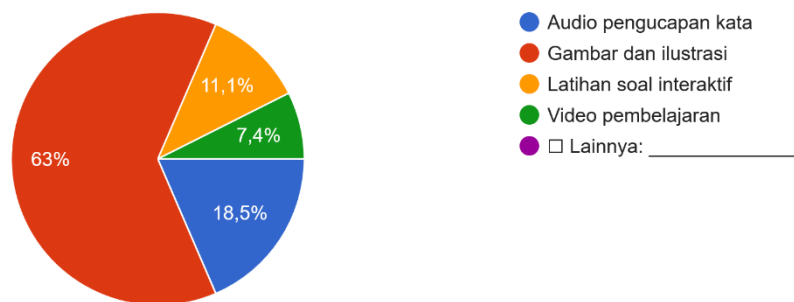


Figure 9 Students' Responses to Question 7

Based on the Figure, it is known that a total of 17 students (63%) stated that pictures and illustrations are the most helpful features in learning vocabulary through digital media, the next feature is audio word pronunciation chosen by 5 students (18.5%), the interactive problem practice feature is chosen by 3 students (11.1%), while the learning video feature is chosen by 2 students (7.4%).

Thus, it can be stated that pictures and illustrations are the dominant features that are most helpful in learning Japanese vocabulary through digital media. These findings suggest that the visual aspect plays an important role in strengthening the understanding and memory of new vocabulary. The use of images makes it easier for students to associate words with concrete meanings, thus aiding cognitive processes in second language (L2) learning. While the audio feature is considered to be a very helpful support for the pronunciation of words. This shows that students also pay attention to phonological aspects and word pronunciation in learning. The audio feature provides

authentic input that enriches the learning experience, especially in improving the intonation, rhythm, and pronunciation of Japanese which has a different phonetic system than Indonesian. A small percentage of students chose interactive practice questions (11.1%) and learning videos (7.4%) as the most helpful features. This shows that although interactivity and multimodality are considered important, visual appeal remains a major factor in attracting students' attention. However, the existence of practice and video features still contributes to increased learning engagement and understanding of the context of vocabulary use.

These findings indicate that digital media-based vocabulary learning is more effective when combining visual and audio elements in a balanced manner. Image visualization helps *with semantic encoding* (associating the meaning of words with concrete concepts), while audio supports *phonological encoding* (sound and pronunciation reinforcement). The combination of the two has the potential to result in a multimodal learning experience that increases students' retention and fluency in using vocabulary.

In general, the results of the questionnaire in Figure 7 show that image and illustration features are the most effective components of learning Japanese vocabulary through digital media, followed by audio pronunciation of words. The implication is that the development of digital learning media should prioritize interactive visual elements accompanied by audio support, so that the learning process becomes more interesting, concrete, and meaningful for students. This shows the importance of mastering digital technology in learning (John & George, 2024; Kurniawan et al., 2025).

Questionnaire results in question 8

Sejauh mana program ini membantu Anda dalam mengenali kosa kata dasar bahasa Jepang?
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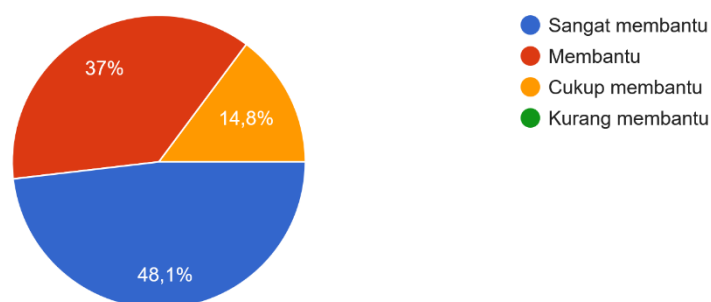


Figure 10 Students' Responses to Question 8

Based on Figure 9, it is known that 13 students (48.1%) stated that this training program *was very helpful*, a total of 10 students (37%) stated *that it was helpful*: a total of 4 students (14.8%) stated *that it was quite helpful*, and no students 0 students (0%) stated *that it was not helpful*. Referring to these findings, it can be stated that this digital learning program is helpful or very helpful in recognizing basic Japanese vocabulary. This shows that the implementation of website-based digital media is effective in supporting the achievement of learning objectives, especially in the aspect of vocabulary mastery that is the basis of language skills, and feels significant benefits from this program. Students feel helped by

various features that make the learning process easier, such as pictures, pronunciation audio, and interactive exercises that strengthen comprehension and memory of new vocabulary. On the other hand, a total of 14.8% of students considered this program *quite helpful*. This group may have internal factors (such as different motivations or initial abilities) or external factors (such as limited internet access) that affect the optimal utilization rate of the program. However, none of the respondents stated that the program was *less helpful*, meaning that all students benefited positively, albeit to varying degrees.

These results show that digital learning programs are successful in effectively improving the introduction of basic Japanese vocabulary. The ability to recognize basic vocabulary is the initial stage in building linguistic competence, and this success shows that the use of digital media can strengthen the cognitive aspects of language learning. In addition, the effectiveness of the program also shows that website-based media can be an efficient alternative means to support students' independent learning.

Overall, the results of the questionnaire show that this digital learning program has a high success rate in helping students recognize basic Japanese vocabulary. Most students feel tangible benefits, showing that the use of digital media is not only engaging, but also pedagogically effective. These findings could serve as a basis for expanding the use of digital media in Japanese language learning at a further level.

Questionnaire results in question 9

Apakah metode pembelajaran ini membuat Anda lebih termotivasi untuk belajar bahasa Jepang?
27 jawaban

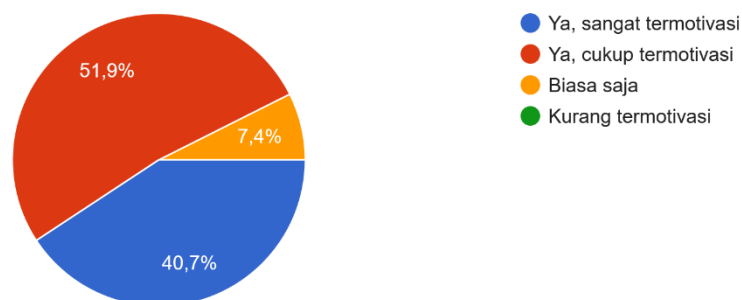


Figure 11 Students' Responses to Question 9

Based on the Figure, it appears that a total of 11 students (40.7%) stated that they were very motivated, 14 students (51.9%) stated that they were quite motivated, 2 students (7.4%) stated that it was ordinary, but no students stated that they were less motivated. Referring to these findings, it can be stated that there is an increase in learning motivation in 92.6% of students. This indicates that the learning method applied increases motivation to learn Japanese. These findings also show that a learning approach through website-based digital media is effective in creating an interesting, varied, and relevant learning atmosphere to students' interests. From the Figure, it also appears that the category of *being quite motivated* (51.9%) dominates student perception. This shows that the majority of students feel a positive incentive to continue learning Japanese, both because of the

interactivity aspects of media, ease of use, and a more enjoyable learning experience than conventional methods. The *mediocre category* (7.4%) indicates that a small percentage of students have not experienced a significant increase in motivation, likely due to individual factors such as learning style preferences or lower initial interest in the Japanese language. The absence of a *less motivated response* reinforces the evidence that digital media-based learning methods have a universal positive impact on students' affective aspects. Interactivity, interesting visualization, and ease of access to materials have a stimulating effect on learning motivation. This is in accordance with the principle of *Self-Determination Theory* (Deci & Ryan, 2000), which is that intrinsic motivation increases when students feel that they have autonomy, competence, and *relatedness* in learning.

The high level of student motivation suggests that the use of digital media can be integrated more widely in Japanese language learning, not only to enrich the material, but also to foster curiosity and interest in continuous learning, increase students' independence in material exploration, and encourage an active and participatory learning atmosphere. Overall, the results of the questionnaire show that digital media-based learning methods have a strong effect on increasing student learning motivation (Gasmi & Al Nadabi, 2023a; Kuo et al., 2022). More than 90% of respondents felt motivated, both at a high and medium level, indicating that this approach has succeeded in creating a meaningful, interactive, and relevant learning experience with the characteristics of digital generation learners.

Questionnaire results in question 10

Seberapa besar peningkatan kemampuan Anda dalam mengenali kosa kata dasar bahasa Jepang setelah mengikuti program ini?

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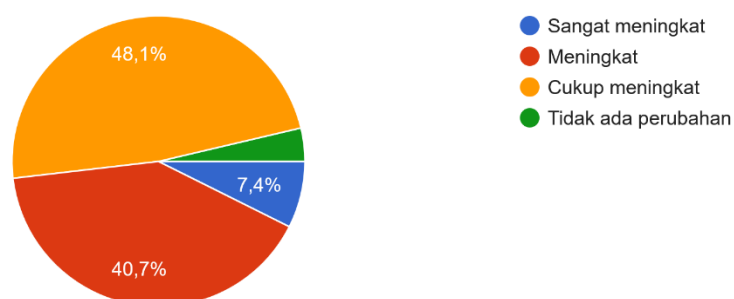


Figure 12 Student Response to Question 10

The Figure shown is a pie chart showing the results of a survey on how much improvement in the ability to recognize basic Japanese vocabulary after participating in a program. A total of 7.4% of students stated that it *has greatly improved*, 40.7% of students have *improved*, 48.1% of students have *increased* considerably, and a small number of students (less than 5%) have *reported no change*. Based on these findings, it can be stated that the majority of respondents (88.8%) felt an increase in ability, with details: 48.1% felt *quite improved*, 40.7% felt *improved*, and 7.4% felt *very improved*. Only a very small fraction

(about 3.7%) felt no change, indicated by the very thin green slice on the chart. Thus, the main finding can be stated, namely: this training program succeeded in improving the basic Japanese vocabulary skills in most of its participants. But even so, the increase is generally felt at a moderate (*moderately increased*) level, not significantly. Few feel a very significant improvement.

The program is generally effective in improving basic Japanese vocabulary mastery, although the improvement is more at a moderate-to-moderate level. These findings can be considered for further development to encourage more participants to achieve higher improvements.

Results of the questionnaire on question 11

Apakah Anda ingin metode pembelajaran ini dilanjutkan atau diterapkan dalam pelajaran lainnya?
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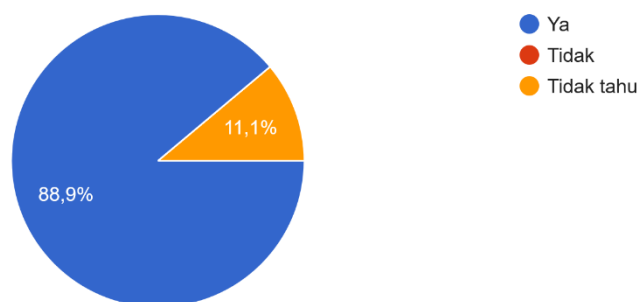


Figure 13 Students' Responses to Question 11

Based on the Figure, it is known that 88.9% of students stated *Yes*, this means that students agree if this learning method is continued or applied to other lessons, and shows high satisfaction with the method used. A total of 0% of students said *No*, which means there was no outright rejection of this method. A small minority, 11.1% of students said *they did not know*, which could indicate that students were not sufficiently confident about the long-term effectiveness of this method, and that it took longer to assess the impact. Or, they are less actively involved in the learning process.

These results show that the learning methods used in this program are very well received by the participants, and are worth considering their use in other lessons, as they have created a positive learning experience. However, a little further exploration is still needed to understand the reasons behind ignorance (11.1%), but this does not detract from a very positive overview.

In addition to the closed questionnaire, respondents were also asked to fill out an open questionnaire, which aimed to ask for suggestions or input in improving this learning program. The following are the answers from the 27 respondents.

Table 1 Open questionnaire results

Respondents no	Questionnaire Responds
1	Stay consistent and focused so that a goal is achieved.
2	Strive to improve it continuously

Respondents no	Questionnaire Responds
3	Nothing, it's good enough :)
4	.
5	This learning program is good enough so there is no additional advice from me
6	-
7	<i>None</i>
8	Be more active
9	<i>Game</i>
10	That's good enough
11	This activity was interesting to me but because I didn't really want to study , <i>so I just did it</i>
12	None
13	This program <i>has</i> greatly improved Japanese language learning
14	Yesterday's learning was fun and made me understand (hopefully more websites that support learning)
15	More learning uses visuals, and uses games in learning so that students are more enthusiastic in this learning program
16	Add at least Indonesian so that beginners can understand it
17	I think the learning is very fun and easy to understand, and also makes me have a sense of interest in learning Japanese.
18	Memorize
19	Better learning facilities
20	That's good enough
21	The program is interesting and allows students to quickly understand Japanese vocabulary with an interesting method
22	The application is easy to open and easy to use
23	This learning program is quite helpful and interesting so that those of us who take part in this learning are more enthusiastic and understand faster
24	Interaction using <i>games, flash cards</i> and quizzes for learning, watching videos, <i>teaching</i> everyday vocabulary and using apps
25	My suggestion so that this learning can motivate students more is to use an attractive Japanese BHS website with a variety of animations and features that are cooler and more accessible, so that more students are motivated and have a high interest in learning Japanese
26	My advice to improve learning: learn hiragana & Katakana, learn the language layout, and listen to Japanese songs or watch Japanese anime.
27	Maybe it can be multiplied <i>by the game</i>

Based on the responses of 27 respondents regarding suggestions and inputs to improve the Japanese language learning program, it can be classified into the following main categories.

Table 2 Classification of open questionnaire results and their interpretation

Main Theme	Number of Respondents (±)	Percentage (±)	Sample Responds	Interpretation
No advice / It's good	11	40%	<i>It's good enough (Respondents 3, 5, 10, 12, 20); There are no or signs "-" and "." (4, 6, 7); The program is quite helpful and interesting (23)</i>	About 40% of respondents did not provide specific advice or express satisfaction with existing programs.
Self-strengthening advice & Personal motivation	4	15%	<i>Trying to keep improving it (Respondent 2) Stay consistent and focused (1) More active (8) Memorizing (18)</i>	Respondents attributed learning success to personal motivation and effort, not just the methods used.
Improved Game teaching methods & interactive methods	6	22%	<i>Games (Respondent 9), Interaction using games, flash cards and quizzes (24) Multiply the games (27) Use it like a game in learning to be more enthusiastic (15)</i>	There is a significant demand to add elements of play and digital interaction to make learning more engaging.
Utilization of visual media, digital media, and technology	5	18%	<i>Using visuals (Respondent 15) Watch videos, everyday and visual vocabulary, apps (24) Easy-to-use apps (22)</i>	Respondents want more attractive technology-based learning media, supporting modern learning experiences.

Main Theme	Number of Respondents (±)	Percentage (±)	Sample Responds	Interpretation
			<i>Interesting website with animations</i> (25)	
Reinforcement of language & Basic materials	3	11%	<i>Add Indonesian to be understandable by beginners</i> (Respondent 16)	Three respondents needed more basic material and introductory language help to understand the content.
Optimization of learning facilities	1	4%	<i>Better learning facilities</i> (Respondent 19)	One respondent highlighted aspects of infrastructure or learning facilities that may still be less than optimal.

Based on the interpretation of the response data in the table, it can be stated:

1. The majority of respondents felt that the program was good enough, but there was a significant desire to improve interactive elements such as the use of games, visualization and illustration, digital media, and applications.
2. There was also a need from a small number of participants for language simplification and an emphasis on the basics of the Japanese language such as hiragana, katakana, and grammar.
3. The aspect of self-motivation is also considered important by a number of participants.

CONCLUSION

This study shows that there is a positive and significant relationship between perception of digital media and motivation to learn Japanese in MAN 3 Kediri students. Positive perception of interactive and easy-to-use digital media contributes to increased learning motivation. As Tanaka (2023) said motivation and language proficiency influence each other. The website-based learning methods and digital applications were very well received by the participants. Most students (88.9%) found this activity interesting and suitable for other Japanese language learning. This shows that technology-based approaches are able to create a fun, participatory, and motivating learning atmosphere.

In response to this, teachers can take advantage of digital devices that are easy to use in learning, as well as use the internet as a learning resource such as learning management systems, online libraries, digital media, etc (Musiin, Dan Indrajit, 2020). Japanese teachers are advised to expand the use of website-based digital media in learning so that students are more motivated and independent. Through the use of media such as *tadoku.org*, *yomu.jp.com*, and *Kahoot*, students gain an interactive learning experience while strengthening their digital literacy skills. The program also fosters learning independence and 21st-century skills that are relevant to modern learning needs. As stated in the research of Kassem & Alqahtani (2023), Tanaka (2023), Luele (2023) regarding the role of motivation in supporting learning autonomy and competence. Further research can examine the relationship between perception of digital media and Japanese language learning outcomes with pretest-posttest design.

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