

## Research Article

# Implications of Learning About Japanese Language and Culture for the Japanese Department Alumni Living in Japan

Dewi Kania Izmayanti\*, Syahril Syahril and Nolia Sri Wahyuni

Universitas Bung Hatta, Jl.BagindoAziz Chan, Air Pacah, By pass, Indonesia

**ORCID**

Dewi Kania Izmayanti: 0000-0003-1607-3207

Syahril : 0000-0002-5181-9185

Nolia Sri Wahyuni : 0000-0002-9886-5250

**Abstract.** Working in Japan is one of the goals of students in the Japanese Department, due to Japan's strong appeal. Is the material learned in this department enough to help the alumni diaspora in living their lives? The purpose of this study was to describe the implications of learning about the Japanese language and culture for the lives of the alumni of the Japanese Department living in Japan. Qualitative descriptive methods were used, with data collected through questionnaires. The analytical technique used was interpretative description. The results found that the language and culture learned during the lectures was quite helpful in living in Japan. The speaking courses (kaiwa) were highly used. Furthermore, the materials provided in the courses on Japanese grammar (Bunpo), Japanese society, public communication, management and work ethic, as well as conversation, were felt to be very helpful in living in Japan. This was evident from the understanding of the Japanese language used by diaspora alumni in communicating with Japanese people. In addition, the alumni diaspora did not experience obstacles in living in Japan. From these findings it can be concluded that learning about Japanese language and culture was very helpful for the alumni diaspora living in Japan.

**Keywords:** implications, learning, diaspora, alumni

## 1. INTRODUCTION

Japan is one of the countries that become one of the destination countries both as a tourist destination, continuing education, and working purposes. This is due to the advancement of technology and its interesting culture. Today the opportunity to work and continue education to Japan is wide open, both held by the government and LPK, both at their own expense and at the government's expense.

Today the Indonesian diaspora in various regions of the world becomes a hot talk, including in Japan. This Indonesian diaspora in Japan is ranked 11th [1] According to data from the Japanese Ministry of Justice, the number of Indonesian citizens as of March

Corresponding Author: Dewi Kania Izmayanti; email: dewi.kaniaizmayanti@bunghatta.ac.id

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22, 2019 living in Japan is currently 56,346 people or an increase of 12.7% compared to the previous year, including apprentices, other workers, permanent residents, and so on, but excluding tourists[ 2]

At this time there are about 8 million Indonesians living and residing abroad or commonly referred to as the Indonesian diaspora. They come from various professions, be it from professional workers, entrepreneurs, academics, students until apprenticeship participants. [3]

For Japanese learners to go and work in Japan is a goal that he hopes, not least Japanese learners at Japanese Department of Bung Hatta University. The opportunity provided by the Japanese Department to go to Japan to its students is done through various programs, be it in the form of Japanese Language and Culture training, scholarship programs, or internship programs. Students who have experienced studying or attending an internship program in Japan generally want to be back to live life and work in Japan. At this time it is known that there are a number of alumni of The Japanese Department who work and settle in Japan. These alumni who eventually became part of the Indonesian diaspora, who are looking for a decent livelihood due to globalization that is happening today. In the curriculum of the Japanese Department of Bung Hatta University, in addition to being given courses that are language competence, also given courses related to Japanese society and culture, as well as courses related to work.

In general, the term *diaspora* is almost the same as *nomadic*. *Diaspora* comes from ancient Greek, *dias* means through and *speirein* means spread or sow, and into one word *diasperio*, which means spread or sowing of seeds. [4] Some experts give the following definition of diaspora, according to the ministry (2012) diaspora is a period of dispersing a nation of a nation scattered in various parts of the world, and the nation has no state. Laevi and Swedenburg say diaspora is a migration of groups of color (non-white / European) to the central heart of Europe during and after western colonialism. While Wang Gung Wu mentions the Chinese diaspora has at least four migration patterns, namely: as porters (Huagong), as traders (Huangshang), as a nomads (Huaqio), and as descendants of Chinese people who migrate to other places (Huayi) [4]

Research related to the Indonesian diaspora in Japan has been conducted, one of which is the result of research from Zulkifli, entitled "Indonesia in Japan Reorganizes Indonesian Nationhood through diaspora experience perspective". From his observations about the behavior, attitudes, and views of some diasporas, who have long settled in Japan, it was found that in general the diaspora does not care about their national character. This is due to conflicting discussions between the state's desire for the

diaspora, which always gives slogans to support the state, and social activists who say that they, diasporas, are exploited by the state. This resulted in the extinction of the sense of nationality in the diaspora and did not know how the practice of nationality so the research of Zulkifli was more emphasized on the behavior of the Indonesian diaspora in Japan in interpreting and narrating their nationality practices[5]

While research related to the Indonesian diaspora and Japanese language learning was conducted by Nalti Novianti [6] with his research title "Field Study of Diaspora from Japanese Language Learning at University". In his research, Nalti wanted to find out if the results of learning during college could support their careers in the work in Japan. In addition, whether business Japanese courses are sufficient is required to support them. From the results of data collection obtained from through questionnaires it is known that Japanese Business courses are in demand by students because they are useful in their workplace. [6]

The difference between the research and previous research is that in this study wanted to know about the implications of learning Japanese Language and Culture, both in everyday life and in the work, and wanted to know what courses are very helpful in the lives of these alumni diaspora. From the answers obtained also want to know what things to do by the study program to equip students who want to work and live in Japan. In general, people often interpret the implications with the impact or consequences of something. While the understanding of implications based on KBBI is involvement, which includes or is involved. But there are several words used to denote the same intent as implications, among which are interrelationships, impacts, consequences, and are often used in research. The implications are the consequences resulting from the implementation of a program or policy, which can be good or not to the parties who are targeted by the implementation of the program or wisdom. [8] Self-learning is a set of external events designed to support some internal learning processes. Learning is a two-way science transfer process, between teachers as informants and students as recipients of information. Another meaning of learning is a set of events that affect learning in such a way, so that the learner gained ease in interacting next with the environment. [9] Learning is a complex aspect of human activity, which is not fully explainable". Simple learning can be defined as the product of continuous interaction between development and life experience. Learning in a complex sense is the conscious effort of a teacher to align his students (directing student interaction with other learning resources) in order to achieve the expected goals. [10] While the alumni themselves in KBBI online mean people who have graduated from a school or college [11] So

this research is felt to need to be done to obtain input for the study program and provide knowledge for prospective diaspora alumni of Japanese Literature in general. This special recommendation from the researcher is to describe the implications of learning Japanese Language and Culture by looking at the level of exposure by the diaspora of alumni of the Japanese Literature Study Program in living their lives in Japan. While the goal generally, is to provide knowledge to prospective alumni who do not work and settle in Japan.

## 2. METHODOLOGY

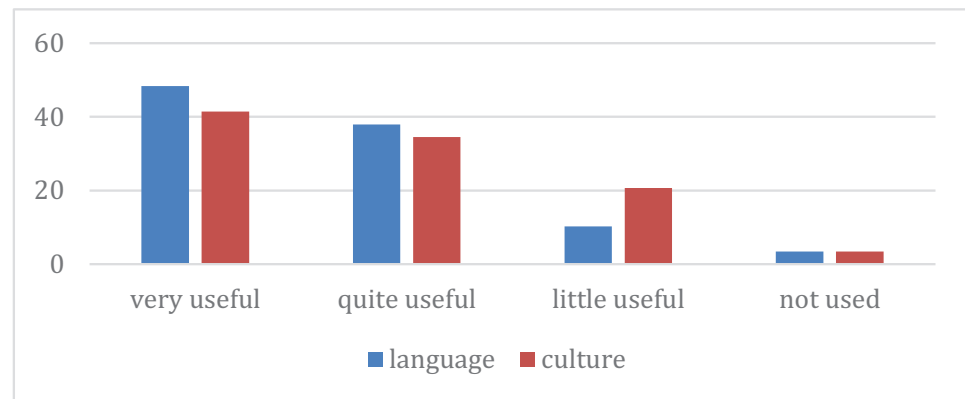
The method used in this study is a descriptive method. Descriptive method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of an event in the present. The purpose of descriptive research is to create a systematic, factual and accurate description, description or painting of the facts, properties and relationships between the phenomena investigated.[12]

The subjects in this study were diaspora alumni of Bung Hatta University's Japanese Department who worked and had settled in Japan more than one year as many as 29 people, and all returned questionnaires given. Primary data sources are obtained from the results of questionnaires submitted through google form. Data collection is done through the dissemination of digital questionnaires to diaspora alumni working in Japan. Data analysis uses interpretive descriptive methods. analysis is the activity of listening to the voices of others, in this relationship includes the entire data, both obtained through primary sources and secondary, which is then combined with the understanding and explanation of the researcher, as a process of interpretation, thus producing new meanings.[13]

## 3. RESULTS AND DISCUSSIONS

The content of the questionnaire question relates to the related learning outcomes of Japanese language and culture during the lecture. Questionnaires are given in structured and open-ended questions to get clearer answers. In addition to questions related to the problem of related learning outcomes, it is also asked about the obstacles experienced by alumni in living life in Japan.

With regard to the question of the related learning of Japanese Language and Culture, in general known, very helpful and very used, this can be seen in the following graph:



**Figure 1:** Related to japanese language and culture learning.

From the graph above it can be known that both Japanese language learning and Japanese culture that received it during college, felt very used. More than 40% or as many as about 12-14 people answered very used. This shows that courses related to language and culture are indeed very helpful for diaspora alumni in living their lives in Japan, as mentioned by one of the alumni, namely:

*“because it has been studied so there is no problem when in Japan”*

Only a small percentage answer a little used which is about 10-20%. The reasons given are:

*“because when in college, of course, the lecturers provide knowledge about various cultures in Japan but when we go and live directly in Japan at that time we will be surprised by new cultures that foreigners do not know or cultures that we have never known or learned in college”.*

*“because when we were in Japan the language in the book and the language we heard directly from the Japanese were different. In college, I think we don’t practice the language, so when we arrive in Japan, the fastest is about 3-6 months. We’re just a little used to hearing and communicating with Japanese people (personal experience)”*

So from the reasons given, it can be known at least the related results of Japanese Language and Culture learning by diaspora alumni in their lives in Japan is because of the difference between theories, things received in lectures, with their training, things faced in real life. So they feel they have to learn more about Japanese culture.

As we know there are four skills in learning the language, namely listening, speaking, reading, and writing coupled with grammatical knowledge. Of the four language skills

learned, it turns out that the most helpful course in living life in Japan is the conversation course. As seen in the following chart:

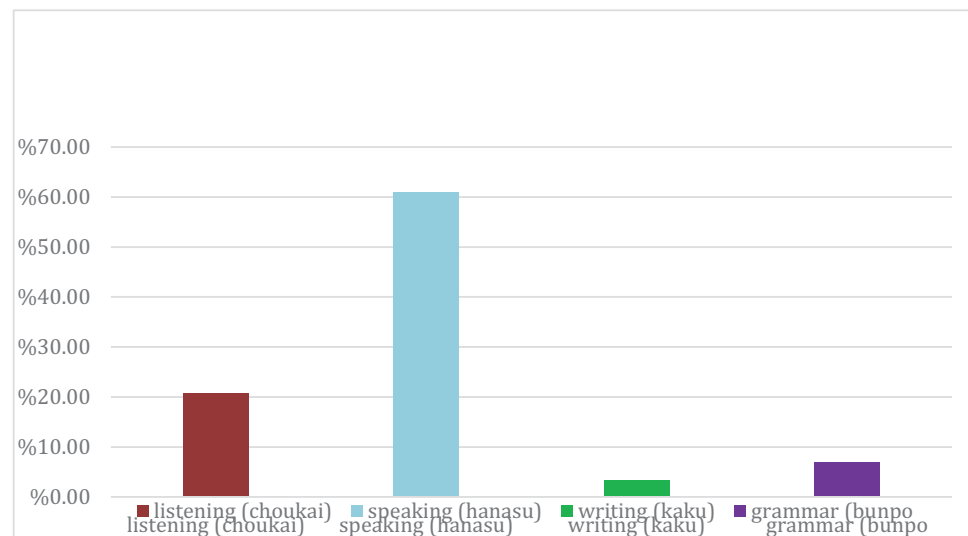


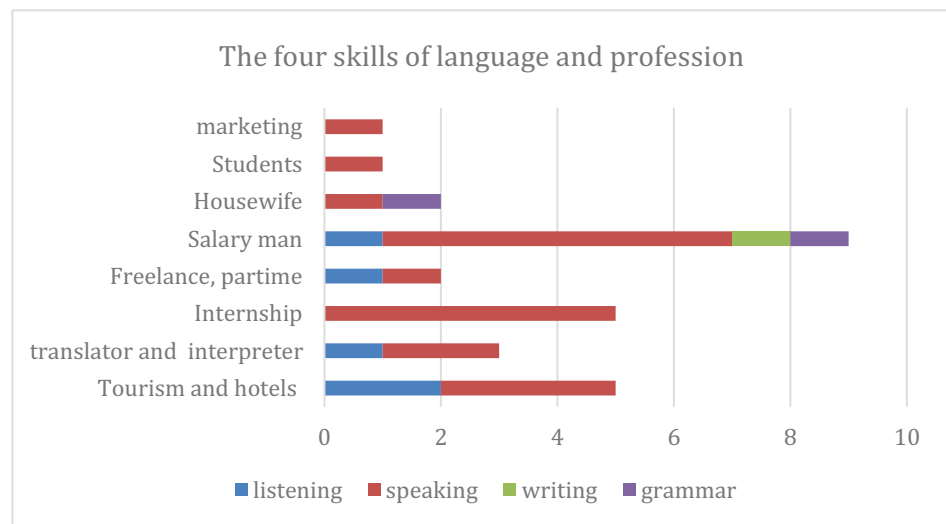
Figure 2: Highly used language skills courses.

The interesting thing is that it turns out that reading skills are not found in the data, either used in everyday life or in work. The work done by diaspora alumni can be seen in the following table:

TABLE 1: Work

Profession	Frekuensi	Persentase
Tourism and hotels	5	17,2
Translator /interpreter	3	10,3
Internship	5	17,2
Partime/freelance	2	6,9
Salary man	9	31,0
House wife	2	6,9
Students	1	3,4
Marketing	1	3,4

From the table above it can be known that most of the alumni diaspora works in a field of work that is more dealing with consumers or clients than dealing with paper. However, although many diaspora alumni work as staff or employees in the office, it turns out that reading skills are not a skill that is considered helpful or used in their work. None of the respondents answered "reading" as a helpful language skill in their work, as seen in the following graph:



**Figure 3:** The four skills of language in the work.

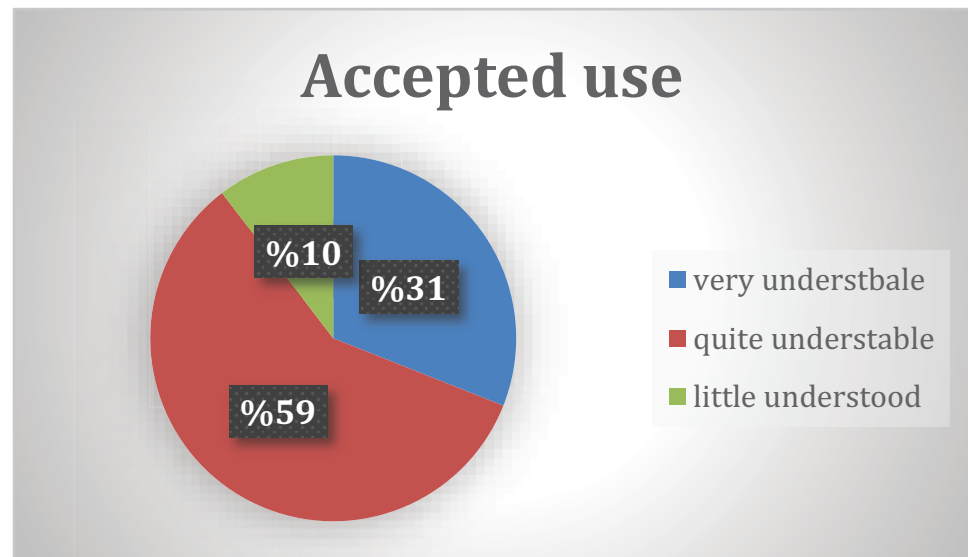
From the chart above it can be known that only three language skills plus grammar are considered helpful in living life in Japan and in his work.

With regard to the materials given during the lecture period, the results of the questionnaire can be known to be very helpful or quite helpful both in daily life and in work. This can be seen in the following table

TABLE 2: Lecture material

Subject	Very helpful	Quite helpful	Little helpful	Not helping
Grammar	48,3	44,8	3,4	3,4
Japanese Society	44,8	44,8	6,9	3,4
Public communication	48,3	31,0	10,3	10,3
Management and work ethic	41,4	44,8	10,3	3,4
Speaking	75,9	17,2	3,4	3,4

From the table above can be known, almost 50% stated that the materials given in courses related to language skills such as grammar and conversation are very helpful in living life, because the materials provided directly can be used in communicating with Japanese people, both in the environment of residence and in the work environment. This can be known from the answers given with regard to the question "is the Japanese language you use understandable to the Japanese". In general, the Japanese language used by the alumni diaspora is quite well understood by the Japanese, and only 10% of the answers are slightly understood. It can be seen in the following graph:



**Figure 4:** Accepted Use of Japanese in Communicating.

The reason why their Japanese is difficult to understand is because:

*“The everyday language of Japanese people is quite different from what has been learned, especially in terms of kotoba and hyougen”*

*“It’s the same with Japanese people who speak Indonesian when we say something there must be the affixes Di, Me, Ter, etc. But when we say it in Japanese we often get it wrong in pronunciation so the meaning of our sentence is not understood by Japanese people. or when using “ ””*

From the reasons given can be known Japanese diaspora is little understood by the Japanese because of the difference in terms or words learned with reality, and because there are differences in hyougen or expressions or terms in every area in Japan, which are not studied in college. Also because there are different rules in Japanese rules. So when communicating with Japanese people, these diasporas often experience mistakes.

With regard to the material given in the lecture “little help” or “not helping” in living life in Japan and in work, from the reasons given known, :

*“Not really, because there are more theories that can be seen on the internet”*

*“In everyday conversation, bunpo doesn’t pay much attention to it”*

*“The discussion is too narrow”*



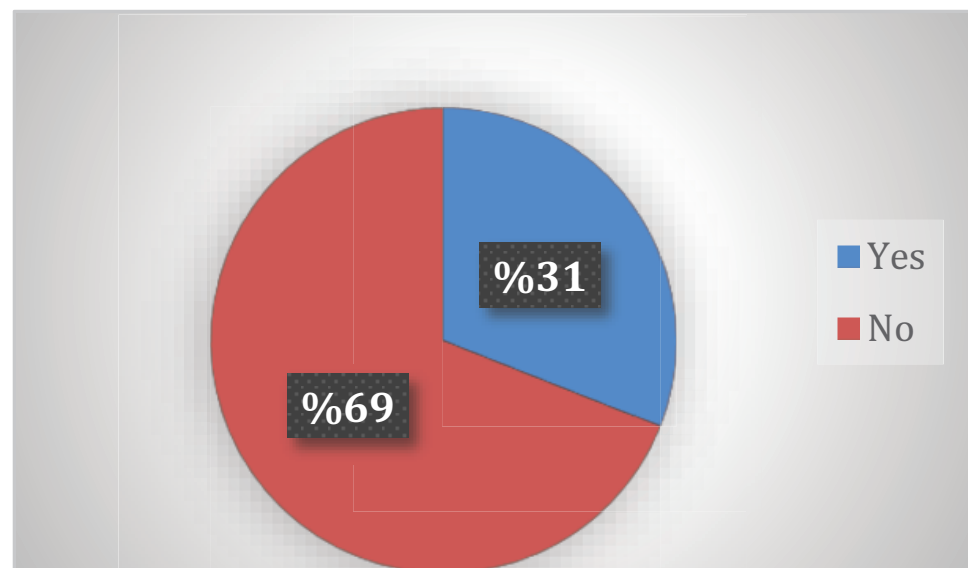
*"The material is not updated"*

*"The material is still lacking"*

*"Management and work ethic at every company has their own way and I don't really understand it as a worker."*

So it can be known, only a small part or about 10% who say the materials provided are not helpful or a little helpful. The cause is because it feels less updated material provided, and some can be learned alone from the internet.

From the results of the questionnaire it can be known that most diaspora alumni do not get obstacles in living life in Japan.



**Figure 5:** Constraints.

From the chart above it can be known, that more than 60% of diaspora alumni do not experience obstacles in living life in Japan. This is in accordance with previous findings relating to the material given during the lecture. As seen in the reasons given, including:

*"Because it already has a "handle" to carry, just sharpen it and add it when you are here".*

*"Because on campus, I have learned in terms of language and other knowledge of Japanese culture, so when I arrived in Japan there were not so many obstacles"*

*"What students learn when they live in Japan can be used"*

*"Because what has been learned during the lecture along with life here"*

*"Because the learning that we got during college has become our capital for living in Japan. A little short maybe more vocabulary mastery"*

*"Because all the lessons we learn at university can be applied in Japan."*

So because it feels that they have gained enough knowledge during the lecture, the alumni diaspora does not feel there are obstacles in living life at work. Instead they feel lucky to be able to convert their student visas into work visas, in addition because they are adaptable and mentally prepared, as seen in the reasons given by the following alumni diaspora:

*"Because I have been guided and mentally prepared"*

*"Immediately adaptable"*

*"There are no obstacles, in fact I am grateful and can change the student visa to a work visa because I have graduated from UBH"*

*"From the beginning, I lived in Japan and until now in Japan, thank God, just enjoy it and enjoy it"*

So from the reasons given by the alumni diaspora, it can be known, the absence of obstacles experienced by these alumni diasporas

#### 4. CONCLUSION AND RECOMMENDATION

The purpose of this study is to describe the related learning of Japanese Language and Culture in living life in Japan. It can be concluded that the results of the defenders of Japanese Language and Culture are enough to help the alumni diaspora in living their

lives in Japan. Courses that are very used are talking courses (kaiwa), while courses that are considered not much help both in everyday life and in the work environment are reading courses (dockai). Because the material provided during the lecture is sufficient, the alumni diaspora does not experience obstacles in living life in Japan.

Research on the diaspora is quite interesting and much can be studied. This research is still simple and only limited to alumni of The Japanese Literature Study Program, therefore research on the Indonesian diaspora, especially the Indonesian diaspora in Japan needs to be done further studies, with various points of view. In addition, research on the Indonesian diaspora in Japan is also felt to be small.

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