

Portrait of Process Learning Based On Japanese Culture with Nihongo Partners at SMK PGRI 13 Surabaya

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要旨

インドネシアの若者、特に中学生から高校生が興味を持つ日本お祭りが増加している現象から一歩を踏み出し、国際交流基金ジャカルタが2014年から実施している「日本語パートナーズ」は本社東京が主導する国家間の文化交流活動の一つである。本研究の目的は、SMK PGRI 13 Surabayaにおける「日本語パートナーズ」による日本文化学習過程を明らかにすること、「日本語パートナーズ」による日本文化学習に対する生徒の反応を明らかにすることである。使用したデータソースは、日本語パートナーズと日本文化の授業を受けている学生と、SMK PGRI 13 Surabayaに配置されている日本語パートナーズである。観察、質問紙、文書化の手法で得られたデータは、マイルズとヒューバーマンによって開発された段階（データ削減段階、データ提示、結論の導出）を持つ質的記述法を用いて分析される。

本研究の結果は、学習が文化学習と類似した構成主義的アプローチを用いて、国際交流基金の教育基準に基づいて作成された学習成果を達成していることを示唆している。学生に与えられる文化学習の種類は、文化とともに学ぶことと文化を通じて学ぶことである。それとは別に、使用される学習フローには、初期段階（導入、黙的の定時）、中核段階（説明、総合練習）、最終段階（定着確認）がある。文化学習に対する生徒の回答結果から判断すると、学習がうまくいった割合は **81.78%** である。日本語パートナーズと文化的な学習を行うことで、生徒は学習の雰囲気満足し、人生に応用できる恩恵を受ける。

キーワード: 文化学習、学習の肖像、日本語パートナーズ

Abstract

As a step taken from the phenomenon of the rise of Japanese cultural festivals which are of interest to teenagers in Indonesia, especially from middle school to high school students, the Nihongo Partners program has been implemented by the Japan Foundation Jakarta since 2014 as this is one of the activities initiated by the head office in Tokyo to carry out cultural exchanges between countries. The purpose of conducting this research is to find out the Japanese culture-based learning process with Nihongo Partners at SMK PGRI 13 Surabaya and to find out students' responses to learning Japanese culture with Nihongo Partners. The data sources used are students who receive Japanese culture lessons with Nihongo Partners, and Nihongo Partners who are placed at SMK PGRI 13 Surabaya. The data was obtained using observation, questionnaire, and documentation techniques and then analyzed using the qualitative description method with stages developed by Miles and Huberman, namely the

data reduction stage, data presentation, and concluding. The results imply that learning has achieved learning outcomes prepared based on the Education Standards issued by the Japan Foundation using a constructivist approach which has similarities with cultural learning. The type of cultural learning given to students is learning with culture and learning through culture. Apart from that, the learning flow used has an initial stage (dounyuu and mokuteki no teiji), a core stage (setsumei and sougou renshuu), and a final stage (teichaku kakunin). Judging from the results of students' responses to cultural learning, learning went well with a percentage of 81,78%. By having cultural learning with Nihongo Partners, students are happy with the learning atmosphere and receive benefits that can be applied in life.

Keywords: *Cultural learning, portrait of learning, Nihongo Partners*

1. Introduction

Japanese is one of the foreign languages chosen to be taught to students to support the government's program to produce graduates who can compete globally. From the results of a review carried out by the Japan Foundation in 2021 and distributed in 2022 via the Japan Foundation Japan website, it is known that Indonesia is in first place representing Southeast Asia which has a total number of students of 711,732 people from both formal and non-formal schools. Formal schools in Indonesia that have Japanese language subjects in their schools are not only at the high school/equivalent level, there are several schools from elementary to junior high school that teach Japanese. The total of all formal schools that teach Japanese is 2,958 schools. This number continues to increase every year, little by little starting to rival China as the country with the most Japanese language learners out of all 141 countries recorded in 2021.

Judging from the student figures previously explained, there is a reason why they study Japanese. One of the reasons is the high interest in watching anime so people are interested in the Japanese language and its culture. This can be seen from the many Japanese cultural festivals held in Indonesia. One example of a city that often holds Japanese cultural festivals is Surabaya. Japan Pop Culture is a Japanese cultural festival organized by Unesa Japanese Language Education Department students every year. Through its YouTube channel called Japan Pop Culture Unesa, it can be seen that this festival is visited by thousands of people who enjoy Japanese culture.

Seeing the phenomenon of the large number of Japanese culture lovers in Indonesia, the Japan Foundation Jakarta began implementing a program called Nihongo Partners which was initiated by the Japan Foundation Tokyo. This program was formed to assist Japanese language subject teachers in high schools/equivalents in various countries, especially Southeast Asia. Not only as teaching assistants, Nihongo Partners who receive an invitation to visit can also share knowledge about the Japanese language and culture at any school level. Apart from that, Nihongo Partners as an assistant Japanese language teacher, it is hoped that the presence of native speakers will be able to become a bridge in cultural exchange between countries. Launching via the Nihongo Partners website, in 2023 the Nihongo Partners program will be implemented again from the end of August to December 2023. It is divided into two teams, namely Indonesia Batch 19 and Indonesia Batch 20 which are spread across several cities in Indonesia. This year, SMK PGRI 13 Surabaya had the opportunity to present Nihongo Partners as volunteer teaching assistants for the Japanese language and culture. These volunteers are part of Batch 19 which began actively teaching at the beginning of September in Surabaya.

As foreign language learners who study how foreign language education is taught to students, researchers have not found much research that addresses the theme of how images of foreign cultural teaching are taught to students through foreign speakers in Indonesia.

Nihongo Partners more commonly abbreviated as NP is a program created by the Japan Foundation. Since 2014, the Japan Foundation has sent thousands of volunteers. The volunteers were then distributed to various Southeast Asian countries. Among them are Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam and Taiwan. Of the many countries, Indonesia ranks first as a country that has received 884 volunteers through Nihongo Partners. As the meaning suggests, Nihon means Japan; Go means Language; and Partners from English means partner, Nihongo Partners is assigned to be a teacher's partner in teaching Japanese. This program is implemented only at high school and vocational school levels with a duration of three to eight months.

Reflecting on the situation in the field, around a million people are studying Japanese throughout Southeast Asia. Of the large number of students, few have the opportunity to visit Japan and hear Japanese spoken directly. Therefore Nihongo Partners were sent to high school equivalents to support local Japanese language teachers. Apart from that, it is hoped that the presence of Nihongo Partners in placement schools can increase student motivation.

Launching via the Japanese Ministry of Foreign Affairs website, in general, the purpose of learning Japanese has a law explaining the importance of learning Japanese which has been in effect since June 28, 2019. Some of the objectives include: 1) To make it easier for foreigners who want to live in Japan can easily live daily life and socialize smoothly with Japanese people; 2) To deepen understanding and interests of other countries in Japan. If concluded in this law, the main goal of learning Japanese is expected to contribute to the realization of a dynamic, symbiotic society that respects cultural diversity, increased exchange with other countries, and the maintenance and development of friendly relations.

In learning Japanese itself, there are opinions from several experts regarding the flow of learning Japanese. According to Chino and Nakanishi (in Miyamoto, 2003) the flow of learning Japanese consists of 6 stages, namely 目標の提示設定 (*mokuhyou no teiji settei*), 導入 (*dounyuu*), 基礎練習 (*kiso renshuu*), 応用練習 (*ouyou renshuu*), 即席練習 (*sokuseki renshuu*), and 確認/復習 (*kakunin or fukushuu*). Meanwhile Maruyama (in Miyamoto, 2003) explains that there are 5 stages including 導入 (*dounyuu*), 目的の提示 (*moku teki no teiji*), 説明 (*setsumeï*), 総合練習 (*sougou renshuu*), and 定着確認 (*teichaku kakunin*).

Based on the two figures that convey the flow of learning Japanese above, there is the same part, namely the explanation of learning objectives, where the two figures have the same content but there are differences in implementation before or after starting learning. Another part that has similarities is practice. Chino and Nakanishi divide training into 3 parts, while Maruyama only has 1 part. In practice, they have the same content but are different in their cognitive, affective, and psychomotor assessments.

In improving students' learning experiences, learning Japanese culture can be an interlude to learning material as part of a Japanese language learning strategy. This is supported by the theory put forward by Paulina Pannen (Suprayekti, 2009) that culture-based learning is an effort to incorporate cultural material into the learning process to create a learning environment and a pleasant learning experience. Using learning strategies that combine cultural material in the learning process can motivate students to apply knowledge and identify relationships between learning materials. This strategy emphasizes students being able to be creative and solve problems when faced with difficult conditions by using the cultural knowledge they have learned. Culture-based learning can be classified into 3 types of learning, namely learning about culture, learning with culture, and learning through culture.

2. Method

The method used is qualitative research using a descriptive approach. The population and sample in qualitative research are also called data sources. This is because qualitative research aims to present certain cases or social situations so that they can also be called sources (Fitri and Haryanti, 2020: 109). The resource person in this research is a subject related to Japanese language learning. First, Nihongo Partners (NP) as volunteer teachers who accompany local teachers. The reason for choosing this as a data source is that NP plays a role as the main subject in learning Japanese at SMK PGRI 13 Surabaya. Second are students who have the opportunity to study with Nihongo Partners. Here students are chosen as data sources to find out responses while studying with Nihongo Partners.

Data collection techniques are a way for researchers to answer or solve problems by collecting data as material for solving them (Kurniawan, 2018: 149). In this research, data was collected using several methods, namely observation, questionnaires, and documentation. Instruments are tools used when conducting research using a method (Arikunto, 2014: 192). To obtain valid data, this research uses data triangulation and reviewing methods. Data triangulation is used to double-check the degree of trustworthiness of the data obtained (Fitri and Haryanti, 2020:123-124). Reviewing is carried out with parties who have relevant knowledge. Data analysis is an effort to manage the collected data so that it becomes information that can explain and answer a phenomenon easily (Fitri and Haryanti, 2020; 117). To process the data into a discussion, this research was analyzed using descriptive analysis techniques, namely data obtained in the field that has been collected is described to describe symptoms or events that occur in the surrounding area. According to Miles and Huberman (in Fitri and Haryanti, 2020: 179), qualitative data analysis can use a flow of activities simultaneously, namely: 1) data reduction; 2) data presentation; and 3) conclusion. The questionnaire is processed using tabulation to give scores to the statement items that need to be scored. The average percentage results are then classified using interval calculations.

3. Result

Observations of Japanese culture-based learning with Nihongo Partners at SMK PGRI 13 Surabaya were carried out in five meetings. Observations were carried out in five classes on two consecutive days, namely December 4-5 2023. On the first day, observations were carried out in classes 12 OTKP and 10 DKV 1. On the second day, observations were carried out in classes 10 BD 1, 10 TKJ 2, and 12 TKJ. Before entering the class for the first meeting, the researcher asked the teacher whether there was a specific RPP or plan that was used and implemented before the NP's arrival. Before the NP came to SMK PGRI 13 Surabaya, the teacher made a list of materials that would be carried out with the NP in learning activities. If according to NP it is possible then a material will be implemented. If this is not possible, the teacher asks the NP for advice on what cultural materials could be useful to teach to students. After that, the teacher arranges a class schedule that provides the opportunity to study with NP. This is due to the limited working hours that NPs can do in a week so teachers need to make the best use of the available time. Even though it is given to different grade levels, in general, the material given is always the same in one week. If you have to replace material outside of the planned schedule, the teacher and NP will discuss which replacement material can be made. Because there is no lesson plan used, the teacher leads the class as in the previous meeting before the NP was present with some adjustments to follow the NP's way of teaching.

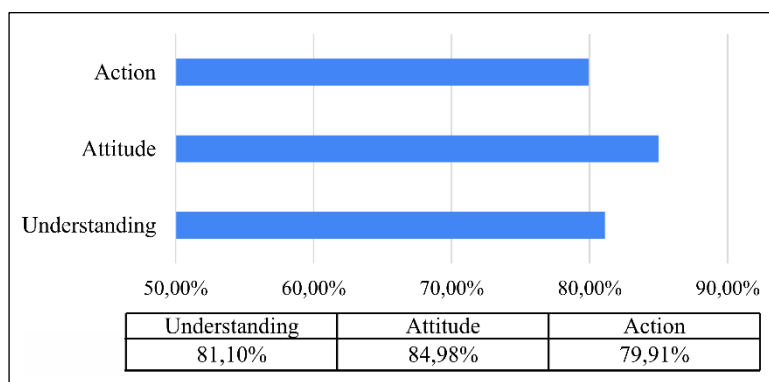
In grades 12 TKJ, 10 DKV 1, and 10 BD 1 the material taught is furoshiki. Before class begins, the teacher confirms with the students first the furoshiki equipment assigned to students at the previous meeting to be brought to cultural classes with the NP. The equipment used included 1 sheet of cloth, 1 used cardboard box, and 2 used drinking bottles. Meanwhile,

the NP prepared teaching media using the prepared ppt and arranged his *furoshiki* equipment in front of the class. After the NP and students are ready, the teacher opens the lesson by saying hello, followed by conveying the learning objectives. Then the delivery of material using PowerPoint begins. In the process, NP delivers material using Japanese and then translates it to the teacher so that it is easy for students to understand. After delivering the lesson, the NP asked students to practice *furoshiki* using the equipment each student brought. NP then showed how to wrap cardboard/ bottles using cloth slowly at each step in front of the class so that all students could follow. NP also went around to take a closer look at the students' work. It was found that several students dared to be creative in making tote bags after successfully following the example given by NP. When all the students seemed to have succeeded in following how to wrap objects in cloth, the students and the teacher reviewed the material that had been taught. The teacher then closed the lesson with greetings.

The next class is class 10 TKJ 2. This class was not designated as part of one of the researchers' data sources. Therefore, students from that class are not assigned to bring *furoshiki* materials. However, due to uncertain circumstances, class 10 TKJ 2 became one of the data sources. NP suggested to the teacher to replace the material using origami and it was approved. After the teacher opened the lesson, NP gave a short explanation of the history of *origami*. Due to limited time which coincided with break time, NP distributed 2 sheets of *origami* paper to each student to try to make shuriken. The teacher and NP collaborated around and helped students who had difficulty keeping up with the pace of instructions on how to fold origami shuriken. When all students were confirmed to have finished making shuriken, the lesson was closed by the teacher because it coincided with break time.

The last class is class 12 TKJ. Students from this class did not bring the equipment assigned by the teacher at the previous meeting. NP gave suggestions for providing *fukuwarai* material. Due to urgent needs, the researcher replaced the teacher to accompany the NP in the classroom and help translate the material to students. After NP explained a little about the origins of *fukuwarai*, NP wrote down the vocabulary used in *fukuwarai* games in Japanese, namely *hidari*, *migi*, *ue*, and *shita*. Students are divided into groups to compete with each other. In the first round, the vocabulary used to direct students who use blindfolds is Indonesian. In the second round, NP asked students to practice the vocabulary that had been written on the whiteboard in Japanese. After the entire group had finished trying the game, the researcher and the students reviewed the lesson provided by the NP.

Diagram 1 Results of Japanese Cultural Learning Responses with Nihongo Partners



At the end of the study, a questionnaire was distributed to 109 respondents with 14 statements. It is known that the average percentage score of students' responses to Japanese culture-based learning with Nihongo Partners is 81.78%, which is in the very good category. Through each questionnaire indicator, it is known that 1) the indicator of understanding of

learning obtained a score of 81.1%, including the good category; 2) the attitude indicator obtained a score of 84.98% in the very good category; and 3) the action indicators obtained a score of 79.91% in the good category.

4. Discussion

Based on the results of class observations, it can be seen that the flow of Japanese culture learning by NP is by the Japanese language learning flow theory proposed by Maruyama (1990) which consists of the *dounyuu*, *mokuteki no teiji*, *setsumei*, *sougou renshuu*, and *teichaku kakunin* stages as explained in the flow below this.

1. The *dounyuu* and *mokuteki no teiji* stages are located at the beginning of learning. The teacher and NP begin the lesson by confirming the learning media assignments that students must bring. Then the NP and the teacher continue to explain the learning objectives of the material to be studied.



Picture SEQ Gambar * ARABIC 1 Opening activity and explanation of learning objectives



Picture SEQ Gambar * ARABIC 2 Re-explanation of learning objectives

2. The *setsumei* stage lies at the core of learning. NP and the teacher started the lesson by displaying the material via PowerPoint. This material contains the cultural themes that will be discussed. At this stage, the teacher provides students with an understanding of Japanese culture, as well as providing a comparison between Indonesian culture and Japanese culture.



Picture SEQ Gambar * ARABIC 3 Explanation of the steps for furoshiki



Picture SEQ Gambar * ARABIC 4 The teacher helps translate the explanation of the

3. The *sougou renshuu* stage lies at the core of learning. After providing an understanding of culture, NP practices introducing culture according to the material provided. Then

students follow the directions given by the NP to practice the same thing with the equipment that was brought before. When NP went around, several students were found who dared to ask NP directly about material that was difficult to understand. Some students showed their creativity in applying the material that had been taught, especially *furoshiki* cultural material.



4. The *teichaku kakunin* stage is located at the end of learning. In this stage, the NP and the teacher accompany the students to recall the material that has been explained by the NP what points were learned when practicing the cultural material that has been given and how it differs from the culture in Indonesia.

Meanwhile, three of the Japanese cultures introduced to students at SMK PGRI 13 Surabaya are *furoshiki*, *origami*, and *fukuwarai*. These three cultures include two of the three types of culture-based learning categorized by Paulina Pannen, namely 1) Learning with culture, in this case, *furoshiki* falls into this category because *furoshiki* and *fukuwarai* culture can be applied in everyday life; 2) Learning through culture, in this case *origami* which can be created in various shapes that teachers can use as material for assessing students' understanding of learning.

To find out how students responded to learning Japanese culture with Nihongo Partners, researchers conducted a questionnaire which was distributed to students who had the opportunity to study with Nihongo Partners. The following is a summary of the calculation results from the student response questionnaire:

Table 1 Percentage of Response Questionnaire Results

Number	Statement	Percentage	Criteria
1.	Studying Japanese culture with NP gave me many benefits	87,84%	Very good
2.	NP helped me when I was having difficulty understanding Japanese cultural studies	82,8%	Very good
3.	NP can customize language selection that is easy for me to understand	76,83%	Good
4.	NP is willing to answer questions related to cultural material	82,11%	Very good
5.	Having NP makes me enthusiastic about learning Japanese culture	86,24%	Very good
6.	Learning Japanese culture with NP makes me more motivated	82,57%	Very good

7.	Studying with NP made me understand Japanese culture better	82,8%	Very good
8.	The material presented by NP is boring	83,94%	Very good
9.	The examples of sentences in the cultural material provided by NP are easy to remember	77,06%	Good
10.	I can explore myself when studying with NP	76,61%	Good
11.	I didn't understand Japanese culture lessons when studying with NP	75,23%	Good
12.	Overall I enjoyed learning Japanese culture with NP	88,3%	Sangat Baik
13.	Learning Japanese culture makes me more active at class	80,05%	Good
14.	Japanese culture lessons are interesting because they use media that is easy to understand	82,57%	Very good

In general, Japanese culture-based learning is carried out face-to-face using learning media related to Japanese culture. From this table, two parts are known to understand the process of learning Japanese culture. The first part is reviewed through students' attitudes towards learning Japanese culture, especially when studying with Nihongo Partners. The table above shows the benefits felt by students by using interesting learning media. Apart from that, during learning, students feel enthusiastic and motivated to learn because NPs can accompany students when they have difficulties, thereby creating an active and enjoyable classroom atmosphere. According to the results of item 10 which reads "I can explore myself when studying with NP", students dare to make creations from furoshiki material outside of the examples given by NP in front of the class. Overall, learning Japanese culture with NP was received positively by students.

The second part of the data presentation table above is the Japanese culture-based learning process using two types of cultural learning, namely learning with culture and learning through culture. Apart from that, the learning achievements of Japanese language subjects which include cultural learning at SMK PGRI 13 Surabaya according to the Decree of the Head of the Research and Development and Bookkeeping Agency No. 028/H/KU/21 can be said to be partly appropriate. Learning achievement points that have not been achieved include students not being able to elaborate communication skills in Japanese as seen from the fact that not many people use Japanese when communicating with NPs; teachers have not linked Indonesian culture with Japanese culture which is studied to increase intercultural competence. Based on the latest review, the characteristics of the constructivist approach which have similarities with cultural learning can be said to be following the theory of Donald et al. (in Masgumelar & Mustafa).

5. Conclusion

Based on the results of observations of the Japanese culture-based learning process with Nihongo Partners at SMK PGRI 13 Surabaya to answer the proposed problem formulation, it is known that :

1. Based on the results of the analysis, it is known that the learning flow of Japanese culture at SMK PGRI 13 Surabaya with Nihongo Partners is by the Japanese language learning flow theory proposed by Maruyama, namely *dounyuu*, *mokuteki no teiji*, *setsumei*, *sougou renshuu*, and *teichaku kakunin*. Meanwhile, the type of cultural learning taught is learning with culture and learning through culture. Apart from that, learning

achievements in Japanese culture-based learning with Nihongo Partners have been partially achieved by the Decree of the Head of the Research and Development and Books Agency Number 028/H/KU/2021 using a constructivist approach which has similarities to cultural learning.

2. From the distribution of response questionnaires given to students at SMK PGRI 13 Surabaya regarding learning Japanese culture with Nihongo Partners, it is known that the learning was very well received by students with a percentage of 81.78%. By studying culture with Nihongo Partners, students can be happy and benefit from participating in learning. This is supported by the results of the student questionnaire on statements items 1 and 12 which have the highest percentage figures of the 14 statements, namely item 1 has a percentage of 87.84% and item 12 with a percentage of 88.3%, both of which are classified as very good.

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