Virtual Mandarin Learning Tools for Interactive Online Learning

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Abstract. Millennials like to study in groups and utilize technology in learning activities. They also like experimental learning and learning methods of "learning by doing". They can do many things at one time. This generation needs clear objectives at the beginning of their lessons and quick feedback on their curiosity. Most Mandarin literature students are from the millennial generation. For a more effective and efficient teaching and learning process, it is necessary to know the current learning styles of Mandarin Literature students. This study has three objectives as follows; First, to map the learning styles of Millennials generation who are also students of Mandarin Literature. Second, to map out the strategies needed to improve learning achievement. Third, to design tools that can improve learning achievement. The research method was carried out by distributing questionnaires to Mandarin literature students. From the results of the questionnaire, the researcher mapped the learning styles of these millennials. After that, researchers would create a learning tools that allows students to online learning independently.

1. Introduction
Each generation has a different learning style. Methods of learning and training for each generation according they are age [1] [2]. At present, there are still five generations that still exist. The five generations are called traditionalists, baby boomers, X, Y, and Z [3]. They are widely discussed and compared to each other because their characteristics in each generation are different. The traditionalist generation is the oldest generation included in this generation born in 1925 - 1945. They believe in logic, are oriented to the past, like consistency and uniformity. This generation consists of people born between 1946 and 1964 called baby boomers because at that time there was a very significant increase in birth rates. The people who belong to the baby boomers group are considered as those who change the traditional values of the previous generation. Their learning style is to listen to lectures, associate learning with personal experiences, like learning in a prospective environment.
Generation X includes world citizens born in 1965 - 1980. Their way of learning is to like a brief explanation and to the point, only want to learn things that will directly benefit, like flexible learning time, learn individually because they can freely regulate how they learn fast and when they will learn.

Millennials generation or known as generation Y and Z is a generation born from 1981 to 2000. Their learning styles like groups, utilize technology in learning activities, like experimental learning, and can do many things at one time. Generation Z prefers learning by learning methods. They prefer to experiment or practice rather than just sitting in class. They can do many things at one time, they need clear goals at the beginning of the lesson and fast feedback. Generation Z likes learning in groups, utilizes technology in learning activities, likes experimental learning.

This research was conducted because most of Chinese literature students came from millennial generation. In order for the teaching and learning process to be more effective and efficient, it is necessary to know the current learning styles of Chinese Literature students. By knowing their learning styles, strategies can be determined to achieve learning output in accordance with the vision and mission of learning.

2. Methodology
This research uses survey research method in the form of questionnaire distribution of 51 students of the Chinese Literature Study Program, Bina Nusantara University. Questionnaires were distributed to find out a learning model that allows students to learn independently. The learning model that has been designed was then distributed to students for input. In general, students are of the opinion that the designed model is suitable for the needs of learning Mandarin in Indonesia. This research focuses on evaluating the long-term impact of implementing a program.

3. Discussion
3.1 Student tendencies in learning vocabulary
Berdasarkan hasil penyebaran kuisisoner kepada 51 orang mahasiswa, diperoleh data bahwa 51% mahasiswa menggunakan kamus on-line untuk mencari arti kosa kata dalam bahasa Mandarin. Sedangkan 41,2% menggunakan kamus elektronik. Sedangkan responden lainnya menggunakan kamus biasa atau bertanya kepada teman dan guru. Alat bantu yang sering digunakan untuk mencari cara baca Chine Character adalah dengan menunggunakan kamus elektronik (51%) dan kamus online (45,1%). Sedangkan sisanya menanyakannya kepada teman dan guru. Pada saat Menyusun kalimat, maka 41,2% mahasiswa menjawab bertanya kepada teman atau guru, 31,4% menggunakan kamus online. Hanya 15,7% menggunakan kamus elektronik dan 11,8% menggunakan kamus cetak. Dari jawaban mahasiswa ini dapat disimpulkan bahwa mahasiswa generasi Millennial like practical things and are very mobile, but because composing sentences using an online dictionary is still not very precise, they also choose to directly ask teachers and friends. Dictionary use is one potential vocabulary learning strategy in developing learning process, electronic dictionary on learning and long-term retention of vocabulary of language learners [4]. Kamus elektronik juga bisa membantu pemelajaran kosa kata [5].

3.2. Millennials Learning Style
Untuk memahami cara belajar mahasiswa di kelas, maka peneliti menyebarkan kuisisoner dan diperoleh data bahwa 29,4% menyukai pernikuliah berbentuk ceramah atau tatap muka di kelas, 27,5% menyukai diskusi dan tanya jawab, 25,5% menyukai aktivitas dalam kelompok, 17,6% menyukai belajar mandiri. Untuk pembelajaran di rumah, 56,9% menyukai Latihan dari buku, 17,6% menyukai belajar dari aplikasi di smart phone, 13,7% menyukai tutorial atau belajar secara privat. Sedangkan responden lainnya menyukai belajar sambil mendengarkan lagu dan menonton film berbahasa Mandarin. Sebagian besar responden juga menyukai belajar dengan kelomok diskusi hal ini bisa dilihat dari 60,8% mahasiswa yang menyukai belajar melalui kelompok. Dengan demikian bisa menjadi perhatian bagi
pengajar jika merancang tugas sebaiknya tugas dalam kelompok untuk memotivasi mahasiswa belajar sesuai dengan kebutuhannya.

Millenials prefer the method of learning learning by doing. They prefer to experiment or practice rather than just sitting in class. They can do many things at one time, they need clear goals at the beginning of the lesson and fast feedback. Millennials like to learn in groups, utilize technology in learning activities, like experimental learning. This can be seen from the 4 charts above, with variations of their answers. In practicing Chinese language skills, especially in mastering letters and writing, millennials on average are still drilling independently. The autonomous learning activities are an approach and process in which individuals are responsible for their learning [6]. Even though drilling or writing letters repeatedly is a traditional method, they still want to do it without being asked by the teacher as a task. They know clearly how to do it and have a strong motivation to do it.

3.3. Millenials and Technology

Tentang kebiasaan generasi Milenial dalam menggunakan teknologi dalam pembelajaran Mandarin maka dapat diketahui bahwa dalam 1 semester (4 bulan) sebanyak 1-2 video yang dibikin sebagian bagian dari tugas pribadi (70,6%). Sebanyak 9% mengatakan lebih dari 6 kali membuat video untuk tugas kuliah. Sedangkan responden lainnya mengatakan 3-5 kali. Responden menilai pembuatan video sebagai tugas mandiri membuat mereka bisa belajar Mandarin secara mandiri. Sebanyak 79% responden menyukai pembelajaran online dan menilai dengan pembelajaran online serta bahan ajar online yang interaktif dapat memotivasi mereka untuk belajar dan sesuai dengan cara belajar mereka. Sedangkan responden lainnya tidak terbiasa dengan pembelajaran online karena menilai pembelajaran bahasa tidak semuanya bisa dilakukan secara online seperti pembelajaran percakapan.

Meskipun demikian, video assignments had become a trend of independent assignments for Chinese literature students, and also as a means of student interaction in online learning as well. By making videos, students can collaborate and learn together [7]. The results of the video can also be enjoyed and studied together in discussion and material review. It also saves time from class activities which usually have to be exhibited into activities that can be discussed together online. Meskipun tidak semua mahasiswa menikmati pembelajaran dengan vide based learning, akan tetapi seiring dengan perubahan jaman dan perkembangan teknologi, maka mahasiswa juga perlu menyesuaikan dirinya dengan metode pembelajaran yang baru dan menerima metode pembelajaran tersebut untuk beradaptasi di jaman sekarang ini. semua metode pembelajaran bisa sempurna dan sesuai dengan kemampuan mahasiswa yang berbeda.

4. Conclusion

Dari hasil penelitian di atas, maka dapat disimpulkan bahwa mahasiswa menyukai pembelajaran secara kelompok dan pembelajaran online. Selain itu sebagian mahasiswa belajar dengan mengulangi pembelajaran di textbook. Materi di textbook merupakan materi utama sehingga mahasiswa perlu menguasai materi di textbook [8]. Dengan demikian lebih baik bahan ajar online merupakan bahan ajar yang materinya berasal dari textbook, dengan demikian mahasiswa dapat belajar mandiri secara online untuk lebih memahami materi dari teks-teks yang ada di buku teks. Materi online sebaiknya bisa dalam bentuk game belajar yang interaktif untuk memudahkan pembelajaran terutama pembelajaran kosa kata dan teks [9] [10] [11]. Selain itu juga, pada saat pemberian tugas, sebaiknya tugas juga diberikan secara online secara berkelompok misalnya dengan menggunakan Microsoft teams yang memungkinkan mahasiswa
mengerjakan tugas secara berkelompok dan mengadakan diskusi kelompok. Pengajar juga perlu memperhatikan karakteristik belajar mahasiswa agar hasil pembelajaran lebih maksimal karena kemampuan setiap mahasiswa berbeda. Bagi mahasiswa yang lebih aktif, bisa mengatur ritme belajarnya sendiri dengan belajar via online dan mengulangi materi di buku teks. Bagi pembelajar yang tidak terbiasa belajar online, akan termotivasi jika semua materi Latihan di online membantunya untuk mereview kembali pembelajaran di kelas. Selain itu video based learning juga bisa menjadi pilihan pendamping buku teks dengan membuatkan video berdasarkan materi di teks sehingga mahasiswa dapat mengulangi pembelajarannya secara virtual.

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