
ANALYSIS OF CONDITIONS AND PROBLEMS OF PRE-DEPARTURE TRAINING OF PROSPECTIVE CAREGIVER INTENTIONS IN INDONESIA

Julita Fahrul Rochim¹, Andi Novita Rozaliana Fadillah²

Politeknik Takumi, Jawa Barat, Indonesia

julita.jfr@takumi.ac.id¹, andi.anr@takumi.ac.id²

ABSTRACT

Within a decade, starting in 2008, the Japanese government opened up the acceptance of foreign workers in the caregiver field, and Indonesia is one of the countries with the most significant number of senders of caregivers in Japan. There are at least four routes for sending caregivers to Japan, one of which is through sending caregiver interns "Kaigo Ginou Jisshuu." This study analyzes the conditions and problems of pre-departure training for caregiver intern candidates in Indonesia. The method used in this study is qualitative and quantitative. Data collection techniques used were interviews, observations, and questionnaires. This study used a purposive sampling technique. The "Ginou Jisshuu" program, through the case study of Nagomi Kaigo Gakkou, can be described that most teachers at LPK are interns with quite high Japanese language skills and experience living in Japan, where this becomes potential in teaching Japanese to prospective interns. The results of this research can become a reference for higher education institutions in community service activities, especially in improving Japanese language teaching in LPK.

Keywords: condition analysis, training problems, caregiver field.

Corresponding Author: Andi Novita Rozaliana Fadillah

E-mail: andi.anr@takumi.ac.id



INTRODUCTION

Population demographics in Indonesia are experiencing an increasing growth rate; based on data from the Central Statistics Agency (BPS), Indonesia's population in June 2022 is projected to be 275.77 million (Kennedy & ST, nd). This number comprises 138,999,996 male residents, or around 54.48%, and 136,361,271 female residents, or around 49.52%. Currently, the population in the active category aged 15-64 years, or around 69.30%, dominates in Indonesia. The high population of Indonesia should be watched out for because a surge in population can result in high poverty rates and higher unemployment rates (Mardiyah & Nurwati, 2020). In addition, the government must prepare itself to welcome the aging population after the previous demographic bonus (Ramadhanti & Nurwati, 2021).

The opposite was experienced by Japan, according to the official report of the Japanese government cabinet on the conditions and policies of the elderly community "shakai kourei Hakusho," which reported the number of elderly people in Japan was 29.1% of Japan's population in November 2022.

In contrast, Japan's birth rate is experiencing a significant downward trend (Almari, 2020). Japan's birth rate experienced a high rate in 1947-1949, known as the "first baby boom generation," which was around 2 million 700 babies per year, and the "second baby boom period" in 1973 with a birth rate of around 2 million 100, and in 1975 with a birth rate of about 2 million babies per year.

Compare that with the number of births in 2020, around less than 850 thousand babies per year (Suci, 2022).

The increasing number of workers/interns in the Indonesian caregiver field in Japan from year to year indicates the flow of globalization (Aswatini, 2020). Then, the demographic conditions of the two countries also play a major role in this dynamic as a result of the need for and supply of labor as part of the global economic impact that cannot be separated (Sahban & SE, 2018).

As a part of sending workers/interns to Japan, Japanese language education plays an important role in describing the needs and problems faced by sending institutions in pre-departure training (Zulfikar, 2013). The results of the analysis of the conditions and problems faced by labor-sending/apprenticeship institutions are expected to be a reference for developing Japanese language teaching as one of fulfilling industrial needs, especially in teaching Japanese in the caregiver field in the future.

Analysis of the Development of Indonesian Caregiver Delivery (J. F. & I. R. Rochim, 2018). The delivery of Indonesian caregivers to Japan has actually started since 2008 through the Japanese and Indonesian economic cooperation program in the EPA (Economic Partnership Agreement) program, until the period of April 2018 "EPA Indonesia batch 1-11" a total of 2542 nurses/caregivers have been sent to Japan, with details of 653 nurses and 1889 caregivers (Sato et al., 2016).

The positive response from the recipient, in this case the hospital or nursing home to the performance of caregivers through the EPA program, is one of the factors the Japanese government opened to other caregiver programs, in addition to the main factors, namely fulfilling the needs and availability of caregivers in Japan. However, what became the focus of the EPA program was the problem of Japanese language proficiency which was felt not to be in line with the recipient's expectations and became a big problem.

Apart from this debate, the Japanese government opened a program to recruit workers in the caregiver field besides the EPA, including; caregiver student scholarship "ryuugaku kaigo" in 2017, technical work apprenticeship program for foreigners in the caregiver field "kaigo ginou jisshuu" in 2018, and skilled worker program specifically in the caregiver field (SSW; Specified Skills Worker) "tokutei ginou jisshuu" in 2017 2019. One of the factors that contributed to the opening of programs other than the EPA was the relatively high requirements for recipients, which resulted in not all hospitals or nursing homes being able to recruit foreign workers in the caregiver field.

Language Barrier as a Major Problem in Accepting Caregivers in Japan (Nishigori, 2019). The acceptance of caregiver labor through the "Ginou Jisshuu" program first came to the fore in December 2012 at a conference organized by the Ministry of Law on Immigration of Japan. At the conference, what was discussed quite deeply by some Japanese language education practitioners was the problem of the need for high communication skills in the acceptance of caregiver workers, as has been the case with the EPA program. At the conference, Japanese language education practitioners proposed JLPT N3 as a condition when entering Japan, but in fact the Ministry of Law for Immigration suddenly updated by lowering the standard requirements to JLPT N4 in the "Interim Summary Results of the Analysis of Foreign HR Admissions in the Caregiver Field" in February 2012.

The Japanese Language Education Association (Nihongo Kyouiku Gakkai) through the chairman of the association sent a letter of request to the Japanese minister of health and welfare about the Japanese language requirements in accepting foreign workers in the caregiver field in the ginou jisshuu program in response to the change in Japanese language requirements. The content

of the application letter includes requesting that in the decision on the requirements for Japanese language proficiency involve practitioners of Japanese language education, and consider the knowledge of practitioners in designing effective programs. However, unfortunately the letter was ignored, and Nishigoori as one of the practitioners of Japanese language education argued that in the future the proposed standard could be a reference in the future (J. F. Rochim, 2019).

Japanese language practitioners in Japan have tried to respond to the dynamics of accepting foreign workers in the caregiver field starting from the EPA program by forming the association "Nihongo Kyouiku Gakkai Kango to Kaigo no Nihongo Kyouiku Waakingu Guruupu (Japanese Language Education Association for Nursing and Group Caregivers. Japanese Language Education Work)" in 2009 which later changed its name to "Kango to Kaigo no Nihongo Kyouiku Kenkyuukai; (Japanese Language Education Research Association for Nursing and Caregivers)" in 2013. The association was formed with the aim of providing a solution to the problem of lack of language teaching of high-level expertise in preparation for the national certification exam both in pre-departure training and advanced post-arrival training to Japan. The main agenda of this association is to provide input to the relevant ministries on the implementation of the Japanese national certification examination in the field of caregivers and carry out workshops on how to teach Japanese to hospital / nursing home staff who accept foreign workers.

Then in 2016 this association became a non-governmental organization with an agenda of activities organizing research seminars, network development with practitioners in the field of nursing and caregivers and so far, has more than 200 members and what is striking is the joining of members from caregiver vocational schools and caregiver business people.

Regarding research seminars, the biggest activities were seminars with the theme "Indonesian Labor and Their Settlement in Japan and Indonesia; From Collaboration and Education Point of View" which was held at the University of Education in Indonesia, which was attended by 58 researchers and practitioners from Japan, and 112 from Indonesia. In addition, the activity was also attended by representatives of the Indonesian Ministry of Education and Culture as well as representatives from the Health and Medical Strategy Service of the Cabinet Secretariat of the Government of Japan, who conveyed a message that studies such as this seminar continue to be improved in the future. Caregiver Admission Route on Ginou Jisshuu Program and Implementation Evaluation in the Field (Ministry of Health, 2022).

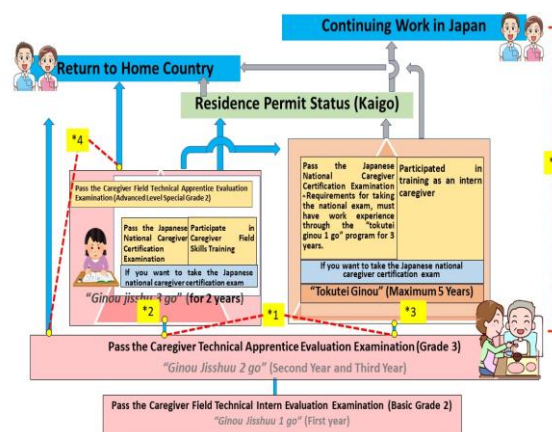


Figure 1. Caregiver Admission Route on Ginou Jisshuu Program and Implementation Evaluation in the Field

Figure 1 which is depicted in maroon color is the acceptance pathway for the “Ginou Jisshuu” program in the caregiver field, which is broadly divided into 3 stages; 1) Ginou Jisshuu 1 go in the first year, 2) Ginou Jisshuu 2 go in the second and third years, and 3) Ginou Jisshuu 3 go in the fourth and fifth years with a total maximum stay permit in Japan for 5 years. The admissions pathway begins with Ginou Jisshuu 1 go in the first year with the conditions for entering Japan which have been described in table 1-1 (Table 4 Differences Employment Acceptance Programs in Japan in the Caregiver Sector). Then to continue extending the residence permit to the next stage, you must pass the exam "Evaluation of Technical Intern Caregivers (Grade 2 Elementary Level)" and or complete caregiver education at the hospital/nursing home where the apprentice is located.

Then, after completing stage 2 (completing an apprenticeship period of 3 years), as described in the description *1, interns can choose to continue to the “ginou jisshuu 3 go” program or to the “tokutei ginou 1 go” program for those who wish to continue working in Japan, and or decide to return to Indonesia. Whether choosing to continue working in Japan or returning to their home country, interns are required to take the “Caregiver Field Technical Apprentice Evaluation” exam (grade 3; specialist level). Then, regarding the choice to continue working in Japan, the Japanese Ministry of Health, Labor, and Welfare highlighted the interns' lack of understanding of the difference between the "ginou jisshuu 3 go" and "tokutei ginou jisshuu 1 go" programs. In addition to the differences in terms of the contents of each program, there are also differences in the requirements and preparations that must be met by interns to continue in the 2 programs.

The requirements and preparations that must be met to continue working in Japan in the “ginou jisshuu 3 go” program is described in statement *2, where not only the interns, but the supervising organization (SO) are also required to fulfill these requirements and preparations.

Requirements and preparations that need to be met by interns include; 1) Pass the exam "Technical Apprentice Evaluation for Caregiver Field (Specialist Grade 3 Level) with the score also obtained from the results of the parameters that are a requirement other than the exam reaching a minimum of 60% of the overall score (minimum 93 points out of a maximum pound of 155 points). These items also include a statement letter from the caregiver practice supervisor that the person concerned is following all practical activities well, and a statement that the person concerned has the desire to continue working in Japan in the "ginou jisshuu 3 go" program written in the long-term planning letter of preparation for acquisition to the program, which had been prepared in advance with one of them evaluating all the items that were required.

On the other hand, a Supervising Organization (SO) must also apply for accreditation as a SO that excels in hiring caregivers, and a license as a recognized Supervising Organization institution. Next, after the interns and SO meet these requirements, the OTIT (Organization for Technical Intern Training) as the person in charge of the ginou jisshuu program and the immigration office will take care of the request for an extension to the "ginou jisshuu 3 go" program. Then, interns who have fulfilled these requirements are required to temporarily leave Japan during the waiting period for the "ginou jisshuu 3 go program" after the "ginou jisshuu 2 go" program is over, and/or the period when starting the "ginou jisshuu 3 go program" for less than one year, and or return to the country of origin for more than one month (in case of leaving Japan temporarily at the start of the "ginou jisshuu 3 go program" is less than one year or more than one month).

Since the start of the Ginou jisshu program in the caregiver field in 2018, the positive response of users to the caregiver workforce can be seen from the number of requests that continue to

increase every year (Ito, 2018). The number of requests in the first year, which was only 1823 requests, increased dramatically in the following year (2019) with 8967 requests, and in 2020 with 12,068 requests (Ministry of Health, 2022). Then, based on the "2021 Caregiver Field Internship Implementation Conditions Analysis" with a total of 1,160 respondents in hospitals / nursing homes, it was stated that the main reasons for accepting interns included; 1) To overcome the shortage of caregiver workers (75.1%), 2) A good stimulus for Japanese caregiver workers (58.1%), 3) Expect to be able to accept workers with high motivation in the caregiver field (34.0%). Then the satisfaction index of hospitals/nursing homes that accept caregiver interns shows very high satisfaction with an index of more than 90% stating their satisfaction, and hoping that the interns can continue to stage 3 and or pass certification so they can work in Japan longer (Morioka, 2019).

In the future, there will be a great deal of demand for caregiver workers in Japan, seeing that there is still a gap between the availability and needs of caregiver workers in Japan (Ministry of Health, 2019). Then, from the Indonesian side, this is an opportunity where Indonesia is predicted to experience a demographic bonus, and the apprenticeship program is one of the solutions to reduce unemployment (Savitri, 2019).

Then, by sending caregiver interns to Japan, it is hoped that interns who return to Indonesia will be able to absorb knowledge about elderly care so that it can be implemented, both for their own families or in work in the caregiver field. Considering that Indonesia also needs to prepare itself for the presence of an aging population after the future demographic bonus era (Ahmadi & Ibda, 2019).

The choice of route to work in Japan is an option for prospective Indonesian workers in the caregiver field to pursue a career in Sakura country. Seeing this opportunity, the route as an intern in the "ginou jisshuu" program could be an option considering that other programs have limited quotas and relatively high requirements, especially in Japanese language skills and skills as caregivers.

Apprentices can learn and gain experience as caregivers for three years and then can continue to the "tokutei ginou" program or take Japanese national caregiver certification and update their residence permit with a "kaigo" visa to work as professional caregivers in Japan. This opportunity can be used as a short-term solution to the problem of unemployment in Indonesia and a long-term solution in building human resources who have the knowledge and skills in the caregiver field to prepare themselves for the era of Indonesia's aging population in the future.

On the other hand, the demands on Japanese language skills are still a big obstacle in sending workers into the caregiver field (Fairuz, nd). Caregiver workers must master Japanese language skills quite highly (Noviyanthi et al., nd). This is needed because his work will directly contact patients in hospitals or nursing homes. Until this research was designed, the authors had not found any study that described the mapping of Japanese language needs and the problems experienced by job training institutions in the caregiver field, especially in the "ginou jisshuu" program, which was the focus of this research.

Japanese language education is important in understanding the dynamics and meeting the needs of sending workers/interns in the caregiver field between Indonesia and Japan (Arishanti, 2019). For this reason, this research aims to analyze the conditions and problems of pre-departure training for caregiver intern candidates in Indonesia.

METHODS

The methods used in this research are qualitative and quantitative. The data collection technique used was interviews, which were conducted to find out the general conditions and problems experienced by Nagomi Kaigo Gakkou in organizing pre-departure training for caregiver intern candidates in Japan. In this study, the authors interviewed three informants who were directors and two staff of the Nagomi Kaigo Gakkou education division. Interviews were conducted two times, the first on Thursday, November 17, 2022, and the second on Monday, November 21, 2022. Furthermore, namely observation. Observations in this study were carried out with non-participant observation in four pre-departure training activities, including 1. Language class, 2. Conversation practice activities, 3. Conversation Classes, and 4. Caregiver practice classes were held between 13, 14, and 19 December 2022. Observations were made to determine how the training was carried out in the field. And the Questionnaire. The questionnaire in this study was conducted to find the conditions and problems experienced by teachers, especially in Japanese language teaching at the pre-departure training for caregiver intern candidates. The description of the questionnaire can be explained in the following table.

Table 1. Questionnaire description

Deployment Time	December 19 – December 22, 2022
Deployment Method	Directly
Respondents	15 teachers
Number of Respondents	14 teachers
Respondent Percentage Ratio	93%

This research uses a purposive sampling technique to determine the informants in this study (Lenaini, 2021). This technique is carried out by determining the informants according to the criteria and research needs. The following is the informant data used in the study, including:

1. Nd, as the director of Nagomi Kaigo Gakkou.
2. Sn, as educational operations supervisor for Nagomi Kaigo Gakkou.
3. Ed, as supervisor of the Nagomi Kaigo Gakkou curriculum study

RESULTS AND DISCUSSION

1. Conditions and Problems of Japanese Language Training at Nagomi Kaigo Gakkou

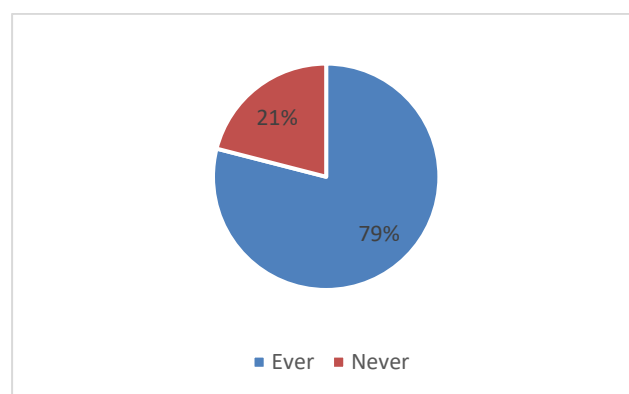
Based on the interviews, observations, and questionnaires conducted, the writer can describe the conditions and problems of the Japanese language training at Nagomi Kaigo Gakkou into two things. The first is regarding its opportunities and potential, and the second is the constraints and problems it faces.

Table 1. Teacher Nagomi's Japanese Language Competence

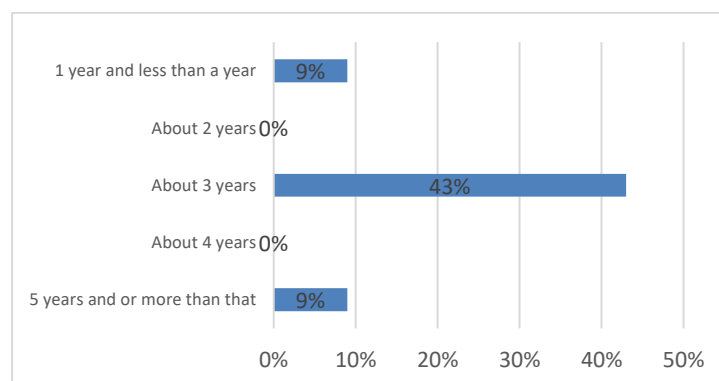
Japanese Language Level	Amount	%	Certification Upgrade Period	Amount	%
JLPT N5	0	0	More than five years ago	0	0
JLPT N4	0	0	Between 3-5 years ago	5	36
JLPT N3	6	43	Two years ago,	1	7
JLPT N2	7	50	One year ago,	5	36
JLPT N1	1	7	This year	3	21
Total	14	100	Total	14	100

Based on the results of the questionnaire presented in table 2, it is known that one person (7%) has N1 competence, and seven people (50%) have N2. Six people (43%) have N3. Then, the period for upgrading the Japanese language competency certification is known that there are no nagomi teachers with certificates of more than five years (0%), between 3 and 5 years, as many as five people (36%), two years ago as (7%), one last year there were five people (36%), and this year there were three people (21%).

So, more than half of Nagomi's teachers have level N2 Japanese skills (57.1%). Then, the longest period of certification upgrade is between 3 to 5 years and one year, each of which is five people. In other words, Nagomi's teacher's Japanese language proficiency is quite high, and he continuously upgrades his Japanese language competency certification.



Graphic 1. Experience of living in Japan (N = 14)



Graphic 2. Length of Stay in Japan (N = 11)

Based on the questionnaire results, it was found that 11 Nagomi teachers who had lived in Japan (79%) had never lived in Japan, and three people who had never lived in Japan (21%). Then, out of 11 people who had lived in Japan, as many as one people lived for one year (9%), for two years as many as four people (36%), for three years as many as five people (45%), for four years none (0%), and for five years or more than that as many as one people (9%). So, approximately 80% of Nagomi's teachers have lived in Japan, and the average stay is 2 to 3 years.

Table 2. Teacher Nagomi's Japanese Education Background

Educational background Japanese language	Number of Responses	Presentation of Responses (%)	Percentage of Cases (%)
University in Japan	0	0	0
University in Indonesia	6	27	43
Language school in Japan	2	9	14
Indonesian language school	0	0	0
LPK	9	41	64
Other	5	23	36
Total	22	100	157

Based on the results of multiple responses, it is known that the educational background of Nagomi's Japanese language teachers is mostly from LPK, with a total of 9 people (41%), followed by universities in Indonesia, with a total of 6 people (27%). On the other options, respondents stated that they also studied Japanese at the high school level and educational institutions at the same level, with a total of 5 people (23%). In addition, some teachers have studied language schools in Japan (*Nihongo Gakkou*), with a total of 2 people (9%). Then, from the percentage of cases data, LPK has a percentage above 50%, namely 64%, which means that more than half of Nagomi's teachers have a background in Japanese language education at LPK.

Table 3. Teaching Experience of Nagomi Teachers

Long teaching	Total Teaching Time		Teaching Period at Nagomi	
	Amount	%	Amount	%
Five years plus	4	29	0	0
Four years	1	7	1	7
Three years	5	36	2	14
Two years	0	0	4	29
One year or less	4	29	7	50
Total	14	100	14	100

Based on the simple tabulation results in table 4, it is known that the accumulation of teachers with teaching experience of more than three years is ten people (72%), with details of 4 people with more than five years of teaching experience (29%), one person four years (7%), and five people three years (36%). The rest are teachers who have just started teaching this year, namely four people (29%). Then, look at the teaching experience at Nagomi. In that case, it is known that half of the new teachers started working at Nagomi this year. As many as four people (29%) were teachers who started their second year at Nagomi. If accumulated, almost 80% of teachers are new teachers at Nagomi.

The results of the questionnaire about Nagomi Kaigo Gakkou teachers correlate with what the authors got from interviews with Nd and two education staff. Nd stated that one of the problems he experienced was that the average teacher's Japanese language educational background was an alumni apprentice who lacked knowledge about how to manage classes and develop appropriate teaching strategies and methods.

"Most of our instructors are alumni apprentices, where they are less able to develop how to apply teaching in class. Most of them only apply from what they get while studying Japanese language at LPK when pre-departure to Japan"

Then Nd also complained about the *job-hopping mentality* he often encountered with teachers at Nagomi Kaigo Gakkou.

"Many teachers use LPK as a stepping stone for their careers. Usually, most of them only last 2 to 3 years and then move to work elsewhere (not in the teaching field)."

This problem correlates with the questionnaire results in table 4 (years of teaching at Nagomi), where almost 80% of teachers have just started teaching for about 1 to 2 years at Nagomi. Then, from the experience of teaching Japanese, less than 30% of teachers have teaching experience of more than five years.

On the other hand, the author sees that Nagomi Kaigo Gakkou teachers have considerable potential in teaching Japanese, especially in training prospective interns. This can be seen from the competency in the Japanese language and the motivation to continue upgrading language skills in terms of certification. Sn, one of the Japanese language education staff, in his interview said the following:

"We are required to always upgrade our Japanese language skills by participating in the JLPT every year. The company provides a decent allowance if we upgrade our Japanese language competence. I was also motivated to take the exam as much as possible because the company stipulates that the validity period of certificates recognized to be given benefits is two years."

Another potential that Nagomi's teachers have is the experience of most teachers who have lived in Japan for a long time. This can be seen from the results of observations made by the author, both in activities 1) Japanese Language Class, 2) Conversation Practice Activities, 3) Conversation Class Activities, and 4) Japanese Language Practice Activities.

The pre-departure Japanese training for Nagomi Kaigo Gakkou is broadly divided into the four activities above. **1) Japanese language class**, held every Monday-Friday from 8 am to 5 pm, focuses on learning to achieve the JLPT level N4 target, which is a requirement for interns to be able to go to Japan. **2) Conversation Practice Activities**, carried out in groups (about five people) which are carried out during breaks and or after Japanese class activities are finished. **3) Conversation Class**, conducted once a week for approximately 1 hour, taught by a native Japanese teacher. Activities 2) and 3) aim for the interns to have high conversation skills due to the demands of working as caregivers. **4) Caregiver practice class**, intended for interns who have passed JLPT N4 and equivalent exams, aims for interns to gain knowledge and skills as caregivers as well as professional Japanese language skills.

Sharing experiences on living and working in Japan is a very important literacy for prospective interns. In observation activities, the authors see that teachers are skilled in providing the required literacy, both in class activities and conversation class activities. Questions from prospective interns can be responded to quite expertly by the instructor.

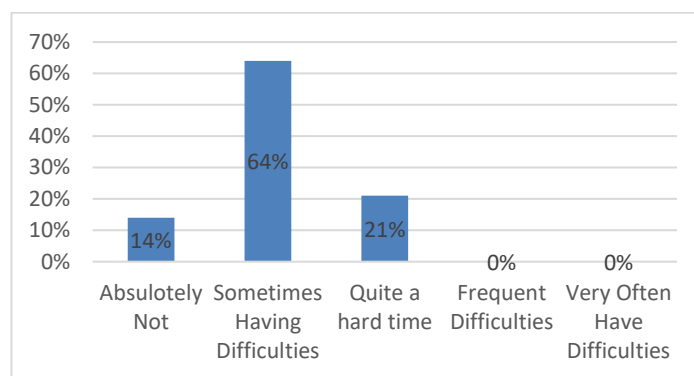
In addition, in conversation classes taught by native teachers, they occasionally explain Japanese culture and society, especially in working as caregivers. The background of these native teachers who work in the medical field helps students in gaining knowledge about how to work as caregivers.

Knowledge and skills as caregivers are increasingly honed in caregiver practice classes. The background of the teachers who are ex-caregivers in Japan allows students to gain the skills and knowledge needed to work as caregivers in Japan. The teacher explains the skills and knowledge needed as a caregiver through hands-on practical activities.

2. Mapping Japanese Language Training Needs for LPK Teachers in Sending Workforce/ Caregiver Apprentices at Nagomi Kaigo Gakkou

Based on interviews, observations, and questionnaires conducted, the author can describe the mapping of training needs, especially Japanese language teaching training, by knowing the conditions of difficulty and teaching topics described as follows.

First, regarding the conditions of difficulty in teaching, if you look at the questionnaire results (see graph 2), it is known that the accumulation of Nagomi teachers who answered sometimes had difficulties, and only 12 people (85%) answered difficulties. These results correlate with the results of interviews and observations, which indicate the need for teaching training for Nagomi teachers in developing teaching and learning activities in the classroom.



Graphic 3. Level of Difficulty in Teaching Japanese

Second, regarding teaching topics that need attention in teaching training, based on the results of multiple responses (table 5), it is known that the teaching topics of *Bunpou* (24%), *Choukai* (19%), *Dokkai* (19%), and *Goi* (17%) are the most difficult in teaching Japanese.

Table 4. Difficult Japanese Language Teaching Topics

Teaching Topics	Number of Responses	Percentage of Responses (%)	Percentage of Cases (%)
Hiragana	1	2	7
Katakana	0	0	0
Kanji	5	12	36
Goi	7	17	50
Bunpou	10	24	71
Choukai	8	19	57
Dokkai	8	19	57
Kaiwa	3	7	21
Total	42	100	300

Then, from the percentage of cases data, these four topics have percentages above 50%, with details of *Bunpou* (71%), *Choukai* (57%), *Dokkai* (57%), and *Goi* (50%). This indicates that more than half of the Nagomi Kaigo Gakkou teachers experience difficulties in the four teaching topics, especially *Bunpou*, which has the highest percentage. This is also seen in the open-ended questions about the difficulties of teaching Japanese.

“For grammar, the problem that sometimes arises is when you find the same bunpou but have different meanings, functions, or maybe meanings like ーらしい、ーみたい、ーっぽい、わすれっぽくなった (often|)、ーように, etc. Even though it is explained slowly & logically, sometimes students find it difficult to understand. (Respondent 2)

Then from the results of open questions also found the following constraints:

" Training students should be required to memorize vocabulary, and there should be a special vocabulary exam in the form of a written exam, and students are lacking in depth (kikitori¹⁾) due to the rare dictation method in memorizing vocabulary because the vocabulary is lacking. So, it is hard when having a conversation." (Respondent 9)

From the results of the analysis above, it can be concluded that the topics that become obstacles are "bunpou" and "goi" as learning inputs and "Choukai" and "Dokken" as learning outputs.

3. The Role of Japanese Language Higher Education Institutions and Opportunities for Developing Japanese Language Teaching at LPK

From the results of the analysis of the conditions and problems faced by Nagomi Kaigo Gakkou, as well as the mapping of training needs for LPK teachers above, the author realizes that in the future, the study of problems and the development of Japanese language learning at LPK needs more attention from Japanese language study programs in higher education institutions.

The high competency demands from the Japanese side, especially in the caregiver field, which is the subject of this research, need special attention and study in the future. It is hoped that in the future, many Japanese language study programs in tertiary institutions will collaborate with LPK to jointly develop Japanese language teaching, especially professional Japanese. In this case, the profession of a caregiver is one of them.

The form of such development may include; 1) Training for LPK teacher development by universities, 2) Sending students to LPK as interns in the form of internship activities, 3) Study of the LPK curriculum involving universities to meet standards set by the Japanese side, 4) Development of teaching materials and other supports to fulfill the teaching of professional Japanese as demand for internship/work activities in Japan.

CONCLUSION

The results of a study of the conditions and mapping of problems experienced by LPK in sending caregiver interns through the "Ginou Jisshuu" program through the Nagomi Kaigo Gakkou case study can be described that most teachers at LPK are ex-interns who have quite high Japanese language skills and experience living in Japan, where this is a potential in teaching Japanese for prospective interns. However, on the other hand, teaching skills are still lacking because the teacher's educational background is only obtained during pre-departure training in Japan. In addition, there is the Job-Hopping phenomenon for LPK teachers, where most teachers only last between 1 to 3 years before finally deciding to move to work in another field (besides teaching Japanese) as well as the existence of ex-EPA Program instructors, where the experience of working directly in the caregiver field that they have has great potential in Japanese language training for the caregiver profession. However, the percentage of teachers who have field experience is still lacking. It needs to be increased in empowerment, especially in developing Japanese language teaching materials for the caregiver profession.

Based on the results of this study, the authors hope there will be a collaboration between the Japanese language higher education institutions and LPK candidates for caregiver interns through Japanese language teaching training activities for LPK teachers, especially on learning topics that are

considered difficult. The results of this study found that Japanese language teachers at LPK still experienced difficulties in the topics of "goi" (vocabulary introduction and practice) & "bunpou" (grammatical) as input activities for Japanese language learning and "choukai" (listening) & "dokkai" (comprehension discourse) as an output activity of Japanese language learning. In addition, further research and studies will be conducted on the job-hopping phenomenon of Japanese language teachers at LPK, which may have an impact on meeting the needs of Japanese language teachers in the future as well as further research and studies regarding the development of Japanese language teaching materials for caregiver professions to meet the requirements for human resource training for prospective caregivers in Japan, bearing in mind that there will be a lot of competition for caregiver apprentices from other countries as senders.

REFERENCES

- Ahmadi, F., & Ibda, H. (2019). *Konsep dan aplikasi literasi baru di era revolusi industri 4.0 dan society 5.0*. CV. Pilar Nusantara.
- Alamari, M. F. (2020). Imigran dan masalah integrasi sosial. *Dinamika Global: Jurnal Ilmu Hubungan Internasional*, 5(02), 254–277.
- Arishanti, R. D. (2019). *Kepentingan Jepang terhadap Indonesia di bawah Kerjasama Bilateral Indonesia Japan Economic Partnership Agreement 2008-2017*. UIN Sunan Ampel Surabaya.
- Aswatini, D. K. K. (2020). *Migrasi sebagai investasi untuk peningkatan daya saing pekerja migran Indonesia di pasar kerja global*. Yayasan Pustaka Obor Indonesia.
- Fairuz, F. R. (n.d.). *Kebijakan Pemerintah Jepang Menerima Tenaga Kerja Filipina di Bidang Kesehatan Dalam Japan-Philippines Economic Partnership Agreement*.
- Ito, A. (2018). Technical Intern Training (Caregiver) with Many Issues. *Review of the System for Foreign Technical Intern Trainees and Future Issues*.
- Kemenkes, R. I. (2019). Buletin SDM Kesehatan Edisi Desember 2019. *Buletin SDM Kesehatan*.
- Kennedy, P. S. J., & ST, S. E. (n.d.). *Manajemen Strategi Dalam Perencanaan Kawasan Wisata Danau Toba*. Global Aksara Pers.
- Lenaini, I. (2021). Teknik pengambilan sampel purposive dan snowball sampling. *Historis: Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah*, 6(1), 33–39.
- Mardiyah, R. A., & Nurwati, R. N. (2020). *Dampak pandemi Covid-19 terhadap peningkatan angka pengangguran di Indonesia*.
- Ministry of Health, L. and W. J. (2022). Guideline for Supporting Career of Technical Intern Trainer (Caregiver). *Mizuho Research and Technologist*.
- Morioka, M. (2019). Consciousness of Using Japanese among Foreign Technical Intern Trainees in the Caregiver Field Change and its Factors: From The Interview Survey of Trainees. *Nenpou Shinjin Bungaku*.
- Nishigori, J. (2019). The Current State of Japanese Language Education for Caregiver Welfare and Supporter's Development (Focused on Japan's Caregiver Can-do Statement). *Nihongo Kyouiku*.
- Noviyanthi, N. N. P., Sadyana, I. W., & Adnyani, K. E. K. (n.d.). *Pembelajaran Kanji Di Kelas N4 Keperawatan LPK LPJ (Lembaga Pelatihan Bahasa Jepang) BALI*.
- Ramadhanti, T. M., & Nurwati, N. (2021). Pengaruh Pandemi Covid-19 Terhadap Angka Kependudukan Di Indonesia. *Jurnal Ilmu Kesejahteraan Sosial HUMANITAS*, 3(II), 1–16. <https://doi.org/10.23969/humanitas.v3iII.4561>
- Rochim, J. F. (2019). Establishing Indonesian Migrant Worker in Japan; A Study of Indonesian Careworker Under Economic Partnership Agreements Program. *Tottori University Japan*.
- Rochim, J. F. & I. R. (2018). The Consideration Regarding the Settlement of Foreign Workers – A Case of Study of Indonesian Medical and Caregivers Who Emigrated to Japan Based on The EPA.

Proceedings of the 2nd International Conference on Japanese Language Education, Literature and Culture.

Sahban, M. A., & SE, M. M. (2018). *Kolaborasi Pembangunan Ekonomi di Negara Berkembang* (Vol. 1). Sah Media.

Sato, F., Hayakawa, K., & Kamide, K. (2016). Investigation of mental health in Indonesian health workers immigrating to Japan under the Economic Partnership Agreement. *Nursing & Health Sciences*, 18(3), 342–349. <https://doi.org/10.1111/nhs.12275>

Savitri, A. (2019). *Bonus Demografi 2030: menjawab tantangan serta peluang edukasi 4.0 dan revolusi bisnis 4.0*. Penerbit Genesis.

Suci, N. (2022). *Pengaruh Shoushika Terhadap Perubahan Peran Orang Tua Dalam Pengasuhan Anak Di Jepang*. UNSADA.

Zulfikar, A. (2013). *Alasan Pemerintah Indonesia Meratifikasi Konvensi Internasional Perlindungan Hak Pekerja Migran Tahun 2012*.



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).