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Jurnal	: Jurnal Pendidikan Al-Ishlah, Vol. 17 No 3 (2025)
Penulis	: Rita Agustina Karnawati, Aisyah Jingga Pramesti

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Widia Yunita <jurnalpendidikanalishlah@gmail.com>
To:

Rita Agustina Karnawati:

Thank you for submitting the manuscript, "Perceptions of Microlearning through Social Media to Increase Interest and Retention in Learning Japanese among Japanese Interns" to AL-ISHLAH: Jurnal Pendidikan. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

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If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

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Journal Pedagogy Assessment

Journal :	Perceptions of Microlearning through Social Media to Increase Interest and Retention in Learning Japanese among Japanese Interns
Manuscript ID :	Draft
Manuscript Type :	Regular Article
Keywords :	Japanese language learning; Microlearning; Social Media; Interns to Japan
Abstract :	Learning strategy is the most important thing when someone learns a foreign language, especially Japanese. microlearning- based Japanese learning through social media either youtube or Instagram reels is learning that is now in demand by Gen Z generation learners. the method in this study researchers conducted quantitative survey research (survey design) to see the interest and retention of Japanese language learners, especially interns to Japan. validity and reliability tests were carried out to measure the instrument, namely the questionnaire and also carried out reliability tests, normality tests, and simple linear regression analysis to see interest and retention in microlearning-based Japanese learning through social media. The results obtained were that there was a positive and significant relationship between interest and learning retention (r = 0.637), with interest contributing 40.6%. The results obtained are a positive and significant relationship between interest and learning retention (r = 0.637), with interest contributing 40.6%. The majority of respondents showed a high level of interest and retention towards learning Japanese through social media. This finding confirms that microlearning is effective in increasing motivation and retention, especially in preparation for apprenticeship to Japan. This research also recommends further studies related to content design, motivation, and digital engagement in foreign language learning.

In the midst of the rapid development of the digital era, information technology has changed almost all aspects of human life, including education. The emergence of various social media platforms and digital devices has created new habits in accessing and processing information. The utilization of social media in education helps students, teachers, and parents to obtain more valuable information while connecting with learning groups and other educational systems (Sasikala et al., 2021). According to Gómez in (Miguel & Laserna, 2020) many teachers and institutions are incorporating new forms of communication and interaction into their teaching strategies and content dissemination, adapting to these new interests that arise with digital media, as digital media is an ideal place to exchange information and knowledge in a fast, easy, and convenient way. This condition is further reinforced by the characteristics of Generation Z, a generation born between the late 1997s and early 2012s, known as the digital-native generation (Seemiller & Grace, 2016). Young people who belong to this digital native generation are very easily influenced by the times and foreign cultures. This is because the digital-native generation is a generation whose daily lives are always side by side with modern technology, such as laptops, smartphones, cell phones, videogames, and other modern technologies (Putu Windu Mertha Sujana et al., 2021). This makes them more responsive to learning approaches that are fast, practical and engaging.

The distinctive characteristics of Gen Z require educators to adapt learning models to be more relevant to their needs and preferences. As explained by (Joyce et al., 2019), not all students are comfortable with conventional learning models such as deductive approaches in basic sciences that are theoretical and complex. This generation of students tends to prefer learning paths that are direct, concise and provide quick results. Therefore, overly complex learning tasks need to be simplified into more exploratory and contextualized forms, such as puzzles or visual challenges, which can encourage the emergence of meaningful knowledge through a fun and challenging process.

One approach that is in line with Gen Z's learning style is learner-centered microlearning that offers short, concentrated learning units with interactive multimedia, which can be accessed on various devices (Meliana & Seli, 2023). Badrul Huda Khan stated in (Khlaif & Salha, 2021)micro-learning is a learning method that consists of a small unit, interactive, and focused on specific objectives and outcomes to be achieved. This unit is delivered in a very short duration using various technologies, such as wearable devices, cell phones, and tablets. Meanwhile, (Hug, 2012)identified six main characteristics of microlearning, namely, short duration, specific content focus, fragmented structure, clear objectives, variety of media (both print and digital), and the use of pedagogical approaches such as repetition, constructivism, and connectivism. (Leong et al., 2021) added that microlearning has significant benefits such as improving retention, active engagement, learning motivation, collaborative learning, and overall academic performance. In line with that, every learner has their own learning style and strategy that sometimes happens without realizing it. Learning strategies and styles can help learners master a language in achieving their learning goals (Hassan, 2017).

In the context of foreign language learning such as Japanese, the microlearning approach is very relevant. Japanese has high complexity which includes listening (聞く技能), speaking (話す技能), reading (読む技能), and writing (書く技能) skills (Sutedi, 2011). Japanese is considered quite complex, so it requires learning methods that are interesting, practical, and easy to understand. Many learners have difficulty in learning Japanese through conventional methods due to time constraints and low engagement. This need is becoming increasingly important in Indonesia, along with the increasing trend of apprenticeships to Japan through programs such as Industrial Training and Specified Skilled Worker (SSW). These programs require participants to have basic to intermediate Japanese language skills. However, students and potential apprentices often face challenges in maintaining learning engagement and retention, especially if the methods used do not suit their learning style.

The advantage of this approach is not only in the flexibility of access, but also in its ability to strengthen retention, which is the ability of learners to remember and store information in the long term. It is generally

known that the use of the latest technology can have a positive influence or impact on the learning process, especially in terms of remembering the material that has been taught to students in terms of a long period of time which is commonly referred to as retention power (Melinda & Ningrum, 2020). High retention is very important in the context of learning Japanese, because the use of words and language structures must be remembered and applied continuously, especially in an internship work environment that demands active communication.

In addition, visually and interactively presented content can increase interest in learning. Interest is a condition in which a person has an attention to something accompanied by a desire to know and also learn about it (Darmadi, 2017). (Slameto, 2010) argues that the indicators that show interest in learning are: "attention, feelings of pleasure, interest, and involvement". Meanwhile, (Schiefele, 1991) states that interest in learning includes two main aspects, namely personal value for the subject matter and affective involvement in the learning process. Basically, interest can arise because of a deep interest in something, where this interest creates a sense of desire to know, learn, and prove it. Educational content presented through social media in a light, fast and fun format has been proven to increase interest in learning Japanese, especially among Gen Z who love digital and visual interaction.

Based on the state of the art conducted by researchers, learning Japanese with microlearning-based through social media with a population of interns to Japan has not been done by many researchers before, therefore Novelty in this study is that researchers examine the tendency of interest and retention of interns to Japan learning Japanese through Microlearning-based social media. Thus, the researcher set a goal in this study is to see the relationship between interest in learning and learning retention. To achieve these objectives, this study used a quantitative approach with a survey design of 150 respondents of prospective interns to Japan. The instrument used was a Likert scale questionnaire that had been tested for validity and reliability. Data analysis was conducted using normality test and Pearson Product Moment correlation to determine the relationship between interest and learning retention. The hypotheses of this study are H_a: there is a significant relationship between interest and retention of microlearning-based learning through social media; H_0: there is no significant relationship between the two..

1. METHODS

(Lustyantie, 2023)says that the method is a way or procedure of something that has systematic steps, while methodology is an assessment in studying the rules in the method. This research is survey research, in survey research researchers describe quantitatively (numbers) some trends, behaviors, or opinions of a population by examining a sample of the population. From this sample the researcher generalizes or makes claims about the population (Creswell, 2016). Survey instruments are used to collect data and are specifically designed in a study. The instruments in this study before being distributed to respondents were first tested for validity and reliability. Instrument validation test is a crucial stage in the development and assessment of measurement tools or instruments, the validation test is an expert / expert assessment form. The instrument ideally must fulfill two things, namely: 1) construct validity, in accordance with the operational definitions contained in the theoretical study, and has been consulted with the supervisor and through validation by experts, 2) Empirical validity, which has been tested for validity and reliability. In this study, researchers used construct validity, which has been validated by experts. The validity test is to measure whether the instrument is measurable, the reliability test is to know whether the instrument is tested wherever the results are fixed, in this research also carried out a reliability test on the instrument. Data collection techniques by collecting data from the results of the questionnaire. Questionnaires are a number of written questions used to obtain information from respondents in the sense of reports about their personal or things they know. (Arikunto, 2002)The contents of the questionnaire include an assessment form from the intern. This instrument uses a Likert scale with alternative answers: strongly disagree, disagree, neutral, agree, strongly agree. The questionnaire aims to determine the interest and retention of prospective interns and interns in Japan towards microlearning-based learning. Data processing techniques using reliability test, normality test, and simple

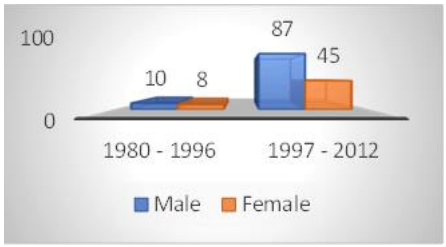
linear regression analysis to determine the trend of interest and retention of prospective interns and interns to Japan when they learn Japanese.

2. FINDINGS AND DISCUSSION

The findings and discussions in this paper are based on survey data derived from interns and prospective interns in Japan, based on observations made by researchers, that the need for labor in Japan is currently very high, therefore the demand for human resources to Japan is very high, but human resources who can work in Japan have a requirement that must be able to speak Japanese level N4, therefore prospective interns before leaving for Japan first learn Japanese until level N4, in learning there are many obstacles, especially competence in communication which is very necessary in the world of work in Japan. Therefore, the researcher in this study wanted to know the interest and retention of Japanese language learning of interns by using learning by using microlearning-based online media (short video videos) either from Instagram reels or from YouTube. What the researcher did was prepare an instrument that had been tested for validity and reliability, a normality test was also carried out to see if the data was normally distributed, besides that because he wanted to see the relationship between the two variables, a simple linear regression analysis was carried out.

3.1. Data Description

The results of the research obtained questionnaire values filled in by interns to Japan. The learning interest and learning retention scales each with 5 (five) answer options were distributed to 150 respondents. Respondents consisted of birth years 1980-1996 and 1997-2012.



a) Number of Responden

Descriptive Statistics

	Mean	Std. Deviation	N
ensi Belajar	37.81	5.916	150
t Belajar	40.51	5.380	150

e Statistic Table

Table 1. Interest and Retention Table by Gender and Age

Year	Age	Gender	Interest	etention
997-2012	(87,9%)	Man (66,4%)	Man (78,4%),	Man (74,2%),
		oman (33,6%).	mpuan (78,8%)	oman (73,1%).
980–1996	12,1%).	Man (55,6%)	Man (54,5%)	Man (45,5%)
		oman (44,4%).	oman (71,4%)	oman (57,1%)

Table 2. Learning Interest Score Distribution

Learning Interest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	1	.7	.7	.7
	26	1	.7	.7	1.3
	28	1	.7	.7	2.0
	29	2	1.3	1.3	3.3
	30	3	2.0	2.0	5.3
	31	1	.7	.7	6.0
	32	2	1.3	1.3	7.3
	33	2	1.3	1.3	8.7
	34	3	2.0	2.0	10.7
	35	4	2.7	2.7	13.3
	36	10	6.7	6.7	20.0
	37	7	4.7	4.7	24.7
	38	13	8.7	8.7	33.3
	39	14	9.3	9.3	42.7
	40	16	10.7	10.7	53.3
	41	12	8.0	8.0	61.3
	42	9	6.0	6.0	67.3
	43	7	4.7	4.7	72.0
	44	6	4.0	4.0	76.0
	45	5	3.3	3.3	79.3
	46	8	5.3	5.3	84.7
	47	6	4.0	4.0	88.7
	48	3	2.0	2.0	90.7
	49	5	3.3	3.3	94.0
	50	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

Table 3. Learning Retention Score Distribution

Learning Retention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	.7	.7	.7
	21	1	.7	.7	1.3
	26	1	.7	.7	2.0
	28	2	1.3	1.3	3.3
	29	2	1.3	1.3	4.7
	30	11	7.3	7.3	12.0
	31	3	2.0	2.0	14.0
	32	12	8.0	8.0	22.0
	33	3	2.0	2.0	24.0
	34	5	3.3	3.3	27.3
	35	10	6.7	6.7	34.0
	36	10	6.7	6.7	40.7
	37	10	6.7	6.7	47.3
	38	11	7.3	7.3	54.7
	39	6	4.0	4.0	58.7
	40	19	12.7	12.7	71.3
	41	11	7.3	7.3	78.7
	42	6	4.0	4.0	82.7
	43	2	1.3	1.3	84.0
	44	6	4.0	4.0	88.0
	45	2	1.3	1.3	89.3
	46	1	.7	.7	90.0
	47	4	2.7	2.7	92.7
	48	1	.7	.7	93.3
	49	2	1.3	1.3	94.7
	50	8	5.3	5.3	100.0
	Total	150	100.0	100.0	

Based on the recapitulation results of the questionnaire data above, it shows that the majority of respondents come from Generation Z (87.9%), with a composition of 66.4% male and 33.6% female. In the 1980-1996 age group, there were 55.6% males and 44.4% females. The mean score for interest in learning was 40.51 with a standard deviation of 5.38, while learning retention had a mean of 37.81 and a standard deviation of 5.92. Most scores for both were in the 40s, indicating a trend in the moderate to high category. 78.8% of Gen Z women and 78.4% of Gen Z men had high interest in learning, while high retention was achieved by 73.1% of women and 74.2% of men in the same group. Meanwhile, in the 1980-1996 group, the percentage of high interest was recorded at 71.4% of women and 54.5% of men, and high retention at 57.1% of women and 45.5% of men.

3.2. Research Instrument Test

The research instrument test is carried out to ensure that the measuring instruments used in research, such as questionnaires or questionnaires, are really able to measure the intended variables accurately and consistently. This process includes two main aspects, namely validity test and reliability test.

3.2.1 Validity Test

The validity test is an expert / expert assessment form. The instrument ideally must fulfill two things, namely: 1) construct validity, in accordance with the operational definitions contained in the theoretical study, and has been proposed with the supervisor and through validation by experts, 2) Empirical validity, which has been tested for validity and reliability. In this study, researchers used construct validity, which has been validated by experts.

3.2.2 Reliability Test

The reliability test on the learning interest instrument shows that the Cronbach's Alpha value obtained is 0.869 (>0.6), so it concludes that the data is reliable or reliable. Furthermore, the reliability test on the learning retention instrument is known to have a Cronbach's Alpha value of 0.904 (>0.6), so the data is reliable or reliable. The results of the reliability test of each instrument can be seen in the following figure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.870	10

erest Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.904	.903	10

tion Reliability Test

3.3. Data Analysis

The data obtained in this study were analyzed using SPSS software version 25. The analytical method used is simple linear regression analysis, which aims to see how much influence the independent variable, namely learning interest, has on the dependent variable, namely learning retention. This analysis was used to determine the linear relationship between the two variables as well as measure the contribution of the interest variable in influencing the retention level of Japanese language learning through microlearning approach in social media.

3.3.1 Relationship between Learning Interest and Learning Retention

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
r	.077	150	.029	.975	150	.007
ajar	.082	150	.016	.977	150	.014

s Significance Correction

ty Test Results

The first prerequisite test for research analysis is the normality test. The normality test was carried out to prove that the two data of Learning Interest and Learning Retention came from a normally distributed population. The normality test was tested using the Kolmogorov-Smirnow test. From the table above, it is

known that the sig. > 0.05, it is concluded that the data is normally distributed. Thus the assumption of data normality has been met.

The value of the relationship between learning interest and learning retention is calculated using the Pearson product moment correlation formula so that researchers can prove the research hypothesis, namely:

Ha: There is a significant relationship between learning interest and learning retention

Ho: There is no significant relationship between interest in learning and learning retention.

Correlations

		Minat Belajar	Retensi Belajar
	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	150	150
jar	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	150	150

ation is significant at the 0.01 level (2-tailed).

efficient

Based on the table of Correlation Coefficient Interpretation guidelines above, it can be seen between interest in learning (variable X) and learning retention (variable Y) that there is a relationship with a "medium" category of 0.637.

Model Summary[b]

	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
				R Square Change	F Change	df1	df2	Sig. F Change	
37[a]	.406	.402	4.574	.406	101.200	1	148	.000	1.96

: (Constant), Minat Belajar

nt Variable: Retensi Belajar

Summary

In this section, the value of R = 0.637 and the coefficient of determination (KD) or R square = 0.406 or 40.6% are displayed. This shows that the learning interest variable (X) explains the variable (Y) by 40.6% or variable X affects variable Y by 40.6% while 59.4% is influenced by other factors.

4 CONCLUSION

Based on the results of this study, it can be concluded that microlearning-based Japanese language learning through social media has a positive impact on the interest and retention of Japanese language learning among Generation Z. The short, visually appealing format of microlearning through social media has a positive impact on the interest and retention of Japanese language learning. This short, visually appealing, and easily accessible learning format fits perfectly with Gen Z's learning style which tends to like things that are fast, practical, and interactive.

The results of statistical analysis showed a significant relationship between learning interest and learning retention, with a correlation value of r = 0.637. This means that the higher the participants' interest in learning, the more likely they are to retain the information they have learned. Learning interest contributes 40.6% to learning retention, while the rest is influenced by other factors outside this study. Both Gen Z men and women showed high levels of interest and retention. 78.4% of men and 78.8% of women were in the high interest category, and 74.2% of men and 73.1% of women showed high retention.

This finding shows that microlearning through social media is not only engaging for Gen Z, but also effective in helping them remember and understand learning materials - especially in the context of foreign language learning such as Japanese, which requires constant practice. This is especially important for those preparing for apprenticeship programs to Japan, where active language skills are required in a real work environment.

For future research, it is recommended to explore other variables that may influence learning retention, such as motivation level, visual content design, or intensity of use of digital platforms. This research is part of a

growing body of work in the field of digital learning and will continue with more in-depth analysis of cognitive engagement and its impact on long-term learning outcomes in the context of Japanese language and culture.

Acknowledgments: The authors would like to thank all respondents who have participated in filling out the questionnaire, as well as those who have provided technical and administrative support in the data collection and processing process. Thanks also go to the institutions and individuals who have helped in the preparation and completion of this research, both directly and indirectly.

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2. Bukti Konfirmasi Submit Revisi Pertama, Respon kepada Reviewer, dan Artikel yang Diresubmit (16 Juli 2025)

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AL-ISHLAH: Jurnal Pendidikan

[Alishlah] Editor Decision Jul 16, 2025, 11:01 AM

Widia Yunita <jurnalpendidikanalishlah@gmail.com>
To:

Rita Agustina Karnawati:

We have reached a decision regarding your submission to AL-ISHLAH: Jurnal Pendidikan, "Perceptions of Microlearning through Social Media to Increase Interest and Retention in Learning Japanese among Japanese Interns".

Our decision is: Revisions Required

Widia Yunita
Editor
widiayunita136@gmail.com

RESPONSE TO THE REVIEWERS
JOURNAL PEDAGOGY ASSESSMEN

Journal :	Perceptions of Microlearning through Social Media to Increase Interest and Retention in Learning Japanese among Japanese Interns
Manuscript ID :	Draft
Manuscript Type :	Regular Article
Keywords :	Japanese language learning; Microlearning; Social Media; Interns to Japan
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Comments to the Author

Suggested title:
Perceptions of Social Media-Based Microlearning in Enhancing Interest and Retention in Japanese Language Learning among Interns to Japan

Comments to the Author

- Tighten the language anremove redundancy.
- Focus more on **methods, key results, and implications.**

Reviewer: 1

Comments to the Author for the Introduction

1. The flow is disjointed and repetitive. Combine related ideas and reduce redundancy.
2. **Literature Review Quality:** While many sources are cited, the literature synthesis is shallow. xplain **how prior studies inform or contrast with your research.**
3. **Research Gap:** Clarify the novelty more clearly and concisely.
4. **Language and Style:** Maintain a formal, academic tone. Avoid conversational phrases.

Suggested Enhancements:

- Create a clear progression:

1.Digital transformation →
2.Gen Z learning styles →
3.Microlearning theory →
4.Gaps in Japanese language education for interns →
5.Purpose and hypotheses.

Response:

Reviewer: 2

Comments to the Author for the Methods

- **Sampling Details:**
    1. Explain how the cluster sampling was conducted.
    2. State the total population and selection criteria for the 150 interns.
- **Instrument Development:**
    1. Provide example items from the questionnaire.
    2. Clarify whether it was adapted from previous studies or developed anew.
- **Validity & Reliability:**
    1. Define how construct validity was established (e.g., number of experts, criteria).
    2. Mention thresholds used for interpreting Cronbach's alpha.
- **Statistical Rigor:**
    1. Describe the assumptions checked before regression analysis.
    2. Clarify if additional tests (e.g., multicollinearity, residual analysis) were conducted.

Language Issues to Fix:
Avoid informal or vague phrasing like “tested wherever the results are fixed.” Use "consistently produces similar results.".

- Write the title of table or figure

Response:

Reviewer: 3

Comments to the Author for the Findings and Discussion

1. **Statistical Presentation:**
    - Clean up and streamline tables.
    - Report effect sizes (e.g., Cohen’s *d* or r^2) where appropriate.
    - Avoid showing raw frequency tables unless essential; use summarized data in narrative form or bar graphs instead.
2. **Interpretation:**
    - Separate **results** from **discussion**. Currently, interpretation is embedded within descriptive reporting.
    - Discuss implications of r = 0.637 in practical terms (medium effect size, real-world significance?).
    - Address **limitations**: e.g., causality cannot be inferred, generalizability, platform-specific constraints.
3. **Theoretical Connection:**
    - Strengthen the connection to microlearning theory.
    - Discuss *why* microlearning might increase interest and retention, beyond repetition and format.

Response:

Reviewer: 4

Comments to the Author for the Conclusion

- Avoid repetition of earlier content.
- Frame results in the context of broader educational implications (e.g., instructional design, policy).
- Add a **limitations and future directions** subsection within the conclusion.

Response:

Reviewer: 5

Comments to the Author for the Ethical Considerations

- Explain in method section

Response:

Reviewer: 6

Comments to the Author for the References

- Several references need reformatting (e.g., missing italics, inconsistent author names, translation issues).
- Use a consistent citation style (APA 7th edition).

Response:

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3. Bukti Konfirmasi Review dan Hasil Review Kedua (28 Agt 2025)

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[Alishlah] Editor Decision Aug 28, 2025, 8:30 AM

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To:

Rita Agustina Karnawati:

We have reached a decision regarding your submission to AL-ISHLAH: Jurnal Pendidikan, "Perceptions of Microlearning through Social Media to Increase Interest and Retention in Learning Japanese among Japanese Interns".

Our decision is: Revisions Required

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Perceptions of Social Media-Based Microlearning in Enhancing Interest and Retention in Japanese Language Learning among Interns to Japan

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ABSTRACT

Learning strategy is the most important thing when someone learns a foreign language, especially Japanese. The purpose of this study was to analyze the perception of microlearning through social media to increase interest and retention in Japanese language learning among Japanese Interns. The method in this study used quantitative survey research (survey design) to see the interest and retention of Japanese language learner respondents. A total of 150 respondents were selected through cluster sampling. Data collection was carried out by questionnaires with validity evaluated through the Aiken index and reliability measured using Cronbach's alpha. Validity and reliability tests were carried out to measure the feasibility of the questionnaire instrument. Data analysis techniques use statistical inferential and simple linear regression analysis to see interest and retention in Japanese language learning. The results obtained were that there was a positive and significant relationship between interest and learning retention (r = 0.637), with an interest contribution of 40.6%. The majority of respondents showed high interest and retention in learning Japanese through social media. The findings confirm that microlearning is effective in increasing motivation and retention, especially as preparation for an internship in Japan. The study also recommends further research related to content design, motivation, and digital engagement in foreign language learning. The implications of this research are increasing student readiness for international internships and strengthening practical skills and interpersonal communication.

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1. INTRODUCTION

In the midst of the rapid development of the digital era, information technology has changed almost all aspects of human life, including education. The emergence of various social media platforms and digital devices has created new habits in accessing and processing information (Irdalisa, 2022). The utilization of social media in education helps students, teachers, and parents to obtain more valuable information while connecting with learning groups and other educational systems (Sasikala et al., 2021).

Digital transformation has changed the way people learn. In the context of language learning, students need methods that can strengthen their listening, speaking, reading, and writing skills in a sustainable and interesting way. One method that is growing rapidly is microlearning through social media. Microlearning is learning based on small, focused units that are usually short in duration and easy to access.According to Hug (2005), Microlearning refers to relatively small learning units and short-term learning activities. This method is very suitable for the behavior of social media users who are accustomed to accessing short and fast information. Microlearning is a strategy for delivering learning materials in the form of small, focused modules. It is usually delivered through digital media with a short duration (1–10 minutes). Seaman et al. (2018) stated that Microlearning fits with the demands of modern learners, who seek just-in-time content that's accessible, targeted, and engaging.

In the digital era, social media is not only a means of communication and entertainment, but also an effective learning medium. The microlearning approach is increasingly in demand because it is concise, easily accessible, and in accordance with the learning style of the digital generation. This paper discusses how microlearning through social media can increase learning interest and information retention in language learning. The results of the study and literature show that social media supports more personalized and sustainable learning.According to Gómez in (Miguel & Laserna, 2020) many teachers and institutions are incorporating new forms of communication and interaction into their teaching strategies and content dissemination, adapting to these new interests that arise with digital media, as digital media is an ideal place to exchange information and knowledge in a fast, easy, and convenient way. This condition is further reinforced by the characteristics of Generation Z, a generation born between the late 1997s and early 2012s, known as the digital-native generation (Seemiller & Grace, 2016). Young people who belong to this digital native generation are very easily influenced by the times and foreign cultures. This is because the digital-native generation is a generation whose daily lives are always side by side with modern technology, such as laptops, smartphones, cell phones, videogames, and other modern technologies (Putu Windu Mertha Sujana et al., 2021). This makes them more responsive to learning approaches that are fast, practical and engaging.

The distinctive characteristics of Gen Z require educators to adapt learning models to be more relevant to their needs and preferences. As explained by (Joyce et al., 2019), not all students are comfortable with conventional learning models such as deductive approaches in basic sciences that are theoretical and complex. This generation of students tends to prefer learning paths that are direct, concise and provide quick results. Therefore, overly complex learning tasks need to be simplified into more exploratory and contextualized forms, such as puzzles or visual challenges, which can encourage the emergence of meaningful knowledge through a fun and challenging process.

One approach that is in line with Gen Z's learning style is learner-centered microlearning that offers short, concentrated learning units with interactive multimedia, which can be accessed on various devices (Meliana & Seli, 2023). Badrul Huda Khan stated in (Khlaif & Salha, 2021)micro-learning is a learning method that consists of a small unit, interactive, and focused on specific objectives and outcomes to be achieved. This unit is delivered in a very short duration using various technologies, such as wearable devices, cell phones, and tablets. Meanwhile, (Hug, 2012)identified six main characteristics of microlearning, namely, short duration, specific content focus, fragmented structure, clear objectives, variety of media (both print and digital), and the use of pedagogical approaches such as repetition, constructivism, and connectivism. (Leong et al., 2021) added that microlearning has significant benefits such as improving retention, active engagement, learning motivation, collaborative learning, and overall academic performance. In line with that, every learner has their own learning style and strategy that sometimes happens without realizing it. Learning strategies and styles can help learners master a language in achieving their learning goals (Hassan, 2017).

In the context of foreign language learning such as Japanese, the microlearning approach is very relevant. Japanese has high complexity which includes listening (聞く技能), speaking (話す技能), reading (読む技能), and writing (書く技能) skills (Sutedi, 2011). Japanese is considered quite complex, so it requires learning methods that are interesting, practical, and easy to understand. Many learners

have difficulty in learning Japanese through conventional methods due to time constraints and low engagement. This need is becoming increasingly important in Indonesia, along with the increasing trend of apprenticeships to Japan through programs such as Industrial Training and Specified Skilled Worker (SSW). These programs require participants to have basic to intermediate Japanese language skills. However, students and potential apprentices often face challenges in maintaining learning engagement and retention, especially if the methods used do not suit their learning style.

The advantage of this approach is not only in the flexibility of access, but also in its ability to strengthen retention, which is the ability of learners to remember and store information in the long term. It is generally known that the use of the latest technology can have a positive influence or impact on the learning process, especially in terms of remembering the material that has been taught to students in terms of a long period of time which is commonly referred to as retention power (Melinda & Ningrum, 2020). High retention is very important in the context of learning Japanese, because the use of words and language structures must be remembered and applied continuously, especially in an internship work environment that demands active communication.

Microteaching involves training teachers through live teaching sessions followed by immediate feedback, thus providing opportunities for focused improvement (Kusuma & Mulyana, 2020). It is an effective tool for training future professionals because it allows repeated practice and direct feedback, essential for skill mastery and motivation (Fernandez, 2005). Thus, microteaching helps boost prospective teachers' confidence because they have the opportunity to try and improve their teaching practices in a controlled setting.

Some problems about the perception of micro learning through social media, namely the lack of understanding about the effectiveness of micro learning through social media, challenges of student motivation and interest in following micro learning, can the use of social media as a micro learning medium really increase students' interest in learning japanese, or does it make them easily distracted, the influence of social media on japanese language material retention, to what extent can micro learning through social media increase retention (memory) of japanese language material compared to traditional learning methods. the existence of social media limitations in delivering complex japanese language learning content is social media capable of delivering quite complex japanese language learning content.

In addition, visually and interactively presented content can increase interest in learning. Interest is a condition in which a person has an attention to something accompanied by a desire to know and also learn about it (Darmadi, 2017). According Slameto (2010) argues that the indicators that show interest in learning are: "attention, feelings of pleasure, interest, and involvement. Meanwhile, that interest in learning includes two main aspects, namely personal value for the subject matter and affective involvement in the learning process (Schiefele, 1991). Basically, interest can arise because of a deep interest in something, where this interest creates a sense of desire to know, learn, and prove it. Educational content presented through social media in a light, fast and fun format has been proven to increase interest in learning Japanese, especially among Gen Z who love digital and visual interaction.

Language learning through engaging visual and audio content, such as daily vocabulary videos, speaking challenges, and grammar infographics, can attract students' attention. Susanti (2020) stated that the use of social media provides learning motivation because students feel that learning is easier and closer to everyday life. The microlearning approach indirectly supports the spaced repetition technique, which is repeating content over a certain period of time, which has been shown to improve long-term memory. Salas et al. (2012) stated that Frequent repetition and retrieval of content, even in small chunks, significantly enhance retention and transfer of learning. Microlearning through social media offers an adaptive, engaging, and relevant language learning alternative for today's generation. With a concise, focused, and easily accessible content delivery strategy, this method has the potential to significantly increase learning interest and information retention. It is important for teachers and educational institutions to use this approach strategically to achieve optimal learning outcomes (Irdalisa, Paidi, & Djukri, 2020).

Based on the state of the art conducted by researchers, learning Japanese with microlearning-based through social media with a population of interns to Japan has not been done by many researchers before, therefore Novelty in this study is that researchers examine the tendency of interest and retention of interns to Japan learning Japanese through Microlearning-based social media. Thus, the researcher set a goal in this study is to see the relationship between interest in learning and learning retention. To achieve these objectives, this study used a quantitative approach with a survey design of 150 respondents of prospective interns to Japan. The instrument used was a Likert scale questionnaire that had been tested for validity and reliability. Data analysis was conducted using normality test and Pearson Product Moment correlation to determine the relationship between interest and learning retention. The hypotheses of this study are H_a: there is a significant relationship between interest and retention of microlearning-based learning through social media; H_0: there is no significant relationship between the two. Thus, the research question is how the perception of micro-learning through social media increases interest and retention in Japanese language learning among Japanese Internship participants.

2. METHODS

The method is a way or procedure of something that has systematic steps, while methodology is an assessment in studying the rules in the method (Lustyantie, 2023). This research is survey research, in survey research researchers describe quantitatively (numbers) some trends, behaviors, or opinions of a population by examining a sample of the population. From this sample the researcher generalizes or makes claims about the population (Creswell, 2016). Survey instruments are used to collect data and are specifically designed in a study.

The instruments in this study before being distributed to respondents were first tested for validity and reliability. Instrument validation test is a crucial stage in the development and assessment of measurement tools or instruments, the validation test is an expert / expert assessment form. The instrument ideally must fulfill two things, namely: 1) construct validity, in accordance with the operational definitions contained in the theoretical study, and has been consulted with the supervisor and through validation by experts, 2) Empirical validity, which has been tested for validity and reliability. In this study, researchers used construct validity, which has been validated by experts. The validity test is to measure whether the instrument is measurable, the reliability test is to know whether the instrument is tested wherever the results are fixed, in this research also carried out a reliability test on the instrument. Data collection techniques by collecting data from the results of the questionnaire.

The sampling technique using the cluster sampling method is a sampling technique in which a large population is divided into smaller groups (clusters), then sample selection is carried out based on the cluster, not directly on individuals. By determining Single-stage cluster sampling, it means that all members in the selected cluster are sampled.

Questionnaires are a number of written questions used to obtain information from respondents in the sense of reports about their personal or things they know. (Arikunto, 2002)The contents of the questionnaire include an assessment form from the intern. This instrument uses a Likert scale with alternative answers: strongly disagree, disagree, neutral, agree, strongly agree. The questionnaire aims to determine the interest and retention of prospective interns and interns in Japan towards microlearning-based learning. Data processing techniques using reliability test, normality test, and simple linear regression analysis to determine the trend of interest and retention of prospective interns and interns to Japan when they learn Japanese.

Example of Learning Interest item: I feel happy and enthusiastic when attending lessons, I look for additional information or reading outside of class hours because I am interested in the material being studied. Meanwhile, learning retention is that I can still remember the main points of the material that has been studied even though it has been delivered a long time ago. In addition, I can explain the

contents of the lesson again in my own words without having to read the notes. Retention measurement based on objective testing

The research instrument test is carried out to ensure that the measuring instruments used in research, such as questionnaires or questionnaires, are really able to measure the intended variables accurately and consistently. This process includes two main aspects, namely validity test and reliability test. The validity test is an expert / expert assessment form. The instrument ideally must fulfill two things, namely: 1) construct validity, in accordance with the operational definitions contained in the theoretical study, and has been proposed with the supervisor and through validation by experts, 2) Empirical validity, which has been tested for validity and reliability. In this study, researchers used construct validity, which has been validated by experts.

The reliability test on the learning interest instrument shows that the Cronbach's Alpha value obtained is 0.869 (>0.6), so it concludes that the data is reliable or reliable. Furthermore, the reliability test on the learning retention instrument is known to have a Cronbach's Alpha value of 0.904 (>0.6), so the data is reliable or reliable. The results of the reliability test of each instrument can be seen in the following figure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.870	10

(a) Interest Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.904	.903	10

(b) Retention Reliability Test

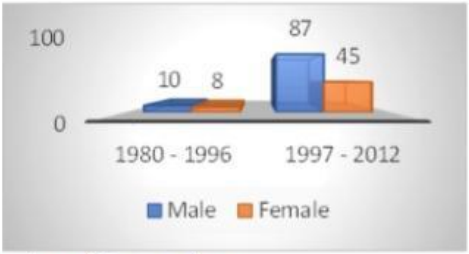
Figure 1. The results of the reliability test

The findings and discussions in this paper are based on survey data derived from interns and prospective interns in Japan, based on observations made by researchers, that the need for labor in Japan is currently very high, therefore the demand for human resources to Japan is very high, but human resources who can work in Japan have a requirement that must be able to speak Japanese level N4, therefore prospective interns before leaving for Japan first learn Japanese until level N4, in learning there are many obstacles, especially competence in communication which is very necessary in the world of work in Japan. Therefore, the researcher in this study wanted to know the interest and retention of Japanese language learning of interns by using learning by using microlearning-based online media (short video videos) either from Instagram reels or from YouTube. What the researcher did was prepare an instrument that had been tested for validity and reliability, a normality test was also carried out to see if the data was normally distributed, besides that because he wanted to see the relationship between the two variables, a simple linear regression analysis was carried out.

The data obtained in this study were analyzed using SPSS software version 25. The analytical method used is simple linear regression analysis, which aims to see how much influence the independent variable, namely learning interest, has on the dependent variable, namely learning retention. This analysis was used to determine the linear relationship between the two variables as well as measure the contribution of the interest variable in influencing the retention level of Japanese language learning through microlearning approach in social media.

3. FINDINGS AND DISCUSSION

The results of the research obtained questionnaire values filled in by interns to Japan. The learning interest and learning retention scales each with 5 (five) answer options were distributed to 150 respondents. Respondents consisted of birth years 1980-1996 and 1997-2012.



(a) Number of Responden

Descriptive Statistics

	Mean	Std. Deviation	N
Retensi Belajar	37.81	5.916	150
Minat Belajar	40.51	5.380	150

(b) Descriptive Statistic Table

Figure 2. Respondents consisted of birth years 1980-1996 and 1997-2012.

Table 1. Interest and Retention Table by Gender and Age

Year	Age	Gender	Interest	Retention
1997-2012	132 (87,9%)	87 of Man (66,4%)	76 of Man (78,4%),	72 of Man (74,2%),
		45 of Woman (33,6%).	41 of Woman (78,8%)	38 of Woman (73,1%).
1980–1996	18 (12,1%).	10 of Man (55,6%)	6 of Man (54,5%)	5 of Man (45,5%)
		8 of Woman (44,4%).	5 of Woman (71,4%)	4 of Woman (57,1%)

Based on the recapitulation results of the questionnaire data above, it shows that the majority of respondents come from Generation Z (87.9%), with a composition of 66.4% male and 33.6% female. In the 1980-1996 age group, there were 55.6% males and 44.4% females. The mean score for interest in learning was 40.51 with a standard deviation of 5.38, while learning retention had a mean of 37.81 and a standard deviation of 5.92. Most scores for both were in the 40s, indicating a trend in the moderate to high category. 78.8% of Gen Z women and 78.4% of Gen Z men had high interest in learning, while high retention was achieved by 73.1% of women and 74.2% of men in the same group. Meanwhile, in the 1980-1996 group, the percentage of high interest was recorded at 71.4% of women and 54.5% of men, and high retention at 57.1% of women and 45.5% of men.

Relationship between Learning Interest and Learning Retention

Table 2. Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning Interest	.077	150	.029	.975	150	.007
Learning Retention	.082	150	.016	.977	150	.014

Lilliefors Significance Correction

The first prerequisite test for research analysis is the normality test. The normality test was carried out to prove that the two data of Learning Interest and Learning Retention came from a normally distributed population. The normality test was tested using the Kolmogorov-Smirnow test. From the table above, it is known that the sig. > 0.05, it is concluded that the data is normally distributed. Thus the assumption of data normality has been met.

The value of the relationship between learning interest and learning retention is calculated using the Pearson product moment correlation formula so that researchers can prove the research hypothesis, namely:

Ha: There is a significant relationship between learning interest and learning retention

Ho: There is no significant relationship between interest in learning and learning retention.

Table 3. Correlation Cofficient

		Learning Interest	Learning Retention
Learning Interest	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	150	150
Learning Retention	Pearson Correlation	.637**	1
	Sig. (2-tailed)	.000	
	N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table of Correlation Coefficient Interpretation guidelines above, it can be seen between interest in learning (variable X) and learning retention (variable Y) that there is a relationship with a "medium" category of 0.637.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Dusbin-Watson
1	.637[a]	.406	.402	4.574	.406	101.200	1	148	.000	1.96

(**a**) Predictors: (Constant), Learning Interest

(**b**) Dependent Variable: Learning Retention

In this section, the value of R = 0.637 and the coefficient of determination (KD) or R square = 0.406 or 40.6% are displayed. This shows that the learning interest variable (X) explains the variable (Y) by 40.6% or variable X affects variable Y by 40.6% while 59.4% is influenced by other factors.

Microlearning-based Japanese language learning through social media has been proven to have a positive impact on learning interest and retention, especially among Generation Z. Microlearning is a learning method that presents material in small, short, and easy-to-digest pieces (Hug, 2005). This format is very suitable for the characteristics of Generation Z who tend to prefer fast, concise, and visually appealing content (Seemiller & Grace, 2016). Social media as a learning platform offers advantages in the form of high accessibility and interactivity. Through social media, Japanese language learning materials can be delivered in the form of short videos, infographics, and interactive quizzes that make the learning process more interesting and motivate students to continue learning consistently (Kahoot!, 2017). Interesting visualizations and short durations can increase focus and reduce boredom,

so that interest in learning increases. In addition, the microlearning method can help increase retention in Japanese language learning.

According to Ebbinghaus (1885) in the forgetting curve theory, information that is learned gradually and repeatedly in a short period of time is easier to remember. Microlearning allows the presentation of material in a fragmented but structured manner, thereby strengthening long-term memory. Therefore, the use of social media-based microlearning is very effective in increasing interest and retention in learning Japanese among Generation Z. The combination of concise content, attractive visuals, and easy access via social media are the keys to the success of this method.

4. CONCLUSION

Based on the results of this study, it can be concluded that microlearning-based Japanese language learning through social media has a positive impact on the interest and retention of Japanese language learning among Generation Z. The short, visually appealing format of microlearning through social media has a positive impact on the interest and retention of Japanese language learning. This short, visually appealing, and easily accessible learning format fits perfectly with Gen Z's learning style which tends to like things that are fast, practical, and interactive.The results of statistical analysis showed a significant relationship between learning interest and learning retention, with a correlation value of r = 0.637. This means that the higher the participants' interest in learning, the more likely they are to retain the information they have learned. Learning interest contributes 40.6% to learning retention, while the rest is influenced by other factors outside this study. Both Gen Z men and women showed high levels of interest and retention. 78.4% of men and 78.8% of women were in the high interest category, and 74.2% of men and 73.1% of women showed high retention. This research is part of a growing body of work in the field of digital learning and will continue with more in-depth analysis of cognitive engagement and its impact on long-term learning outcomes in the context of Japanese language and culture. The study also recommends further research related to content design, motivation, and digital engagement in foreign language learning. The implications and future directionsof this research are increasing student readiness for international internships and strengthening practical skills and interpersonal communication.

Acknowledgments: The authors would like to thank all respondents who have participated in filling out the questionnaire, as well as those who have provided technical and administrative support in the data collection and processing process. Thanks also go to the institutions and individuals who have helped in the preparation and completion of this research, both directly and indirectly.

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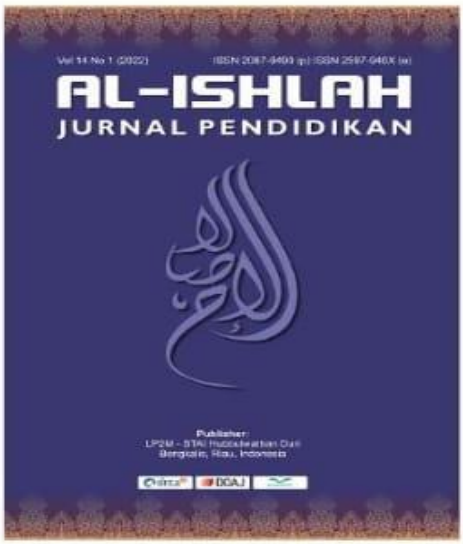

Announcements

Accreditation Status

AL-ISHLAH: Jurnal Pendidikan has applied for Reaccreditation since March 2024, and was declared to have passed the evaluation desk on May 19, 2024. Currently the journal's status is in the reaccreditation assessment period.
Based on the circular issued by the DIRECTORATE GENERAL OF HIGHER EDUCATION, RESEARCH AND TECHNOLOGY Number 1469/E5/DT.05.00/2024, for journals that **have passed the evaluation desk and are in the assessment process, the previous accreditation rating is declared to remain valid** until the latest accreditation results have been announced.

Posted: 2024-12-19

Important Information

We inform you that AL-ISHLAH: Jurnal Pendidikan **never cooperates with third parties** in terms of publication in this journal.
Articles that have been submitted in OJS will be reviewed by the editor, and for articles that meet the standards, a review process will be carried out.
All information we provide through **the journal's official email.**
The article **publication fee** is as stated on this website and without additional costs.
We also **never make promotions / advertisements** to be able to publish quickly with a guarantee of publication in AL-ISHLAH: Jurnal Pendidikan.
We are not responsible if there are other parties who guarantee to be published in AL-ISHLAH: Jurnal Pendidikan.
The official contact number is the one listed on this journal website: widiayunita136@gmail.com and jurnalpendidikanalishlah@gmail.com

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