

Factors Influencing the Successful Implementation of Prospective *Ginou Jisshuu* and *Tokutei Ginou* Careworkers' Training

Aep Saeful Bachri*, Dewi Kusriani, Fania Zahra Augustine

Japanese Language Education Department, Universitas Pendidikan Indonesia, Bandung, Indonesia

*Corresponding author. Email: aepsaefulbachri@upi.edu

ABSTRACT

This research is a case study on a training program for prospective careworkers who will be dispatched to Japan with the *Ginou Jisshuu* (skilled apprenticeship) and *Tokutei Ginou* (special work practice) programs at UPI. This research was conducted to determine the factors in successfully implementing the training of prospective workers' Japanese language skills and basic knowledge of nursing until they are able to be dispatched to Japan, focusing on information gained from the training participants. Data were collected through open interviews with 14 trainees who were associate graduates and bachelors (fresh graduates) of nursing degrees from 2 state universities in Bandung. The findings show that internal and external factors influence the success rate of the training. Internal factors include competence of trainees who were diplomas and Bachelor of Nursing degree, motivation, learning efforts. External factors include UPI as a trustworthy organizing institution, assistance with training costs from users, a centralized training time, targeted teaching materials, five experienced UPI lecturers as training instructors, a more relaxed approach to learning, and cooperation between former participants and current participants. Ten trainees had passed the test and were declared to be able to depart with the *Ginou Jisshuu* and *Tokutei Ginou* programs this year. Meanwhile, four other trainees were re-submitted to training in order to pass the required Japanese language proficiency test and skills. For the next training, it is expected that there will be more a more efficient training time.

Keywords: *Ginou Jisshuu*, *Tokutei Ginou*, *Japanese Language Proficiency Test (JLPT)*, *basic nursing knowledge test*, *careworker*

1. INTRODUCTION

The currently alarmingly high population of the elderly has brought Japan to the condition known as the super aging nation (Iskandar, 2020). This is due to several factors including the declining birth rates, declining age of productive rates and an explosion of baby boomers. In the year 2020 alone, the elderly group in Japan will be around 36.12 million and reach its peak in the year 2042 with 38.78 million (Iskandar, 2020). Ministry of Justice of Japan is trying to cover its labor shortage by recruiting more foreign workers/foreigners through the *Ginou Jisshuu (Interns)* 'Skilled Internship' visa, which has been in effect since 1 November 2017, then the *Tokutei Ginou (Workers)* 'Special Skilled Workers' visa which took effect since 29 April 2019, which gives foreigners the opportunity to work and stay or live permanently in Japan (Kamimura, 2019).

Tokutei Ginou is divided into two, namely *Tokutei Ginou 1* with a visa for a working period of only 1 year, during which workers cannot bring their family to Japan to live together, and *Tokutei Ginou 2*, a visa with a working period of up to 5 years while also enabling workers to bring their families to Japan (JITCO, n.d.). *Tokutei Ginou 1* includes construction industry, ship, and marine industry, car care service industry, aviation industry, accommodation industry, long-term care, building cleaning, agriculture, food and beverage manufacturing, and foodservice industries. Meanwhile, *Tokutei Ginou 2* covers construction industry, marine industry, car care service industry, aviation industry and accommodation industry (JITCO, n.d.).

Japan has also signed an MOU with the Indonesian government on 25 June 2019 that would enable Indonesia to send workers to Japan both through the states and/or private institutions. The Ministry of

Manpower and IM Japan will then handle the domestic route for organizing training for prospective workers. (Indonesia-IM, 2019). Competition is very high in order to participate in this program as prospective trainees were/are free of charge. For this reason alone, the private sector exists to distribute workers to Japan, with funds completely charged towards trainees. Various private job-training institutions in Indonesia and private job-training institutions in Japan have started to appear. There are many cases of fraud by asking for high fees from trainees/prospective workers, but no departures to Japan. With that in mind, prospective trainees/workers need to take caution (Susilo, 2019).

Regarding the field of careworkers, the Mayor of Toyota city through the Japan Education training institute has signed an MOU, and one of its activities is organizing training for prospective careworkers at a state university in Bandung since September 2019. The state university has become the first institution to facilitate training in both Japanese language skills and nursing, which will later on be tested on tests that must be passed by prospective workers from Indonesia to be able to work in Japan through the *Ginou Jisshuu and Tokutei Ginou* program in nursing and caregiving. The program is a request from the Japanese city of Toyota to be able to meet the need of the lacking elderly nursing workforce in the city of Toyota by picking up competent people to work in Japan.

In the first batch, there are 14 nursing graduates from university A (diploma and associate degree) and university B (bachelor) who participated in the training from September 2019 to February 2020. With the condition that each trainee passes the N4 level of the Japanese Language Proficiency Test (JLPT) and the basic knowledge test for nursing. There are 10 graduates who are able to go to work in various nursing home facilities in the city of Toyota, Japan in 2020. The factors that help the ten trainees succeed, also including those who had not succeeded, needed to be studied scientifically so that the results of the analysis could be used as recommendations for better future training or as a reference for other institutions to be able to carry out maximum training.

As an assumption, the skill factor is in accordance with the needs in the field, the motivation and effort of the participants to take part in the training, teachers, and lecturers to provide lessons necessary according to the needs on the field, the motivation, and effort on part of the user, namely the local government of Toyota Japan to facilitate the implementation of the training by paying the training fee; after, the participant's work is an important factor influencing the success of the training for the careworker work field in Japan.

From the main research that raises the issue of the factors that affect the success rate of training prospective careworkers in their efforts to pass the N4

level of JLPT and elderly nursing basic tests as the (pre)requisites for working in Japan, there are four problems that were raised as cited below.

1. How do the trainees try to pass the JLPT on the N4 level and the nursing knowledge test which are required to work in Japan?
2. How do the training conductors work so that the graduation target is achieved maximally?
3. How are the teaching efforts to transfer knowledge effectively towards the training participants?
4. What is the form of support provided by the user for the implementation of this training?

This article is primarily aimed at answering these research questions from the perspective of the trainees.

2. LITERATURE REVIEW

Indonesian and Japanese EPA (Economic Partnership Agreements) program has opened a wide opportunity for Indonesians who went to Japan as nurses. Followed by the recruitment of careworkers to work in nursing homes, other Indonesians besides those working as nurses can join the program as well (Bachri, 2010). Regarding strategies and problems in learning Japanese for Indonesian nurses have also been discussed previously (Bachri, 2011), this is also including the discovery of shock-culture cases occurring in many Indonesian nurses working in Japanese hospitals and nursing homes (Bachri, 2014).

Izumi (2019) explains that there is a need for guarantees from the user in terms of the welfare of foreign workers, such as to be able to live and socialize alongside Japanese people in a society so that it guarantees the continuance of education, an appropriate increase in salaries and guarantees for family members brought to Japan are absolute. Thus, workers from outside of Japan will continue to be able to help with the issue of labor shortages in Japan.

As mentioned in the introduction, there are private sectors/institutions available for channeling Indonesian workers interested in working in Japan through various job-training institutions (LPK), where Indonesians who are interested in working in Japan with the *Ginou Jisshuu* or *Tokutei Ginou* programs then become participants of the programs offered by job-training institutions.

However, up to this moment, there has been no data on whether or not the training program was successful, how difficult and easy it was to implement the program and the responses of trainees at training institutions in Indonesia. The data is needed to evaluate the implementation of existing training to be able to send high-quality workers to Japan in the shortest possible

time and also, to increase the number of workers successfully dispatched”.

As a reference for data analysis in this study, it shall explain the implementation of Japanese language training for prospective workers from Indonesia as nurses and (elderly) careworkers through the EPA program. (Kamimura, 2019).

The EPA program for nursing and careworkers field, between Indonesia and Japan, began in 2008 (MOFA, 2008), which is a program where Indonesia are able to send its' citizens as workers, especially for nurses who are nurses with 5 years of experience of working for the elderly, nurses or bachelor's fresh graduates in any field of science can follow this program as well even without any prior experience as an elderly careworker. The program's process begins with candidates selected by BNP2TKI to be given Japanese language training for 6 months in Indonesia, followed by an additional 6 months of Japanese language training in Japan. Each candidate is given 3 years to prepare for the Japanese state exam for hospital nurses and as for careworking candidates are given 4 years to prepare for the state nursing skills test. If the candidates pass the state exam, both careworkers and general hospital nurses can and could work, reside permanently in Japan. However, if they do not pass, they will be returned to Indonesia. Along with the improvement of the state exam questions which are adapted to the abilities of foreigners who do not have kanji background, the passing percentage of the EPA participant state exams is increasing (Kamimura, 2019).

Regarding the motivation of wanting to work in Japan, it is known that there is a motivational factor to earn a higher income than compared to in Indonesia which is not only to help better one's financial conditions but also to help each candidates' parents' economy as well. Other motivation is to learn to live independently and seek experience of living abroad. As well as adding insight into Japanese language and culture (Priyadi, 2019).

3. METHODS

This research uses a descriptive analysis research method in the form of a case study on the implementation of training for prospective careworkers at the University of Education of Indonesia (UPI) in the year 2019. The data analysis is focused on the results of in-depth interviews (Matsuura & Nishiguchi, 2008) with all 14 trainees: 2 male and 12 female. Eight of them are from University A, and are bachelors of the nursing program and six of them were from university B; are associate-graduates/diploma of the nursing program.

The instrument used was an open, by-phone interview using WhatsApp. The interview was recorded

with an IC recorder; the results of the recording were then transcribed for further analysis.

The interview material that was prepared in advance was related to participants' motivation to work in Japan, reasons for choosing Japan over other countries, reasons for choosing to train at UPI, training costs, knowledge and skills related to Japanese language and elderly nursing that the participants had prior to attending the training, the basic Japanese learning process and basic nursing knowledge during the training, the learning process for the JLPT, NAT, and J-Test practice questions, and the interview practice learning process, as well as suggestions from participants for a more effective training implementation in the future.

Through the interviews, detailed factors will be obtained to be used as a reference point or reference for other training programs in other places in order to increase the number of Indonesian workers sent to Japan with the *Ginou Jisshuu* or *Tokutei Ginou* program/visa in a short time due to the effectiveness of the training being carried out.

4. FINDINGS AND DISCUSSION

From the results of interviews with 14 training participants via the WhatsApp application, during the months of June and July 2020, the recorded results were as long as 10 hours and 15 minutes, then written transcripts were made. From reading and analyzing the transcripts and listening back to the recorded interviews, it was found that internal and external factors influenced the successful implementation of careworker training for the *Ginou Jisshuu* and *Tokutei Ginou* programs held at UPI from the perspective of the training participants/trainees.

4.1. Internal Factors

4.1.1. Competence of Trainees

The competence of the trainees is above the required competency standard, where all participants have already graduated with a nursing degree (associate-degree/diploma and bachelors) from two quality state universities. This is a great base for the training program to be able to educate and teach in a short time (for 6 months) so that the training target to dispatch workers to Japan with a JLPT level of N4 and a level of nursing knowledge can be achieved.

The training is held from Monday to Friday from 8 to 3 o'clock or from 7 to 2 o'clock with 1 hour of break time/rest. With such a packed and dense training time, training participants could take part in the training program because they are only required to focus on attending the training as they are no longer students or working.

Most of the participants also have the characteristic of being able to learn independently outside of class. This characteristic is believed to have a big influence on learning outcomes (Hayakawa, Ishikawa, & Kunitou, 2019).

4.1.2. *Motivation of Trainees*

Most of the training participants are trying to help better the financial state and conditions of their respective families. Thus, it could be concluded that, the income from working abroad, such as in Japan; is the main consideration for participants to choose Japan and want to take part in the training process so that they could work in Japan and earn a living/income that could help improve their economy. In general, the motivation to earn a bigger income compared to (the much smaller) Indonesian per capita's income is an ever-present factor, as is the motivation of prospective *kenshuusei* (trainees) in engineering to work in Japan (Priyadi, 2019).

In addition, the participants were motivated to gain knowledge and experience from working in Japan, which has already handled elderly care by applying various modern technologies. Although the experience of working in the nursing field in Japan with technology seems very practical, it is unlikely that the experience gained could be applied in Indonesia due to the large technological gap between the two countries. However, participants argued that basic human needs are similar so that communication used with the elderly, and the work ethics gained from working in Japan are still applicable in Indonesia. This motivation seems to be more closely related to work professionalism than *kenshuusei's* motivation to broaden the knowledge of Japanese language and culture (Priyadi, 2019).

4.1.3. *Selection of Training Institutions*

Many prospective workers were unable to achieve their goals to work in Japan due to fraud committed by some job-training institutions, so the selection of a trustworthy training institution was deemed an important factor for participants (Majid, 2019). Dhi, a participant from University A, said that he knew about the training at University A from the Head of The Nursing Study Program, due to the cooperation between University A's nursing program and Japan.

As a student Dhi intended to take part in the EPA program in early 2019 as he had previously heard about the experience of 3 seniors in his department who had already departed with EPA in 2012. However, in March 2019 there happened to be an event on campus; presenting information related to this training, from the Japanese Education Academy, then Dhi diverted his direction to take part in the *Ginou Jisshuu* and *Tokutei Ginou* programs due to the EPA program having too many stages; starting from filing, nursing tests,

psychological tests held by the Government of Indonesia (BNP2TKI).

The explanation sparked Dhi's interest in careworking, as there was also support from the head of Dhi's study program as well. Afterward, Dhi contacted the researcher to register as a participant in the month of April 2020. While waiting for the training to start, as there was a minimum number of participants in order for the training could be held, Dhi used his free time by working temporarily in Karawang. Then during the month of August, there was information that the training would take place in September, in the same month, he resigned from work, then started taking part in training in early September.

A participant named Zul from University B also received information from the presentation held by the Japanese Academy of Education. He was interested because the teaching lecturer was from a teaching institution, and so he decided to take part in the training and had an intense interaction with the trainer regarding the implementation of the training. Zul actively delivers information to the student group on the WhatsApp application, resulting in seven other people interested in the training program trying to participate without comparing with other job-training institutions available as they already have confidence in the teachers and organizers that also involves UPI's institution.

Training costs are also an important factor that makes it easier for participants to attend the training. Based on an overview, it requires a fee of 13 million rupiahs to attend the training, but participants are only asked to pay 3 million rupiahs in installments during the training and the rest is paid when the participants are already working in Japan. So that participants who are still financially dependent on their parents can easily attend the training.

4.1.4. *Serious Learning Efforts in Class and Efforts to Learn Independently Outside the Classroom.*

Serious learning efforts are a factor that allows participants to absorb knowledge related to the Japanese language as the focus is on implementing a study that is on the implementation of learning activities that are carried out every day with an unimpeded time to study. Coupled with efforts outside of the classroom to study together with other participants to review subjects already learned, creating lectures' subjects that almost all participants could follow in every day of the training, and especially the efforts of participants who have already passed the Japanese language test first in December, although during the month of February 2020 there was no more session as the training had ended, to help participants who had yet passed the Japanese language test in the form of tutoring; became an

important factor so that the number of participants who passed the exam would increase from only three trainees into ten, up to the month of June 2020.

4.2. External Factors

External factors include(s); UPI as a trustworthy organizing institution, assistance with training costs including textbooks and exam fees from users, a focused and centralized training time for five full months, targeted teaching materials necessary to pass the Japanese language proficiency test, five training instructors who have also experienced UPI lecturers with decades of teaching experiences alongside each lecturers' unique teaching methods, a more relaxed approach to learning in comparison to the rather strict and semi-military LPK (Job Training Institutes) considered suitable for effective learning.

4.2.1. Trust in UPI Educational Institutions as Training Providers

Trust in the training institution is an important factor for participants in determining which institutions could help achieve their goal of working in Japan.

4.2.2. Assistance with Training Costs Including Textbooks and Exam Fees From the User

The training participants are charged 3 million rupiahs in installments during the training, where the remaining 10 million rupiahs and books, exam fees, and transportation to the exam site are borne by the user(s), in this case, the users are the Toyota city mayor and the nursing homes in Toyota. With this, participants can take full advantage of the training.

4.2.3. A Full 6 Months of Centralized Training Time and a Serious and Relaxed Training Approach

The training time set every day from Monday to Friday at 8-15 or 7-14 from September 2019 to February 2020 allows participants to focus on absorbing the necessary Japanese knowledge and training alongside other trainees so that Japanese can be mastered more effectively. The relaxed training approach also makes participants feel comfortable without being pressured to accept training materials.

4.2.4. Teaching Materials That are Right on Target to Pass the Japanese Language Skills Test

The teaching materials used are, books that are commonly used in learning Japanese both in lectures and independently, namely the latest edition of Minna no Nihongo I and II including a kanji book with

interesting illustrations along with a workbook for independent/self-practice. Coupled with a collection of previous JLPT N5 and N4 questions discussed in class as well as the smartphone application introduced by the instructor specialized for learning outside of the classroom.

The participants felt that the textbook material was quite complete, including introduction to grammar, conversation and listening and reading. However, it seems that in the future training; it is also necessary to think about the enrichment of teaching materials that are more directed towards communicative Japanese, approaching the actual situation when working as a careworker in Japan to strengthen the motivation of trainees to learn Japanese (Nimonjiya, 2019).

Regarding kanji, Indonesians whose mother language is a language that does not implement kanji-based writing system, it is necessary to teach students to not only memorize the kanji one by one, but also to use them in simple kanji sentences which can be better understood and remembered by the trainees (Nishigori & Kamimura, 2019).

Overall, it is necessary to develop a more synchronous learning syllabus so that the four language skills are acquired, and the Japanese language proficiency test are successfully passed (Kamimura & Mitsuhashi, 2019).

4.2.5. Experienced UPI Lecturer as Training Instructors

The instructors are five University A lecturers with their respective complementary fields. Instructor A gives an opportunity in terms of language production to create expressions that are used in the context of nursing. Instructor D1 delivers Japanese cultural content to be able to understand more deeply about Japanese culture so that trainees can understand the characteristics of the Japanese language better. Instructor S provides a detailed explanation of the vocabulary and grammar materials listed in the textbook with a cross-cultural approach.

Instructor D2 provides kanji material along with the application of its use as well as holding entertaining activities such as watching Japanese films together as well as taking trainees for a trip to change the atmosphere of the trainees, especially when they are bored with the usual learning and practicing methods used to study for tests in November 2019. Instructor A also as the training conductor, who is experienced in nursing, not only provides training in Japanese language skills; but also provides an understanding of basic nursing knowledge. So that the opinion of most of the participants was that all instructors had a positive impact on their overall Japanese acquisition including Japanese culture.

The instructors in the Japanese language training have a big role in making all trainees pass the JLPT or NAT test (Ikeda, 2019).

Team teaching allows the optimization of the instructor's strengths on the learning content to be delivered and the varying teaching styles of the instructors so that participants experience a dynamic approach of learning. In actuality, it is necessary to involve one person who has been a careworker to be involved as an instructor. So that the subject material from the instructor could cover the shortage of instructors at the time; in which there are four experts in the Japanese language and only one instructor with an expertise of nursing theory. And the instructors from these practitioners can strengthen the motivation of participants to learn Japanese which is more applicable to the world of elderly nursing which they will then face in Japan later on (Kamimura & Kodaira, 2019).

4.2.6. Cooperation Between Participants With Different Competencies

Cooperation between participants who passed first and participants who had not passed in preparation for the next exam was a factor outside the assumptions of this study. The JLPT N4 exam in December 2019 was attended by trainees for the first time, with the announcement of graduation in January 2020 which resulted in 4 participants passing. Then the next week's exam was the N4 NAT Test, the results of which were immediately known, namely 8 people passed including those who had also passed the N4 JLPT. And until June 2020, there was an increase in the JLPT N4 level graduates; as much as two trainees, totaling in 10 people having already passed the test and were declared to be able to depart with the 2020 *Ginou Jisshuu* and *Tokutei Ginou* programs. Meanwhile, 4 other people were re-submitted into the training in order to pass the Japanese language skills required to work in Japan.

Regarding independent learning, this is indeed a very influential aspect in influencing the success of achieving training targets. However, it is necessary to think about the forms of independent learning that participants need to do outside the classroom (Hayakawa, Ishikawa, & Kunitou, 2019).

And in this study, the specific peculiarities of the characteristics of Indonesians who have a sense of friendliness are found so that they can work together to help and assist other participants to immediately pass the JLPT or NAT exam.

Suggestions from the trainees in order for better training in the future such as; the current relaxed learning approach already applied is great, however, there needs to be stricter control for participants who are late. Also, there needs to be an evaluation every other day in order to give the participants an overview of the

parts that have been and have yet been mastered for further study. In addition, instructors are expected to go straight to the point so that time is effective only for studying/learning. Also, trainees stated there is a need to practice test questions and subjects earlier in order to be better prepared to take Japanese language proficiency tests. The implementation time of learning with sufficient rest intervals so participants could endure learning for a longer period of time. As well as a change in the learning atmosphere, such as using films or *anime/doramas* as a medium for learning or training outside of the classroom.

5. CONCLUSION

From the analysis of data from the open interview with the training participants', it is known that there are 2 factors that influence the success of the training. Internal factors referred to are including; competence of trainees who are either associate-graduates/diploma and bachelors of the nursing degree in order for the training to focus solely on learning Japanese so that the minimum requirements for the JLPT N4 or NAT test 4Q can be achieved quickly, a strong motivation; in addition to broadening trainees' knowledge and experience of working in Japan, is also mainly to improve the financial or economic states of each respective trainees' family, serious learning efforts from the trainees inside or outside of the classroom, and efforts to study independently or in groups carried outside of the classroom.

External factors include(s); UPI as a trustworthy organizing institution, assistance with training costs including textbooks and exam fees from users, a focused and centralized training time for five full months, targeted teaching materials necessary to pass the JLPT, five training instructors who have also experienced UPI lecturers with decades of teaching experiences alongside each lecturers' unique teaching methods, a more relaxed approach to learning in comparison to the rather strict and semi-military LPK (Job Training Institutes) considered suitable for effective learning, and cooperation between participants already graduated and participants who have yet passed the preparation for the next exam until June 2020, 10 trainees had passed the test and were declared to be able to depart with the *Ginou Jisshuu* and *Tokutei Ginou* programs this year. Meanwhile, 4 other trainees were re-submitted to training in order to pass the required Japanese language proficiency test and skills.

From the results of the interviews, also obtained were recommendations so that future training would be better, including a relaxed training approach while also accompanied by strict rules, training implementation time, how instructors teach, more evaluations, and a change in the learning atmosphere every now and then.

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