

The Impact of Culture-Based Japanese Language Learning on the Intercultural Communication Competence of Prospective Indonesian Migrant Workers

Dianni Risda*

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

Abstract—Prospective migrant workers require intercultural communication competence with their host country. The purpose of this study was to investigate the impact of culture-based Japanese language instruction on the intercultural communication competence of prospective Indonesian migrant workers. This study used a mixed methods approach to uncover intercultural communication competence data for prospective migrant workers through quantitative and qualitative data. Participants were 256 prospective Indonesian migrant workers studying Japanese. The instruments used in this study were a scale measuring Japanese intercultural communication competence, learning motivation, and Japanese language ability. Data analysis employed descriptive statistics, t-tests, and ANOVA to investigate intercultural communication competence. The research findings indicate that learning Japanese language and culture can improve intercultural communication competence by instilling the Japanese cultural values of Seiri (succinctness), Seiton (neatness), Seiso (cleanliness), Seiketsu (care), and Shitsuke (discipline), as well as motivation to learn Japanese, and improve Japanese language skills. Knowledge of Japanese culture, enhanced intercultural awareness, and self-efficacy in cultural contexts all demonstrate improved intercultural communication competency. Motivation to learn Japanese increases in aspects of self-efficacy, external motivation, integrated motivation, and motivation to learn Japanese for work. Japanese language skills improve in aspects of vocabulary knowledge, sentence structure, and the use of culturally appropriate expressions. Therefore, learning Japanese language and culture can improve intercultural communication competence, motivation to learn Japanese, and Japanese language skills. The implication of this research is that second language learning must be integrated with the cultural context of communication of native speakers of the target language.

Index Terms—intercultural communication competence, learning motivation, Japanese culture, Japanese language learning

I. INTRODUCTION

The rapid growth of the Indonesian migrant worker population in Japan has prompted Indonesian educational practitioners to facilitate this growth through various Japanese language courses (Koyama, 2022; Tohari, 2024). Japanese language education institutions in Indonesia must be able to facilitate prospective migrant workers' mastery of Japanese language and culture. This aims to enable Indonesian migrant workers to adapt to the Japanese workplace. The Japanese workplace is renowned for its culture of Seiri (tidiness), Seiton (neatness), Seiso (well-groomedness), Seiketsu (care), and Shitsuke (discipline), which fosters the professional ethics and character typical of Japanese work culture (Fujioka et al., 2024; Pizziconi & Iwasaki, 2024). Therefore, prospective migrant workers need to learn Japanese language and culture to accommodate this culture. The phenomenon of various violations committed by migrant workers in Japan, both in speech, actions, and behavior, underpins the need for this culture-based Japanese language learning (Dang et al., 2025; Yanagita et al., 2024). This Japanese language and culture learning is also intended to ensure migrant workers not only master Japanese but also adapt to Japanese culture. This is intended to ensure Indonesian migrant workers are able to perform their work, speak, and behave in accordance with Japanese rules, norms, and culture. Several previous studies have shown that culture-based language instruction can facilitate second language learners' simultaneous language acquisition and understanding of the target language culture (Kojima & Fukui, 2024; Nakamura, 2024). Previous studies have shown that culture-based English instruction for prospective international students facilitates their adaptation to various communication contexts in the field (Barkhoda et al., 2025; Hamada & Iwasaki, 2024). Furthermore, culture-based Korean instruction for prospective tour guides not only improves Korean language skills but also enhances their knowledge of South Korean culture.

This culture-based second language instruction is currently being widely implemented by several researchers and practitioners to help learners master both the target language and culture. The primary goal of culture-based Japanese language instruction is to improve intercultural communication competence (Cabaña Rojas, 2025; Li et al., 2025).

* Corresponding Author. Email: dianni@upi.edu

Intercultural communication competence is the learner's ability to communicate with foreign speakers by adapting to the native culture of the other speaker (Li et al., 2025; Shikama et al., 2024). Intercultural communication competency encompasses the concepts of understanding and using knowledge. Its implementation involves the psychological, mental, and social behavioral aspects of learners. Japanese language communication competency encompasses linguistic, formulaic, and discourse competencies (Dylman & Zakrisson, 2023; Sipe & Saludadez, 2021). This intercultural communication competence facilitates learners to master everything from the sound system to the discourse level. However, this competence is not only limited to mastering the language system, but also to mastering the sociocultural aspects of the target language.

Intercultural communication competency in Japanese delivers Japanese language and cross-cultural materials so that learners can use Japanese appropriately in context (Qiu et al., 2023; Yang, 2025). Teaching also encourages students to understand the sociocultural background and norms, particularly those of Seiri (tidiness), Seiton (neatness), Seiso (cleanliness), Seiketsu (care), and Shitsuke (discipline), which are essential for preparing prospective Indonesian migrant workers in Japan (Cabaña Rojas, 2025; Li et al., 2025). Intercultural communication competency is the primary goal of Japanese language instruction for prospective Indonesian migrant workers. Culture-based Japanese language instruction not only improves Japanese language and cultural skills but also increases Japanese learners' motivation. This is evidenced by several previous studies that show that culture-based foreign language instruction can increase learner motivation (Nigar & Kostogriz, 2024; Ouellette-Schramm, 2024). Understanding the culture of native Japanese speakers for migrant workers also helps them communicate effectively, anticipate misunderstandings, and open up access to knowledge. Cultural integration in English language instruction can also improve English language skills, which are highly dependent on the communication context (Yao & Shao, 2024). The current study differs significantly from these previous studies. It focuses on Japanese language instruction by instilling the Japanese cultural values of Seiri (tidiness), Seiton (neatness), Seiso (well-groomedness), Seiketsu (care), and Shitsuke (discipline) in the workplace. In this study, intercultural communication competence is the primary competency to be achieved, focusing on prospective Indonesian migrant workers planning to work in Japan. The current study also seeks to investigate the impact of culture-based Japanese language instruction on motivation to learn and Japanese language skills. Therefore, the researchers formulated the following research questions:

- a) What is the impact of culture-based Japanese language instruction on intercultural communication competence and motivation to learn Japanese?
- b) How does culture-based Japanese language teaching impact Japanese language competency and learners' response of the intervention?

II. LITERATURE REVIEW

A. Intercultural Communication Competence

Intercultural communication competence is a competency integrated with foreign language proficiency. Proficient Japanese language learners are not only able to master Japanese but also able to apply it in intercultural communication with native Japanese speakers (Elias & Mansouri, 2023; Sipe & Saludadez, 2021). This aims to ensure effective communication and avoid misunderstandings. Furthermore, the implementation of Japanese culture also facilitates learners' adaptation to native Japanese culture, including aspects of character, speech, and behavior, in accordance with the Japanese environment (Paradowski & Jelińska, 2024; Yang, 2025). Therefore, this communication competence extends beyond Japanese language use to cross-cultural contexts, meaning learners must be able to use Japanese to communicate with native speakers appropriately. Intercultural communication designs must consider the perspectives of native speakers to create appropriate meanings and adapt to the context in which they are used (Hennig & Romar, 2023; Mikuni et al., 2024). Based on this explanation, intercultural communication competence must be integrated with second language teaching. Learners are encouraged to optimize their cognitive abilities to understand the sociocultural aspects of native speakers so that they have an adequate understanding of the norms of interaction within the native-speaking community (Hao et al., 2023; Wu et al., 2025). Furthermore, through intercultural communication competency, learners are facilitated to adjust, adapt, and possess knowledge, affective, and behavioral skills that accommodate the target language's communication culture. Intercultural communication competency encourages intercultural concepts to be conveyed in second language learning. Furthermore, intercultural communication competency encourages learners to develop self-awareness, internal transformation, and transcendence in communicating according to the reference norms of the target language and culture.

The intercultural communication framework serves as a benchmark for explaining the construction and development of intercultural communication competency in foreign language teaching. Some experts refer to Byram's (1997) intercultural communication competency framework model for its clear and comprehensive concept. The concept of intercultural communication encompasses performance objectives that focus on learners' attitudes, knowledge, communication, interpretation, and connection skills, and critical cultural awareness (Biermann et al., 2025; Inayati et al., 2024). Each component is explained below. The intercultural attitude aspect refers to positive learner attitudes such as openness, curiosity, and a readiness to shift paradigms toward the native speaker's culture. Intercultural attitudes also encourage learners to understand the values, beliefs, and behaviors of native speakers so that they can respect their

culture (Koyama, 2022; Saito, 2025). Furthermore, intercultural knowledge encompasses knowledge of the target language's cultural practices, such as work culture, character, food, history, clothing, and so on. Furthermore, intercultural knowledge encompasses knowledge of cultural identity in behavior and interactions. Learners are encouraged to understand the differences in first- and second-language norms in using their language, to internalize paradigms, to apply values in speech, and to understand and interpret cross-cultural contexts (Cabaña Rojas, 2025; Sato et al., 2024). Intercultural knowledge can be both conscious and unconscious, such as language forms and sociocultural processes.

B. The Culture of Seiri, Seiton, Seiketsu, Seiso, and Shitsuke

Takashi Osada was one of the first to develop the seiri, seiton, seiketsu, seiso, and shitsuke characters in Japan. These seiri, seiton, seiketsu, seiso, and shitsuke characters have been widely implemented and practiced in many Japanese companies not only to improve the physical environment but also to develop thinking processes (Fujioka et al., 2024; Tomura et al., 2025). Historically, the Toyota Production System (TPS) was the first organization to consistently implement the seiri, seiton, seiketsu, seiso, and shitsuke characters throughout its evolution, starting with the three 3S elements (Seiri, Seiton, Seiso) and continuing with the five 5S elements (Seiri, Seiton, Seiso, Seiketsu, and Shitsuke). The seiri, seiton, seiketsu, seiso, and shitsuke characters are considered to be beneficial in all aspects of life. The benefits of adopting the seiri, seiton, seiketsu, seiso, and shitsuke practices extend beyond improving the physical work environment to developing a more positive mindset among workers (Koyama, 2022; Nakamura, 2024). In principle, the seiri, seiton, seiketsu, seiso, and shitsuke principles encompass functional aspects, maintenance, standardization, habituation, and discipline. First, seiri is a concise, responsive, work-focused character, and a minimum of unnecessary talk. Seiri emphasizes the importance of working effectively and efficiently, and is oriented toward commitment and results. Seiri, or conciseness, fosters focus or thoroughness in work, a lack of complaining, and commitment and consistency in achieving optimal individual performance and work productivity (Nomura et al., 2025). Second, seiton is a neat, organized, and well-managed character, possessing strong self-management skills and a systematic approach, thus fostering professionalism. Achieving high productivity and performance requires competent self-management, ensuring a scale of priorities in work aligned with company targets and positive personal goals, such as awards or achievements (Ward et al., 2024).

Third, seiketsu is a well-groomed character, demonstrating concern for personal performance, nurturing a work culture, fostering productive networks or communication among colleagues, and fostering a culture of shame (Hamada & Iwasaki, 2024). Seiketsu emphasizes the importance of commitment and consistency in work, aligned with job demands and even exceeding expectations. Fourth, the seiso character, or clean character, emphasizes the importance of personal hygiene, including attitude, conscience, and character, leading to honesty, morality, integrity, work motivation, and social responsibility. In both work and appearance, the seiso character embodies aesthetic values, so every work activity needs to be neat and organized (Pizziconi & Iwasaki, 2024). This is done to ensure effectiveness and efficiency. Seiso can make work practices more than just ceremonial, but comprehensive, encompassing ethos, ethics, and aesthetics. Finally, the shitsuke character, or diligent, is characterized by a strong work ethic, discipline, and a strong sense of shame. Diligence is, of course, related to individual work performance and productivity (Fujioka et al., 2024). This is considered important because the shitsuke character can foster skills, innovation, and professionalism.

III. METHODOLOGY

A. Research Design and Participant

This study employed a quasi-experimental research design and offered a culture-based Japanese language learning intervention that focused on the cultural traits of seiton, seiri, seiketsu, seiso, and shitsuke. This study investigates the impact of culture-based language training on intercultural communication skills, the potential motivation of Indonesian migrant workers to learn Japanese, and Japanese language proficiency in Japan. The study involved 256 prospective Indonesian migrant workers who were planning to work in Japan. The participants were taking Japanese language classes at an Indonesian job training institution. Participants were divided into two groups of 128 learners, namely the experimental group and the control group. The experimental group received Japanese language instruction based on Japanese character culture, while the control group received formal language instruction only. The classes were conducted for 5 months or one semester of job training. The classes were conducted for 4 sessions per week, each session lasting 2x45 minutes. To ensure initial abilities in all intercultural communication competencies, motivation, and Japanese language proficiency, all learners took a pretest before receiving the intervention in each group.

Formative assessment was also conducted on intercultural communication competencies reflecting the Japanese character traits of Seiri (tidiness), Seiton (neatness), Seiso (well-groomedness), Seiketsu (care), and Shitsuke (discipline). Formative assessment was conducted during the experimental group's experiential learning process, providing language and cultural experiences through simulations, learning media, and multimedia technology. Researchers also designed each of the Seiri (tidiness), Seiton (neatness), Seiso (well-groomedness), Seiketsu (care), and Shitsuke (discipline) characters within the context of the Japanese workplace and Japanese language learning. In addition to the cultural performance traits required in Japan, prospective Japanese migrant workers were also provided

with an understanding of various other Japanese cultures to prepare them for adaptation to the Japanese environment, such as food, customs, traditions, clothing, and other cultural aspects. Demographic information for the Japanese language learners is presented in Table 1.

TABLE 1
DEMOGRAPHIC INFORMATION OF PARTICIPANTS

Variable	Experimental	Control
Learner Gender		
Female Learner	64 (50%)	64 (50%)
Male Learner	64 (50%)	64 (50%)
Experience Studying Japanese After School		
No	124 (96.8%)	128 (100%)
Yes	4 (3.1%)	0 (0%)
Experience Studying in Japan		
Never	125 (97.6%)	128 (100%)
Half to one year	0 (0%)	0 (0%)
More than one year	3 (2.3%)	0 (0%)
Experience Speaking with Foreigners		
No	123 (96.1%)	126 (98.4%)
Yes	5 (3.9%)	2 (1.6%)

Language learning integrated with Japanese culture is conducted using various media such as YouTube multimedia and GenAi technology as an effort to deepen each material. This Japanese cultural integration is adjusted to the suitability of the Japanese language material to be studied, such as communication between superiors and subordinates that reflects the character culture of Shitsuke (discipline) in the context of the world of work. This character of discipline is displayed in various Japanese communication and reinforced using multimedia such as Japanese short films that illustrate the character of performance. This is also done with other character cultures such as Seiri (tidy), Seiton (neat), Seiso (well-groomed), Seiketsu (care) with various media scaffolds. Japanese language learning based on the culture of performance character in Japan is to strengthen intercultural communication skills in the world of work in Japan. In addition, prospective Indonesian migrant workers are also equipped with various expressions or sentences that are appropriate to the character culture of the Japanese people. Meetings are held for 12 meetings over one academic semester, with the first five meetings used for simulated culture-based Japanese language learning and the other six meetings for cultural reinforcement carried out using various media. Learning activities encourage learners to actively participate in the learning process by engaging in various activities such as presentations, simulated work situations, and exploring various Japanese cultures. During the intervention, all Japanese language skills, including listening, reading, writing, and speaking, are explored to enhance intercultural communication competency.

B. Research Instruments

Several instruments were used in this study, including a Japanese language learning motivation scale, an intercultural communication competency assessment scale, a Japanese language assessment, and a learning satisfaction survey. The validity and reliability of the scales were tested empirically using exploratory factor analysis on the psychometric features of the scales evaluating learner attitudes toward Japanese culture and desire for learning the Japanese language. The motivation measurement scale consists of 25 items adapted from Wu's (2012) second language learning motivation inventory scale. Furthermore, the intercultural communication competency measurement scale was adapted from Peng et al.'s (2009) intercultural communication assessment scale, which was tailored to the needs of prospective Indonesian migrant workers in Japan. An EFA analysis was conducted to measure the reliability of the instruments. Based on the reliability test results, all instruments met the reliability criteria for use in the study. The Japanese language learning motivation measurement scale includes integrated motivation, self-efficacy, external factors, and motivation to learn Japanese to work in Japan. The analysis results showed a Cronbach's alpha coefficient of 0.925 and a total variance of 71.23%. The validity test results for the Japanese language learning motivation scale are presented in Table 2. The intercultural communication competence measurement scale includes three measures: self-efficacy (the learner's ability to adapt to the communication culture of the interlocutor), intercultural awareness (the learner's awareness of communication constructs), and interest in Japanese language cultural knowledge (the learner's attitude and knowledge toward Japanese language cultural knowledge). The analysis of the intercultural communication competence measurement scale showed a Cronbach's alpha coefficient of 0.952 and a total variance of 67.52%. The analysis results of the intercultural communication competence measurement scale are presented in Table 3. The validity test results for all instruments, along with the reliability and internal consistency of the research instruments, met the research criteria and were suitable for use in the current study.

TABLE 2
ITEMS FOR JAPANESE LANGUAGE LEARNING MOTIVATION AMONG LEARNERS

Item	Factor 1	Factor 2	Factor 3	Factor 4
I'm learning Japanese because I want to be fluent in Japanese.	.834			
I'm learning Japanese so I can communicate with native Japanese people.	.942			
I'm learning Japanese so I can work in Japan.	.918			
I'm learning Japanese because I want to make Japanese friends.	.908			
I'm learning Japanese because I want to be interested in Japanese culture.	.732			
I'm learning Japanese because I want to study in Japan.	.789			
I'm learning Japanese to gain a good status.		.806		
I'm learning Japanese because I'm interested.		.752		
I'm confident in taking Japanese classes.		.860		
I enjoy the process of learning in Japanese classes.		.932		
Learning Japanese will make me more successful in the Japanese workplace.		.762		
I'm learning Japanese to pass the job exam in Japan.			.753	
I'm learning Japanese to get a job in Japan.			.750	
I'm learning Japanese because I don't want to be left behind.			.784	
I'm learning Japanese because others expect me to.			.879	
I'm learning Japanese to increase my competitiveness.			.652	
I'm learning Japanese to understand various Japanese media (novels, films, comics, online games, etc.).				.842
I'm learning Japanese to easily explore the Japanese-language internet.				.922
Total variance: 71.23%; Cronbach's Alpha:				.925

TABLE 3
INTERCULTURAL COMMUNICATION COMPETENCY ITEMS OF LEARNERS

Item	Factor 1	Factor 2	Factor 3
I am more confident speaking with Japanese people.	.752		
I am able to overcome my anxiety in cross-cultural situations.	.884		
I can use my own methods to learn Japanese language and culture.	.876		
I am able to communicate with native Japanese speakers without anxiety.	.842		
I recognize that differences in background influence communication.	.678		
I realize that culture is a reflection of their cultural value systems.	.735		
I want to understand the differences between my culture and Japanese culture.		.685	
I am able to adapt my attitude and behavior when communicating with people from different cultural backgrounds.		.962	
I am able to communicate well with Japanese people.		.846	
I can prepare myself well before communicating with Japanese people.		.763	
I do not view individual behavior as entirely representative of a particular country's culture.		.782	
I enjoy learning about various Japanese cultures.			.752
I enjoy interacting with people from various linguistic and cultural backgrounds.			.670
I enjoy collecting items from other cultures.			.764
I enjoy learning about Japanese history.			.942
I enjoy participating in events or programs that showcase Japanese culture.			.982
Total variance: 67.52%; Cronbach's Alpha:			.952

C. Data Collection and Analysis

Data collection was conducted using a mixed method, combining quantitative and qualitative data. Several instruments were used to collect quantitative and qualitative data on intercultural communication competency, motivation to learn Japanese, and Japanese language proficiency. Quantitative data analysis used in this study included one-way ANOVA, descriptive statistics, and EFA to investigate the impact of the intervention on each group. One-way ANOVA was used to examine the impact of the culture-based Japanese language teaching intervention on intercultural communication competency, motivation to learn Japanese, and Japanese language proficiency. Descriptive statistics and EFA were used to assess descriptive data, including means, standard deviations, and other data indicating the intervention's outcomes in both groups. Next, a qualitative analysis was conducted to uncover learner responses to the intervention, grouped according to an analysis focused on Japanese cultural characteristics integrated into Japanese language learning: Seiri (tidiness), Seiton (neatness), Seiso (well-groomedness), Seiketsu (care), and Shitsuke (discipline). The results of the qualitative analysis are excerpts from learner responses from interviews regarding each of these cultural characteristics.

IV. RESULTS

A. Intercultural Communication Competence of Prospective Indonesian Migrant Workers

The results of the intercultural communication competency analysis of the two groups in the pretest and posttest phases are presented in Tables 4 and 5. The analysis shows that the experimental group's overall intercultural communication competency improved significantly from the pretest to the posttest, with an average score of 3.64 to 5.32. The control group showed a less significant increase from the pretest to the posttest, with an average score of 3.52 to 3.62. Specifically, the experimental group's self-efficacy in intercultural communication situations significantly increased from both phases, with an average score of 3.40 to 3.95. However, the control group's increase was less significant, with an average score of 3.38 to 3.40. The experimental group's intercultural awareness component also significantly increased, from an average score of 3.72 to 5.24. However, the control group's intercultural awareness component did not significantly increase, from 3.60 to 3.72. The self-efficacy component in the experimental group also experienced a more significant increase than the control group, with an average score of 3.40 (.46) to 5.34 (.38), while the control group's score increased from 3.38 (.54) to 3.40 (.39). Learner interest in cultural knowledge of the target language in the experimental group also experienced a significant increase, from 3.52 to 5.32, while the control group's score did not increase significantly, from 3.28 to 3.35. It can be concluded that culture-based Japanese language instruction significantly improves intercultural communication competence.

TABLE 4
INTERCULTURAL COMMUNICATION COMPETENCE OF THE EXPERIMENTAL GROUP

Aspect	Pre-test M (SD)	Post-test M (SD)
Intercultural self-efficacy	3.40 (.48)	5.34 (.42)
Intercultural awareness	3.72 (.56)	5.24 (.52)
Interest in intercultural knowledge	3.52 (.60)	5.32 (.33)
Overall intercultural competence	3.64 (.36)	5.32 (.53)

TABLE 5
INTERCULTURAL COMMUNICATION COMPETENCIES OF THE CONTROL GROUP

Aspect	Pre-test M (SD)	Post-test M (SD)
Intercultural self-efficacy	3.38 (.54)	3.40 (.39)
Intercultural awareness	3.60 (.47)	3.72 (.68)
Interest in intercultural knowledge	3.28 (.54)	3.35 (.47)
Overall intercultural competence	3.52 (.56)	3.62 (.48)

B. Japanese Language Learning Motivation of Prospective Indonesian Migrant Workers

The results of the ANOVA test indicated a notable difference in motivation for learning Japanese between the two groups. The motivation for learning the Japanese language in both groups is displayed in Tables 6 and 7. In general, the findings indicated that the motivation scores for learning Japanese among the learners in the experimental group rose notably from 3.60 to 5.32. The motivation scores for learning Japanese in the control group declined from 3.72 in the pretest to 3.63. All motivation elements demonstrated noteworthy enhancement. The motivation component in the experimental group rose notably from 3.54 to 4.52. In the control group, the integrated motivation score dropped from the pretest to the posttest, changing from 3.85 to 3.75. The self-efficacy factor in the experimental group significantly rose, from 3.42 to 3.95. Nevertheless, the self-efficacy score in the control group dropped from 3.63 to 3.54. Additionally, the external motivation aspect of the experimental group rose notably, with a score changing from 3.43 to 4.36. Nevertheless, the external motivation aspect of the control group diminished, showing a decline from 3.63 to 3.52. The motivation aspect of learning Japanese for employment in the experimental group also rose notably, with a score moving from 3.76 to 4.26. Motivation to learn Japanese for work purposes also increased, but not significantly, with a score from 3.85 to 3.98. Japanese language learning based on Japanese culture significantly increased the motivation to learn the language of prospective Indonesian migrant workers in Japan compared to language learning that focused solely on linguistics. The results of the analysis of Japanese language learning motivation in the two groups are presented in Tables 6 and 7.

TABLE 6
MOTIVATION TO LEARN JAPANESE IN THE EXPERIMENTAL GROUP

Aspect	Pretest M (SD)	Posttest M (SD)
Motivation of integrated	3.54 (.37)	4.52 (.28)
Self-efficacy	3.42 (.27)	3.95 (.36)
External motivation	3.43 (.44)	4.36 (.39)
Learning Japanese for work	3.76 (.25)	4.26 (.25)
Holistic motivation	3.60 (.29)	5.32 (.37)

TABLE 7
MOTIVATION TO LEARN JAPANESE IN THE CONTROL GROUP

Aspect	Pretest M (SD)	Posttest M (SD)
Motivation of integrated	3.85 (.58)	3.75 (.53)
Self-efficacy	3.63 (.45)	3.54 (.58)
External motivation	3.63 (.36)	3.52 (.38)
Learning Japanese for work	3.85 (.52)	3.98 (.46)
Holistic motivation	3.72 (.40)	3.63 (.42)

C. Japanese Language Proficiency of Prospective Indonesian Migrant Workers

Use The culture-based Japanese language learning intervention had a significant impact on Japanese language proficiency. The Japanese language proficiency of the experimental group showed a more significant improvement from pretest to posttest than that of the control group. The experimental group's Japanese language proficiency increased from 135.25 in the pretest to 158.83 in the posttest. The control group's Japanese language proficiency improved less significantly, with a pretest score of 132.15 and a posttest score of 142.75. The analysis shows that culture-based Japanese language learning had a more significant impact on the Japanese language proficiency of prospective migrant workers than language learning focused on the linguistic level. The analysis of participants' Japanese language proficiency levels is presented in Table 8.

TABLE 8
JAPANESE LANGUAGE PROFICIENCY LEVELS OF PROSPECTIVE INDONESIAN MIGRANT WORKERS

Pretest		Posttest	
M	SD	M	SD
<i>Experiment group</i>			
135.25	8.43	158.83	13.45
<i>Control group</i>			
132.15	12.35	142.75	14.38

D. Learner Responses to the Intervention

Learner perception analysis was conducted based on the cultural focus integrated into Japanese language learning. The analysis was conducted quantitatively and qualitatively. Quantitative data were obtained from questionnaires, while qualitative data were obtained from interviews. Interviews were conducted to determine learner responses to the Japanese culture-based language learning intervention based on each focus of Japanese culture: Seiri, Seiton, Seiso, Seiketsu, and Shitsuke. Results of the survey analysis of learner responses to culture-based Japanese language learning.

TABLE 9
SURVEY OF LEARNER RESPONSES TO THE INTERVENTION

Questions	M	SD
The Japanese language learning materials are organized from easy to difficult levels.	3.8	0.7
The teacher's instructions are easy to understand.	3.8	0.8
The teacher integrates various methods into the learning process.	3.7	0.8
I really enjoyed learning culture-based Japanese.	3.9	0.6
This material encouraged me to explore Japanese culture more deeply.	3.9	0.8
I learned more about communication and work culture in Japan.	4.2	0.8
I realized that communication culture and Japanese character are very important for adapting.	4.0	0.7
I became more motivated to learn Japanese after gaining knowledge about various Japanese cultures.	3.8	0.8
I was no longer apprehensive about learning Japanese.	3.8	0.8
I became more confident communicating with Japanese people.	4.1	0.7
I want to learn culture-based Japanese again in the future.	3.8	0.8
What material most interested you about learning culture-based Japanese?		
What suggestions can you give to improve the quality of the culture-based Japanese language learning process?		

The analysis in Table 9 revealed that the overall score for the learner response items to the intervention was 4.00. These findings indicate that the survey aligns the components of Japanese language learning experience, knowledge, and intercultural communication competence. Furthermore, several survey items also demonstrated a match between the content of the Japanese language teaching materials and the acquired skills. Furthermore, the qualitative data analysis of the 13 items showed that 97% of learners responded that Japanese culture-based Japanese language instruction had a significant impact on intercultural communication competency, motivation, and Japanese language ability. From these findings, it can be concluded that Japanese culture-based Japanese language instruction can improve intercultural communication competency, which can support prospective migrant workers in adapting to communication and work characteristics in Japan. The following are some excerpts from learner statements demonstrating the impact of each cultural characteristic—Seiri (succinct), Seiton (neat), Seiso (cleanliness), Seiketsu (care), and Shitsuke (discipline)—in Japanese language instruction on intercultural communication competency and on adapting to work characteristics in Japan. "Japanese culture-based language instruction in the workplace has made me more open-minded about

communication in the workplace. My communication at work must reflect the culture of Seiri (conciseness) to ensure effectiveness. Furthermore, through this culture, I understand better that the work culture in Japan is to be quiet and focus on quality performance and communicating effectively" (P1).

"Teaching the Japanese character of Seiton (neatness) has impacted my communication, making it more organized, conveying messages systematically to the person I'm speaking to. Furthermore, this cultural instruction provides the necessary tools to instill a work culture of neatness, organization, and management, possessing strong self-management skills, and being systematic, thus fostering professionalism in the Japanese workplace.

"The culture of Seiso (cleanliness) in Japanese language instruction teaches honest communication and respect for the other person through positive gestures and attitudes. Through this character, we are also taught to accustom ourselves to work by demonstrating good attitudes, conscience, and character, leading to honesty, morality, integrity, work motivation, and social responsibility.

"The Seiketsu (care) character culture taught me communication skills that enable me to maintain good relationships and networks with my coworkers. This culture taught me to respect each other in my conversations. Furthermore, this character emphasizes the importance of commitment and consistency in work, aligning with job demands and even exceeding expectations."

"The Shitsuke character taught me to initiate questions with my coworkers when I don't understand something and to commit to what they say. This character culture also teaches diligence, discipline, tenacity, perseverance, and patience, thus fostering a work ethic and discipline in working in Japan."

In addition to several quotes highlighting some of the Japanese character cultures in communication and the workplace, several learners also provided their responses to various activities within the Japanese culture-based language learning process. Here are some quotes.

"Through Japanese culture lessons, I gained knowledge of several expressions, both phrases and sentences, from Japanese culture. I also learned a lot of new vocabulary from the Japanese culture materials."

"The simulation and presentation methods gave me the opportunity to explore and understand Japanese culture more deeply and equipped me to adapt later when working in Japan."

"This culture-based Japanese language learning not only improved my Japanese language skills but also enhanced my understanding of Japanese culture, which is necessary for communication and the working world in Japan."

"Increasing my knowledge of Japanese culture in communication and work has helped me adapt to life in Japan once I'm employed. This is certainly very beneficial for me, enabling me to perform optimally in Japan."

Based on several quotes from statements regarding culture-based Japanese language learning interventions, these interventions were able to accommodate both Japanese language skills and Japanese cultural knowledge, contributing to intercultural communication competency and an understanding of Japanese work culture. This is certainly essential for prospective Indonesian migrant workers in Japan to adapt to the Japanese workforce.

V. DISCUSSION

This study aimed to investigate the impact of culture-based Japanese language instruction on intercultural communication competency, motivation, Japanese language ability, and learner responses. The initial discovery was that Japanese language teaching rooted in culture greatly influenced intercultural communication skills. Enhancements were seen in every aspect of intercultural communication competency, such as self-efficacy in intercultural, awareness of different cultures, and curiosity about the cultures of native speakers. This improvement in intercultural communication competency occurred because the integration of character culture into Japanese language instruction improved the quality of the learning process and encouraged learners to explore Japanese cultural knowledge more deeply. Furthermore, various methods such as simulations and multimedia effectively promoted Japanese cultural knowledge. This contrasted with the control group, which received only Japanese language instruction without cultural knowledge, thus leaving the control group's intercultural communication competency unexplored. This finding aligns with previous studies showing that culture-based second language instruction can optimize second language learning (D'Orazzi & Marangell, 2025; Pizziconi & Iwasaki, 2024). This finding is further reinforced by previous studies that found that English learning integrated with cultural knowledge can improve both English language skills and cultural communication skills (Elias & Mansouri, 2023; Koyama, 2022).

Another finding in this study is that culture-based Japanese language instruction can develop work-related character knowledge that aligns with Japanese culture. The development of work-related character culture in Japan is evident in the majority of learners' responses to the intervention. This contributes significantly to the adaptability of prospective Indonesian migrant workers in adapting to the world of work in Japan. This finding is reinforced by other studies showing that developing native-language character culture for learners can be effectively achieved through target language instruction. This finding is further supported by other research, which reveals that teaching Korean within a cultural context through simulations or other methods can enhance native-language cultural knowledge and character, which are essential for communication (Baker, 2022; Lenkaitis, 2020). Furthermore, teaching cultural content in second language instruction can also enhance native-language character knowledge, enabling learners to adapt when communicating directly with native speakers (Cong-Lem, 2025; Peng & Chen, 2023). Another study also corroborates this finding, revealing that German work-related character culture and native-language character can be effectively

learned through culture-based German language training and learning (Dong et al., 2024; Knutzen et al., 2025). This finding is reinforced by second language learning theory, which states that second language instruction conducted in accordance with the target language's cultural context and cross-cultural character not only improves target language skills but also enables the implementation of native-language cultural knowledge and character (Rezai, 2023; Wang et al., 2022).

The next finding is that the intervention significantly increased the motivation of prospective Indonesian migrant workers to learn Japanese. Culture-based Japanese language learning not only improved Japanese language skills but also increased their motivation to learn. This improvement occurred across all motivational components, including integrated motivation, external motivation, and motivation to learn Japanese for work purposes. This improvement occurred because the various methods and media used to present the Japanese cultural context stimulated interest in Japanese cultural knowledge. Multimodal scaffolds such as GenAI, videos, and other scaffolds presented cultural content realistically and tailored to the needs of prospective Indonesian migrant workers in Japan, increasing learners' motivation to learn Japanese and the necessary work culture (Elias & Mansouri, 2023; Ismailov, 2021). This finding aligns with previous studies that demonstrated that culture-based Chinese learning can attract learners' interest in Chinese culture while simultaneously deepening their Chinese language skills (Aririguzoh, 2022; Qin, 2024). This finding is further supported by second language teaching theory, which suggests that contextual language teaching, encompassing cross-cultural interaction, cultural knowledge, communication in the context of native speakers, and the characteristics of native speakers, provides more meaningful learning, thereby enhancing motivation to learn the target language (Liu, 2023; Yao & Shao, 2024).

The next finding is that culture-based Japanese language learning can improve Japanese language skills. This improvement is evident in increased vocabulary mastery, mastery of grammatical structures, and increased knowledge of Japanese expressions related to Japanese cultural content. Furthermore, Japanese language skills needed in the workplace also improved. This improvement occurred because the simulation method encouraged learners to use Japanese appropriately in context, such as the use of Japanese vocabulary and expressions in Japanese communication culture. The results of this study are in line with the theory that the integration of pedagogy and sociocultural aspects in second language learning has proven effective in improving second language skills and communication culture (Chen & Huang, 2024; Koyama, 2022). This finding is also supported by other studies that reveal that language teaching will be more optimal if it is conducted in a real communication context and the process involves experiential learning (Cabaña Rojas, 2025; Kojima & Fukui, 2024). In addition to quantitative findings, qualitative findings also show positive learner responses to the intervention, both in response to the use of the cultural characteristics of Seiri (succinct), Seiton (neat), Seiso (clean), Seiketsu (care), and Shitsuke (discipline) as well as to the teaching design. In general, learners gave positive statements about each cultural character, both regarding intercultural communication competence and work culture character. Learners gained a better understanding of how to communicate and the cultural characteristics of work required in the Japanese workplace. This finding aligns with second language learning theory, which states that native speakers' cultural characteristics are more effectively learned through practice in real-life situations and contexts (Fujioka et al., 2024; Tomura et al., 2025). Furthermore, various multimodal media can be optimized to provide experiential learning experiences to optimally understand and implement the target language culture.

VI. CONCLUSION

Japanese language learning based on Japanese culture can improve intercultural communication competence, motivation to learn Japanese, and the Japanese language skills of prospective Indonesian migrant workers. Furthermore, some learners responded positively to the cultural integration and interventions they received. Improved Japanese communication competence was evident in the components of self-efficacy in different communication situations, intercultural awareness, interest in learning about native speakers' culture, and understanding of the characteristics of Japanese work culture. Japanese language proficiency showed improvements in the use of several language features, such as vocabulary, sentences, and expressions appropriate to the context of Japanese communication. Improved intercultural communication competence, motivation, language skills, and understanding of native speakers' characteristics occurred because learners received experiential language learning, or direct language instruction in real-life contexts. Thus, culture-based Japanese language teaching is not only able to improve Japanese language skills, but also able to improve intercultural communication competencies and understanding of the character of native Japanese speakers. The implication of this research is that second language learning must be conducted in accordance with the context of a real communication environment in accordance with the communication culture of native speakers of the target language. The integration of pedagogy and sociocultural native speakers is considered more effective in second language learning. The limitations of this research include the participants involved only focusing on prospective migrant workers in one institution, focusing on Japanese language learners, the experiential learning environment is only simulation-based and multimodal, the focus of cultural integration is still limited to the needs of prospective migrant workers only. Based on these limitations, the researcher recommends that it needs to be tested on other participants such as prospective international students and in other foreign languages, the learning environment needs to be carried out realistically by bringing learners to the native environment of native speakers of the target language, and cultural teaching needs to be expanded beyond communication culture and work character culture. In addition, the

integration of target language culture needs to be formulated as needed in second language learning in the curriculum, both for students and practitioners in the workplace.

REFERENCES

- [1] Aririguzoh, S. (2022). Communication competencies, culture and SDGs: effective processes to cross-cultural communication. *Humanities and Social Sciences Communications*, 9(1), 1–11. <https://doi.org/10.1057/s41599-022-01109-4>
- [2] Baker, W. (2022). From intercultural to transcultural communication. *Language and Intercultural Communication*, 22(3), 280–293. <https://doi.org/10.1080/14708477.2021.2001477>
- [3] Barkhoda, J., Azizi, A., & Abdulrahman, B. S. (2025). Bridging Worlds: enhancing English Teaching through a culture-based approach in Iranian Kurdistan. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2464308>
- [4] Biermann, L. W., Borsch, A. S., Primdahl, N. L., Jervelund, S. S., Verelst, A., Derluyn, I., & Skovdal, M. (2025). Towards education with a shared language: language learning strategies adopted by newly arrived immigrant and refugee adolescents in Danish schools. *Social Psychology of Education*, 28(1). <https://doi.org/10.1007/s11218-025-10043-7>
- [5] Cabaña Rojas, I. (2025). Japanese-language promotion in Chile: a case of everyday cultural ambassadors. *International Journal of Cultural Policy*, 1–19. <https://doi.org/10.1080/10286632.2025.2538047>
- [6] Chen, L., & Huang, F. (2024). Neoliberalism, internationalization, Japanese exclusionism: the integration experiences of international academics at Japanese universities. *Studies in Higher Education*, 49(11), 1900–1913. <https://doi.org/10.1080/03075079.2023.2283094>
- [7] Cong-Lem, N. (2025). Intercultural Communication in Second/Foreign Language Education Over 67 Years: A Bibliometric Review. *Journal of Intercultural Communication Research*, 54(1–2), 1–21. <https://doi.org/10.1080/17475759.2025.2456265>
- [8] D’Orazi, G., & Marangell, S. (2025). The Role of Intercultural Communicative Competence in Student-To-Student Interactions at an Internationalized University. *Journal of Intercultural Communication Research*, 54(1–2), 46–74. <https://doi.org/10.1080/17475759.2025.2462099>
- [9] Dang, S., Liu, H., & Iino, M. (2025). Mobile Multilinguals: Translanguaging Strategies of EMI Chinese Students in Japanese Higher Education. *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-025-01034-5>
- [10] Dong, S., Bryant, C., & Liu, L. (2024). Fostering intercultural interactions and outcomes for domestic graduate students through internationalization-at-home efforts. *Social Psychology of Education*, 2059–2078. <https://doi.org/10.1007/s11218-024-09902-6>
- [11] Dylman, A. S., & Zakrisson, I. (2023). The effect of language and cultural context on the BIG-5 personality inventory in bilinguals. *Journal of Multilingual and Multicultural Development*, 46(2), 392–405. <https://doi.org/10.1080/01434632.2023.2186414>
- [12] Elias, A., & Mansouri, F. (2023). Towards a critical transformative approach to inclusive intercultural education. *Journal of Multicultural Discourses*, 18(1), 4–21. <https://doi.org/10.1080/17447143.2023.2211568>
- [13] Fujioka, M., Reimer, K., & Saito, E. (2024). ‘It wasn’t just Japanese’: a tertiary language programme to help students prepare for the next stage of life. *International Journal of Lifelong Education*, 43(5), 540–552. <https://doi.org/10.1080/02601370.2024.2368155>
- [14] Hamada, I., & Iwasaki, S. (2024). Assessing benefits: a comparative evaluation of English-Japanese online intercultural exchanges (OIE) before and during the COVID-19 pandemic. *Language Learning Journal*, 52(5), 487–505. <https://doi.org/10.1080/09571736.2024.2369920>
- [15] Hao, H., Susono, H., Geng, X., Chen, L., & Yamada, M. (2023). Effects of using the first principles of instruction in a content and language integrated learning class. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1). <https://doi.org/10.1186/s40862-022-00173-2>
- [16] Hennig, A., & Romar, E. (2023). Learning from Japanese Businesses: Ethics in Operational Excellence. *Humanistic Management Journal*, 8(3), 329–354. <https://doi.org/10.1007/s41463-023-00160-w>
- [17] Inayati, N., Sanjani, M. I., Jayanti, F. G., Gao, X., & Nguyen, H. T. M. (2024). Online informal language learning (OILL): a systematic review of studies (2014–2023). *Innovation in Language Learning and Teaching*, 19(4), 335–351. <https://doi.org/10.1080/17501229.2024.2355296>
- [18] Ismailov, M. (2021). Virtual exchanges in an inquiry-based learning environment: Effects on intra-cultural awareness and intercultural communicative competence. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1982601>
- [19] Knutzen, K., Rothenberger, L., Tribusean, I., & Xu, Y. (2025). Using Social Virtual Reality in Teaching Intercultural Communication. *Technology, Knowledge and Learning*. <https://doi.org/10.1007/s10758-025-09822-0>
- [20] Kojima, N., & Fukui, H. (2024). L2 English and L3 Japanese motivation, international posture, and success of students in an English-medium instruction (EMI) program at a Japanese University. *Journal of Multilingual and Multicultural Development*, 46(10), 3429–3445. <https://doi.org/10.1080/01434632.2024.2342925>
- [21] Koyama, K. (2022). Mutual learning between Japanese managers and foreign subordinates: Enablers for middle-up-down management under role definition flexibility at Japanese headquarters. *Contemporary Japan*, 34(1), 87–105. <https://doi.org/10.1080/18692729.2022.2028227>
- [22] Lenkaitis, C. A. (2020). Virtual exchanges for intercultural communication development: Using can-do statements for ICC self-assessment. *Journal of International and Intercultural Communication*, 1–17. <https://doi.org/10.1080/17513057.2020.1784983>
- [23] Li, Y., Chen, X., & Sanders, J. (2025). The shared desire for third places on campus in Japan: a study of Japanese and American university undergraduate students with experience studying in both countries. *Asia Pacific Education Review*, 26, 1015–1026. <https://doi.org/10.1007/s12564-025-10060-3>
- [24] Liu, D. (2023). Pragma-dialectical perspective to intercultural discussion as communicative activity. *Humanities and Social Sciences Communications*, 10(1), 1–9. <https://doi.org/10.1057/s41599-023-02319-0>
- [25] Mikuni, J., Spee, B. T. M., Forlani, G., Leder, H., Scharnowski, F., Nakamura, K., Watanabe, K., Kawabata, H., Pelowski, M., & Steyrl, D. (2024). Cross-cultural comparison of beauty judgments in visual art using machine learning analysis of art

- attribute predictors among Japanese and German speakers. *Scientific Reports*, 14(1), 1–14. <https://doi.org/10.1038/s41598-024-65088-z>
- [26] Nakamura, J. (2024). Language learning and socioemotional well-being in early educational migration: Japanese children's transition into English-medium education in Malaysia. *Journal of Multilingual and Multicultural Development*, 46(10), 3833–3851. <https://doi.org/10.1080/01434632.2024.2365955>
- [27] Nigar, N., & Kostogriz, A. (2024). Navigating affective and sensory fluidity in plurilingual and intercultural pedagogies in English language and literacy classrooms. *Australian Journal of Language and Literacy*, 47(3), 379–401. <https://doi.org/10.1007/s44020-024-00068-4>
- [28] Nomura, O., Sunohara, M., Akatsu, H., Wiseman, J., & Lajoie, S. P. (2025). Unraveling “Feeling Bad” in a Non-Western Culture: Achievement Emotions in Japanese Medical Students. *Medical Science Educator*, 35(3), 1259–1267. <https://doi.org/10.1007/s40670-025-02296-w>
- [29] Ouellette-Schramm, J. (2024). Intercultural development of US undergraduate faculty: a constructive-developmental study. *Discover Education*, 3(1). <https://doi.org/10.1007/s44217-024-00328-y>
- [30] Paradowski, M. B., & Jelińska, M. (2024). The predictors of L2 grit and their complex interactions in online foreign language learning: motivation, self-directed learning, autonomy, curiosity, and language mindsets. *Computer Assisted Language Learning*, 37(8), 2320–2358. <https://doi.org/10.1080/09588221.2023.2192762>
- [31] Peng, H., Lu, W., & Wang, C. (2009). A framework for assessing high school students' intercultural communicative competence. *Journal of Interactive Learning Research*, 20(1), 95–116.
- [32] Peng, N., & Chen, X. (2023). Model-based learning towards environment in cross-cultural communication: a mediating role of technology innovation acceptance in culture congruence and English language teaching for environmental education. *Economic Research-Ekonomska Istraživanja*, 36(3). <https://doi.org/10.1080/1331677X.2022.2162946>
- [33] Pizziconi, B., & Iwasaki, N. (2024). Friends as mediators in study abroad contexts in Japan: negotiating stereotypical discourses about Japanese culture. *Language Learning Journal*, 52(1), 49–65. <https://doi.org/10.1080/09571736.2022.2098367>
- [34] Qin, X. (2024). Collaborative inquiry in action: a case study of lesson study for intercultural education. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1). <https://doi.org/10.1186/s40862-024-00294-w>
- [35] Qiu, Y., Zheng, Y., & Liu, J. (2023). ‘So, only relying on English is still troublesome’: a critical examination of Japan's English medium instruction policy at multiple levels. *Journal of Multilingual and Multicultural Development*, 44(7), 608–625. <https://doi.org/10.1080/01434632.2022.2100402>
- [36] Rezai, A. (2023). Investigating the association of informal digital learning of English with EFL learners' intercultural competence and willingness to communicate: a SEM study. *BMC Psychology*, 11(1), 1–14. <https://doi.org/10.1186/s40359-023-01365-2>
- [37] Saito, A. (2025). Measuring language learning strategies in STEM disciplines: validation and psychometric analysis of the SILL–JP/STEM instrument. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2547033>
- [38] Sato, T., Kataoka, C., Miller, R. T., Furuta, Y., Ikeshita, M., Abe, Y., Higashiura, Y., Saito, K., & Nakayama, S. (2024). Japanese health and physical education teachers' positioning in teaching Japanese language learners in high school physical education. *Physical Education and Sport Pedagogy*, 1–17. <https://doi.org/10.1080/17408989.2024.2374272>
- [39] Shikama, Y., Oikawa, S., Stanyon, M., Yasuda, M., & Otani, K. (2024). Culturally-aligned clinical leadership competencies for effective teamwork in Japanese healthcare. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-06272-7>
- [40] Sipe, M. D., & Saludadez, J. A. (2021). Teaching as Intercultural Communication: A Sociocultural Study of Teaching English as a Second Language in an Asian Country. *Journal of Intercultural Communication Research*, 50(6), 631–646. <https://doi.org/10.1080/17475759.2021.1932559>
- [41] Tohari, D. R. (2024). Comparison of Indonesian students' experiences in Japan and Indonesia: understanding global governance and self-efficacy in work readiness. *Journal of Contemporary East Asia Studies*, 13(1), 91–117. <https://doi.org/10.1080/24761028.2025.2471125>
- [42] Tomura, T., Sato, T., Miller, R. T., Kataoka, C., Mason, S., & Okade, Y. (2025). Japanese elementary teachers' learning about culturally responsive communication with immigrant parents regarding physical education through online professional development. *Physical Education and Sport Pedagogy*, 1–21. <https://doi.org/10.1080/17408989.2025.2522878>
- [43] Wang, C., Wu, S. Y., Nie, Y. Z., Cui, G. Y., & Hou, X. Y. (2022). Open-mindedness trait affects the development of intercultural communication competence in short-term overseas study programs: a mixed-method exploration. *BMC Medical Education*, 22(1), 1–9. <https://doi.org/10.1186/s12909-022-03281-2>
- [44] Ward, R., Nakamura, T., & Clark, L. E. (2024). What Motivates Students to Study Intermediate and Advanced Level Japanese at Australian Universities? *Japanese Studies*, 44(3), 263–287. <https://doi.org/10.1080/10371397.2024.2416201>
- [45] Wu, S. (2012). Exploring senior high school EFL students' motivation, strategy use, and English achievement via structural equation modeling. *Studies in Language, Literature, Translation, and Interpretation*, 9, 159–190. <https://doi.org/10.1080/18475759.2021.1932562>
- [46] Wu, X., Wen, X., Lu, J., & Liu, W. (2025). Learning factors influencing second language proficiency: a cross-cultural comparative study of English and Chinese L2 learners. *BMC Psychology*, 13(1). <https://doi.org/10.1186/s40359-025-03196-9>
- [47] Yanagita, Y., Yokokawa, D., Uchida, S., Li, Y., Uehara, T., & Ikusaka, M. (2024). Can AI-Generated Clinical Vignettes in Japanese Be Used Medically and Linguistically? *Journal of General Internal Medicine*, 39(16), 3282–3289. <https://doi.org/10.1007/s11606-024-09031-y>
- [48] Yang, J. (2025). The Gendered Construction of the Japanese Language-Learning Boom in Postcolonial Korea. *Asian Studies Review*, 49(2), 326–343. <https://doi.org/10.1080/10357823.2024.2393726>
- [49] Yao, C., & Shao, S. (2024). Factors affecting teacher-student interactions in a foreign language teaching class: a language socialisation theory perspective. *Humanities and Social Sciences Communications*, 11(1), 1–10. <https://doi.org/10.1057/s41599-024-03900-x>



Dianni Risda is a lecturer at the Japanese Language Education Study Program, Universitas Pendidikan Indonesia (UPI). Her academic interests focus on Japanese studies, education, and labor migration, with a particular emphasis on the intersections of cultural values, character education, and workforce development in the context of Japan–Indonesia cooperation. She has published articles and book chapters on topics such as Japanese character education, governance of labor migration, and cross-cultural understanding. She is also actively engaged in training and preparing Indonesian technical interns (Ginō Jisshūsei) and specified skilled workers (Tokutei Ginō) for employment in Japan. Her scholarly contributions have been indexed in Scopus and Crossref, and she continues to expand her research through collaborative projects and international academic exchanges (<https://orcid.org/0000-0003-1483-6303>, dianni@upi.edu).