Needs Analysis of Japanese Language Learning for Caregivers

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ABSTRACT

The population of Japan has decreased quite significantly since 2010 leading to a human resource crisis in Japan. This condition has made Indonesian nurses the target to be sent to Japan to meet the needs of caregivers and elderly care in the country. Foreign workers in Japan are required to have Japanese language skills, but most caregivers in Indonesia do not come with a Japanese language background so they need to learn the language in a short time. The Japanese language teachers in Indonesia often find it difficult to attain the right materials and learning media for the care workers and elderly caregivers. This research aimed to identify the necessary materials and teaching resources for caregiver program in Japanese language education, as well as to identify and analyze the obstacles faced in the process of learning in the Japanese caregiver program; and suggest the relevant solutions. The study employed a descriptive method, which was conducted via a survey involving 20 teachers and 140 students. The analysis of the teacher responses revealed that aside from textbooks, seventy-five percent of them expressed the need for web-based learning media. Furthermore, the analysis of students' responses indicated that forty-four percent strongly required and fifty one percent needed web-based learning media to support their self-directed learning in the Japanese caregiver program. Based on the needs analysis from this research, the development of web-based teaching materials and learning media can be carried out which are specifically adapted to the Japanese language needs for caregiver programs.

Keywords: Caregiver, Japanese language learning, learning media, needs analysis.

1. INTRODUCTION

Japan's population has decreased significantly since 2010 (Tsuya, 2014). The possibility of this *aging population* phenomenon happening in Japan is extremely high, as it is expected to fall below 88 million by 2065 (D'Ambrogio, 2020). Japan's need for the number of elderly care workers is 50,000 people per year, by 2023, 20,000 elderly care workers (Iskandar, 2019). Arini, Director of the National Agency for the Placement and Protection of Indonesian Workers (BNP2TKI) stated that the Japanese government provides a quota of 550 nurses and elderly caregivers from Indonesia per year.

According to Miyashita, The Director of Economic Affairs of the Japanese Embassy stated that they are targeting Indonesian nurses to be sent to Japan so that they could meet the needs of caregivers. This shows that human resources in Japan are experiencing a labor crisis, especially in the field of caregiver and elderly care. With the high demand for labor in various fields especially in the health sector (care workers or elderly caregivers), we can assume that there are a lot of opportunities for foreign workers especially Indonesians to work in Japan.

However, foreign workers are required to have Japanese language skills equivalent to the Japanese Language Proficiency Test level 4 (JLPT N4), which is the second level of the JLPT exam commonly known as *Noryoku Shiken* which level 5 (N5) lowest level and level 1 (N1) as the highest. Other than JLPT, there are Japan Foundation Test for Basic Japanese (JFT) A2 which corresponds with N4, as it serves the needs of communication level skills for everyday Japanese life situations (Lan, 2022). Therefore, Japanese language learning for future care workers or caregivers is needed to meet the criteria for work requirements.

Currently, public interest in learning Japanese in Indonesia is very high. Based on the results of The Japan Foundation survey in 2019, Indonesia ranked as the second country with the most Japanese language learners (Yamashita, 2020). The number of Japanese language educational institutions in Indonesia reached 2,958; with the number of Japanese language learners at 711,732 people; and the number of teachers at 6,617 people. Most caregivers in Indonesia do not come with a Japanese language background, so they need to learn how to read and write Japanese characters, master Japanese grammar, and listening in a short time.

In the caregiver program, Japanese learners not only have to study basic Japanese but also a specified Japanese term that is only used in the caregiver field. However, Japanese language teachers often find it difficult to attain the right materials and learning media for the care workers and elderly caregivers. Therefore, this research aimed to identify the necessary materials and teaching resources for caregiver programs in Japanese language education, as well as to identify and analyze the obstacles faced in the process of learning in Japanese caregiver programs.

1.1. Learning Media

Learning media is a material that can be used to convey information in the learning process that can stimulate student's attention and interest in the learning process (Utomo, Setiawan, Rachmadtullah, & Iasha, 2021). In the learning process, learning media has a very important role that is used as a tool to carry out the learning process by teachers to students. Learning media is needed to increase the effectiveness of achieving learning goals (Widodo, 2018). Learning media also means channeling the learning messages and information (Ramdhani & Muhammadiyah, 2015).

The teaching and learning process will be effective and successful if the learning media is adapted to the material and age level of students. Well-designed learning media will greatly help students to achieve their learning objectives (Akrim, 2018). Based on the opinions of experts, it can be concluded that learning media is a material, tool, or combination of software as a means used in conveying messages through various channels, that can stimulate students' thoughts, feelings, and willingness so that they are motivated to learn. Interesting, effective, and efficient learning media are needed to simplify and support the learning process and objectives.

1.2. E-Learning

E-Learning refers to the use of computer network technology, primarily through the internet to deliver information and instructions to each individual (Wang, Ran, Liao, & Yang, 2010). E-learning is a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classroom, and digital collaboration that includes the delivery of content via the internet, audio, video, broadcast, or interactive TV (Norén Creutz & Wiklund, 2014).

In addition, *e-learning* has the following characteristics (Clark & Mayer, 2008) as (1) having content relevant to the learning objectives, (2) using instructional methods, such as presenting examples and exercises to improve learning, (3) using media elements such as words and pictures to deliver learning material, and (4) enable direct, teacher-centered learning (asynchronous e-learning)

1.3. Independent Learning

Self-learning does not mean learning alone, in the process of independent learning the most important thing is to increase the willingness and skills of students or learners in the learning process without the help of others so that in the end students or learners do not depend on teachers, instructors, mentors, friends, or others (Morgan, 2012). Students or learners in independent learning will strive to understand the content of the lesson they read or see-through *audiovisuals*. They will look for learning resources for themselves as needed in accordance with the desire to learn material.

According to Plews (2017), self-direct learning is a process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. In Plews' opinion, the most important thing about this learning is to apply the learning system independently, which with this system can develop learners to be more active and freer to learn the material.

2. LITERATURE REVIEW

Based on the results of previous research by Aminah, Wardoyo, and Pangastoeti (2018) regarding the sending of Indonesian nurses and caregivers to Japan within the framework of Indonesia, which is the Japan Economic Partnership Agreement (IJ-EPA) experienced several obstacles, especially related to the requirements to become caregiver personnel in Japan--the ability to master Japanese language and Japanese culture. The community service team of the Japanese Study Program, FCS, UGM strives to help reduce these obstacles through the socialization of nurse competency standards within the framework of IJ-EPA. The materials provided are information about competency standards as required in the IJ-EPA, Japanese social and cultural conditions, and *Gemba Nihongo,* or Japanese language used in the caregiver profession. There are resources and teaching materials for learning basic Japanese in the form of books or learning through digital media, for caregiver or nurse learning materials there are also several book references and digital media.

Pramuniati (2020) conducted research regarding the development of a web-based learning media for French Learning. This research follows the research and development method aimed at producing a web-based learning media that is suitable for learning to read French text in UNIMED French Education Study Program students. Based on the results of the feasibility test conducted by the validator, this learning media has been successfully developed to improve reading skills in French. Based on this research, it appears that good learning media must contain material that is in accordance with language learning standards. Learning media will be better if it can represent language culture, and contains linguistic material that includes types, forms, and grammar, and learning media designed in the form of e-learning.

Fauzi and Rosliyah (2020) conducted research regarding learners' perceptions of *Web-based* thematic dictionary media for elementary Japanese vocabulary learners based on the results of media research, the prototype of a web-based thematic dictionary produced 5 basic vocabulary learning themes, which were equipped with Japanese vocabulary with translations Indonesian obtained an average of 81.65% of learners thought good media to use to learn basic Japanese vocabulary at a basic level equivalent to the standard Japan Foundation Can-do level A1. Web development can be a learning medium as teaching material to prepare the golden generation in improving Japanese language education in accordance with the objectives of the 2013 curriculum, besides for educators who teach face-to-face with students, this media can be a support for independent learning.

Based on the description above, the sending of Indonesian nurses and care workers to Japan within the framework of the Indonesia – Japan Economic Partnership Agreement (IJ-EPA) experienced several obstacles, especially related to the requirements to become caregiver personnel in Japan, the ability to master the Japanese language and Japanese culture. to help reduce these obstacles through socialization activities of nurse competency standards within the framework IJ- EPA. The introduction of medical-specific Japanese for prospective nurses in Semarang shows that the participants of the activity can have basic knowledge of medical-specific Japanese, including general vocabulary, vocabulary used in the medical sphere, know how to pronounce, and use these words in simple sentences, and be able to pronounce expressions and short conversations. Learning using Web-based thematic dictionary media for elementary Japanese vocabulary learners based on the results of media research web-based thematic dictionary prototypes produce 5 basic vocabulary learning themes, which are equipped with Japanese vocabulary with Indonesian translation obtained an average of 81.65% of learners think the media is good to use for learning basic Japanese vocabulary at the basic level equivalent to Japan Foundation Can-do level A1 standard.

3. METHOD

This study uses a survey method. In order to address real-world issues, descriptive research is also done to characterize a phenomenon that is already taking place (Sutedi, 2011). The pre-course stage was the first of three phases in this research, and it was when information about student's characteristics was originally gathered via questionnaires. Next is the Mid-course, which is an activity to analyze the results of questionnaire data to determine students' needs for teaching materials, content, and programs that can be applied to learning Japanese nursing. The final stage is the Post-course, to analyze and conclude the research results so they can be applied in preparing teaching materials, semester learning plans, methods, models, and learning strategies to develop relevant activities that are used according to students' needs.

This research was conducted in Bahana Inspirasi Muda job training institution, Hegarmanah, Bandung. The data collection technique was carried out by distributing questionnaires via Google Forms to 140 students and 20 nursing training program teachers. This questionnaire is used to determine students' needs for teaching materials, content, and programs that can be applied in learning nursing Japanese, teacher needs, and obstacles faced when learning and

teaching. After the data was entered and recorded by Google Forms, the data analysis used in this research was descriptive qualitative.

4. FINDINGS AND DISCUSSION

4.1. Needs Analysis of Japanese Language Learners for Caregivers

4.1.1. Pre-course

The *Pre-course stage* is carried out by collecting information through questionnaires to find out the characteristics of learners, constraints, needs, and teaching materials needed. The data collection process through questionnaires was carried out by distributing questionnaires to 140 people aged 17-31 years old through Google Forms. The questionnaires were distributed to teachers, prospective care workers of LPK (Vocational Education Institute) Bahana Inspirasi Muda, Japanese caregivers, and Japanese caregiver alumni who studied Japanese in the field of caregiver.
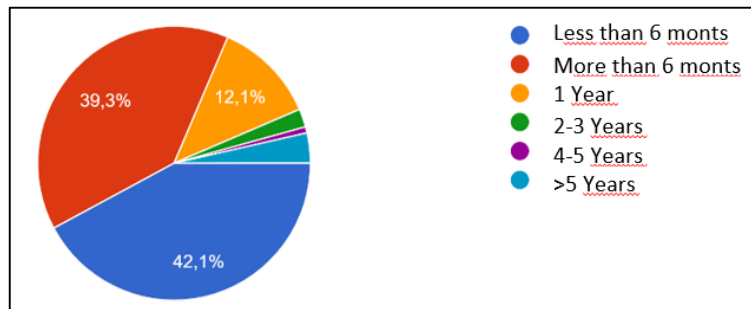

Figure 1 Study period for Japanese learners in the caregiver program.

Based on the data in Figure 1, it was found that 42.1% of respondents took part in a Japanese language program in the field of caregiving in a period of less than 6 months. Furthermore, 39.3% of respondents had participated in the program for more than 6 months, and 12.1% of respondents had participated in the program for 1 year.

4.1.2. Mid-course

In the *mid-course* stage, researchers analyzed the results of the questionnaire and interview data to determine the needs in content, teaching materials, and programs that can be applied in Japanese language learning in the field of caregiving. Based on the results of interviews and questionnaires, regarding problems in learning Japanese in the field of caregiving including basic Japanese (grammar, vocabulary, kanji, and others), the most difficult material is communication (*koe kake* and communication), knowledge of diseases and drugs, body mechanisms, caregiving elderly care (assistance with eating, bathing, changing clothes and assistance with changing places and so on).
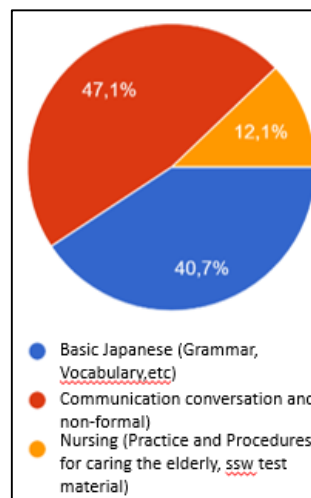

Figure 2 Difficulties faced when learning Japanese as a caregiver.
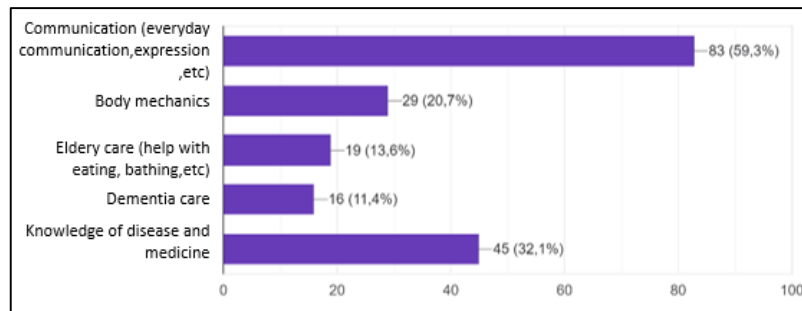
Figure 3 The most difficult part as Japanese caregiver learner.

As seen in Figures 2 and 3, analysis of questionnaires shows that the problem faced the prospective caregivers is communication (47.1%). When studying Japanese in caregiver, the most difficult materials were communication at 59.3%, and knowledge of disease and medicine at 32.1%.

While communication is the main obstacle, prospective foreign workers are required to have knowledge of Japanese equivalent to the Japanese Language Proficiency Test (JLPT) level N4, the second level of the JLPT exam commonly known as *Noryoku Shiken* (*N5* lowest level) or Japan Foundation Test for Basic Japanese (JFT) A2 which is the level of Japanese communication skills required in everyday life situations

in Japan. This is very important so that there are no errors at work. Therefore, learners can adjust their learning needs with independent learning in accordance with Pritandhari and Wibawa (2021) that online-based independent learning has several positive benefits that can shape student character in the learning process, namely character in learning or learning styles that can be adjusted to their individual personal needs in understanding the material individually. Learning that is carried out independently can indirectly improve higher-order thinking skills and be able to solve problems.

4.1.3. Post-Course

At the post-course stage, the research results are analyzed and concluded to be applied in the preparation of teaching materials and the development of teaching materials.
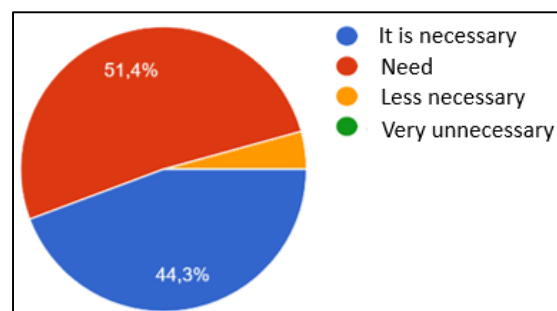

Figure 4 The necessity of website-based material for Japanese caregiver learners.

The results of learner analysis in Figure 4 show that web-based e-learning learning media is needed by 51.4%, the web is needed by 44.3% and 4.3% say it is less necessary.

Table 1. Questions regarding the necessity of interactive media on the website for Japanese caregiver learners

No.	Question	Very Need	Need	Less Need	No Need
1.	Is picture illustration required in caregiver Japanese learning web?	62,9%	37,1%	-	-
2.	Are videos required in caregiver Japanese learning web?	67,9%	30,7%	1,2%	-

Based on the data from Table 1, learners' needs for *web* content are image illustrations 62.9%, and videos 67.9%. In Table 2 can be seen that Japanese character recognition materials 92.9%, and case examples in caregiver life 100% are needed in web-based e-learning learning materials.

Table 2. Questions regarding necessary Japanese language material for Japanese caregiver learners

No.	Question	Already	Do not
1.	Are Japanese written character recognition materials required on caregiver Japanese learning websites?	92,9%	7,1%
2.	Are Japanese grammar materials needed on caregiver Japanese learning websites?	97,1%	2,9%
3.	Are caregiver-specific materials needed on caregiver Japanese learning websites?	98,6%	1,4%
4.	Are caregiver care procedures materials needed on the caregiver Japanese learning website?	97,9%	1,1%
5.	Are caregiver SSW practice questions needed on the caregiver Japanese learning website?	97,9%	1,1%
6.	Are case examples in caregiver everyday life needed in caregiver Japanese learning websites?	100%	-

The findings of the study on learners' needs for web content are consistent with Nasution's opinion (2019) that a website commonly abbreviated as web is a collection of interconnected pages and can be accessed through the front page (homepage) using a browser. The Website displays information text data, still or motion image data, animation data, sound, video, and or a combination of everything, both static and dynamic that forms a series of interrelated buildings where each relates to a network of pages (hyperlinks).

4.2. Needs Analysis for Japanese Language Teachers for Caregiver Program

4.2.1. Pre-course

The *Pre-course stage* was carried out by collecting data by distributing questionnaires through *Google form* to prospective caregiver teachers of LPK Bahana Inspirasi Muda, LPK teachers, and vocational school teachers in the field of caregiving totaling 20 teachers. Based on the results of the questionnaire it can be known that the age of teacher's range is from 24 – 40 years old, with Japanese language education backgrounds JLPT N3-N1. The data show that 38.9% of teachers used 2 books as teaching materials used in Japanese classes. other percentages can be seen in Figure 5.
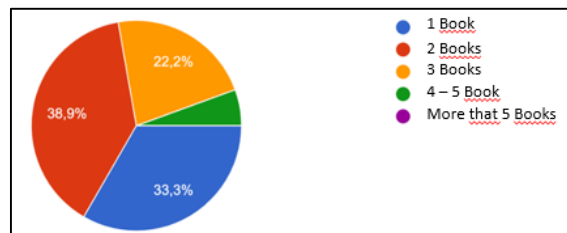
Figure 5 Resource of teaching materials used by teachers in caregiver class.

4.2.2. Mid-course

In the *mid-course* stage, researchers analyzed the questionnaire and interview data to determine the needs in content, teaching materials, and programs that can be applied in teaching Japanese in the field of caregiving. The data reveal, problems in teaching Japanese in the field of caregiving including basic Japanese (grammar, vocabulary, kanji, and others) and learning are communication (*koe kake* and communication), knowledge of diseases and drugs, body mechanisms, care for the elderly (assistance with eating, bathing, changing clothes and assistance with changing places, and so on).

Figure 6 Difficulties faced when teaching Japanese to a caregiver.

Figure 6 shows that problems caregiving teachers in teaching are, among others, 40% of learners experience learning problems such as practicing how to care for the elderly and the SSW exam material. 35% of teachers' experience problems in teaching formal and non-formal conversational communication, 20% experience problems in teaching basic Japanese such as grammar, vocabulary, reading, writing, understanding, and listening, and 5% with grammar, vocabulary, and communication.

Based on data in Figure 7, the most difficult materials are knowledge of disease and medicine by 55%, mechanisms of the body by 45%, care for the elderly such as meal assistance, and bathing assistance by 30%. The main obstacles experienced by teachers are knowledge of diseases and medicine.
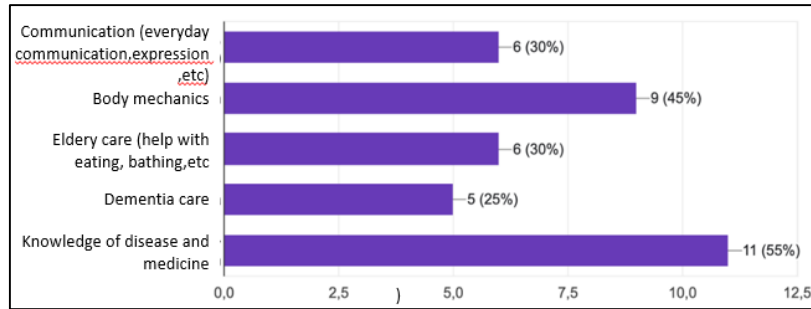

Figure 7 The most difficult part when teaching Japanese to caregivers.

4.2.3. Post-Course

At the *post-course* stage, the research results were analyzed and concluded to be applied in the preparation of teaching materials and the development of teaching materials. In learning Japanese in the field of caregiver independently, what learners need is Japanese language skills in communicating (*koe kake*) and body mechanisms. Media and teaching materials needed by prospective caregivers are web-based learning media, image illustrations, videos, Japanese written characters, grammar, special materials in the field of caregiver, materials on how to care for the elderly, an example of SSW question for caregiver exam, and case examples in caregiver everyday life.

Based on the results of teacher analysis in Figure 8, it shows that web-based e-learning media is needed by 75% and the web is needed by 25%.
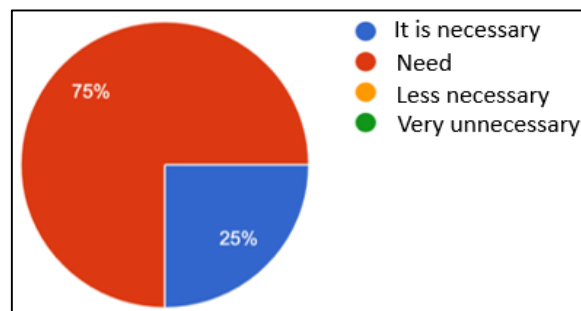

Figure 8 Does a website-based material necessary for Japanese caregiver learner?

Teachers' need for web content is image illustrations are 70% necessary, while videos are 80% necessary. Data can be seen in Table 3.

Table 3. Questions regarding necessary Japanese language material for Japanese caregiver teacher

No.	Question	Very Need	Need	Less Need	Not Need
1.	Is picture illustration required in caregiver Japanese learning web?	70%	30%	-	-
2.	Are videos required in caregiver Japanese learning web?	80%	20%	-	-

Table 4. Questions regarding necessary Japanese language material for Japanese caregiver learners
from the teacher's perspective

No.	Question	Already	Do not
1.	Are Japanese character recognition materials required on caregiver Japanese learning websites?	80%	20%
2.	Are Japanese grammar materials needed on caregiver Japanese learning websites?	95%	5%
3.	Are caregiver-specific materials needed on caregiver Japanese learning websites?	95%	5%
4.	Are caregiver care procedures materials needed on the caregiver Japanese learning website?	100%	-
5.	Are caregiver SSW practice questions needed on the caregiver Japanese learning website?	100%	-
6.	Are case examples in caregiver everyday life needed in caregiver Japanese learning websites?	100%	-

Based on data in Table 4, it is known that Japanese character recognition materials are 80% needed, grammar materials 95%, caregiver special materials are 95%, caregiver care procedures materials are 100%, caregiver SSW practice questions are 100% and case examples in caregiver life are 100% needed in learning materials Web-based e-learning.

The findings of the examination of teachers' needs for web content are consistent with Nasution's assertion (2019). A website, also referred to as the "web", is a group of linked pages that may be visited via a browser's front page (homepage). The Website presents information in the form of text, still or moving images, animation, sound, video, and /or a combination of all these in the form of interconnected structures, each of which is connected to a network of web pages (hyperlinks).

Based on these results, it is known that learners experience problems related to learning vocabulary, grammar, communication, and language learning about Japanese caregivers. The problems experienced by teachers are the difficulty of obtaining teaching materials, especially for caregivers, that teachers who do not have basic caregivers feel confused when providing material with terms needed by learners, difficulty providing examples of learning Japanese elderly caregiver practices and building interest in learning prospective caregivers in learning Japanese. The source of books used by LPK teachers for young inspiration is *Minna no Nihongo* and *Irodori* to learn basic Japanese, books for learning Japanese in Caregiver are *kaigo no nihongo koe kake hyougenshuu*, *gaikokujin no tame no kaiwa de manabou! Kaigo no nihongo* and elderly care specific skills evaluation exam. The supporting teaching materials used are PPT, practice videos, and YouTube videos. The teacher stated that in learning teachers and prospective caregivers have not been maximized in utilizing web-based media and other information and communication technologies. Prospective caregivers state that self-learning is done by memorizing kanji and remembering Japanese vocabulary.

5. CONCLUSION

The findings indicate that, in addition to books as teaching resources, web-based e-learning media are required by the majority of teachers and students who are learning Japanese in the nursing sector for future careers. Students can learn independently by utilizing technology. As a facilitator, the instructor leads and coordinates the transition from 4.0 to 5.0 by offering digital instructional materials. A reference that may be extensively used as research for the development of other digital teaching materials can be made from the findings of the study of teacher and learner demands for web-based e-learning media to enable independent learning of nursing Japanese for prospective careers.

Besides books, the examination of teachers' needs reveals that 25% of them genuinely need web-based learning tools. According to the findings of the student analysis, 44.3% of students actually required it, and 51.4% of students need web-based e-learning resources to promote independent Japanese nursing learning for potential careers. Students should cover image illustrations, movies, learning letters, language, specific nursing information, geriatric care protocols, nursing SSW question samples, and nursing live case examples. As a facilitator, the teacher leads and directs the creation of digital teaching resources as a 4.0 revolution moving towards 5.0. In addition, these resources can be used as a reference and as a source of information for the creation of more digital teaching resources.

It is envisaged that teachers will apply the findings of the analysis of the needs for Japanese nursing learning materials when creating teaching materials to be used with students, pupils, or aspiring nurses who will work in Japan. This aims to guarantee that the Japanese language being studied meets the requirements of students who will participate in job programs in Japan or students who are interested in learning Japanese for nursing.

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