

Analysis of Aspects Influencing Students in Choosing Japanese Language Education Study Program, Department of Language Education, Faculty of Cultural Studies Universitas Brawijaya

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Abstract. This study aims to describe what influences students to choose the Japanese Language Education Study Program at the Faculty of Cultural Studies, Universitas Brawijaya. The research method used in this research is qualitative research with descriptive research type. Respondents in this study were 188 students, 80% of the total active students of the Japanese Language Education Study Program, totalling 240 students. The results of the analysis of the incoming questionnaire provide an overview of the aspects that influence students to choose the Japanese Language Education Study Program. The results of this study have two factors. The internal factors are students not based on place of residence, foreign language skills, interest in Japanese language and culture, and aspiring to become a teacher. External factors are motivation from the immediate environment, the desire to go to Japan, and the image of a good university.

Keywords: aspect analysis, choosing a study program, Japanese Language Education

1 Introduction

The purpose of education in Indonesia has changed due to globalization which has become global in the 21st century. The purpose of national education was only to educate the nation's life and liberate human beings, but along with the times began to move towards education as a commodity [1]. The influence of globalization on national education is still ongoing indefinitely. Globalization has led to changes in the goals of national education from primary to high levels, which at present are not only to educate the nation's life but are more focused on producing graduates who master science. With scientia, students will only master pragmatic and materialist science because they are still lacking in the spirit of nationality, the spirit of social justice, as well as noble human and moral traits as citizens [1].

Currently, Indonesia is facing a personality crisis that should require special attention. Therefore, it would be nice for the Indonesian people to fix this problem through education seriously. Our national education philosophy must be redirected to the educational philosophy of Ki Hajar Dewantara, the father of Indonesian education. Ki Hadjar Dewantara's concept of education is known for incorporating culture in children into the culture from an early age, namely Taman India (toddlers). The concept of this learning is Tri No, namely watching, intent

and nirokke. Watching (cognitive), watching here, is passive with all the five senses. Nitin (affective) is marking, studying, observing what is captured by the five senses, and nirokke (psychomotor) which is imitating positive things to be used as a provision to face the development of future children (Dwiwarso, 2010, p. 1). When students have entered the Taman Muda education level (Elementary School) and continue to Taman Adult, and so on, the concept of Ki Hadjar Dewantara's education is Understanding, Ngroso, and Nglakoni. The result that is expected from this educational model is that a child is not only educated intellectually (cognitive) but also there must be a balance with ngroso (affective) and nglakoni (psychomotor). So that after the child goes through the teaching and learning process using this learning model, students will become perfect with their minds, use their feelings, and apply them in social life. According to Ki Hajar Dewantara, a strong human being in social life is the expected result of a learning process.

From the concept of Ki Hajar Dewantara's educational philosophy above, it can be concluded that education can be described as a process of changing the attitudes and behavior of an individual or group to mature humans through efforts to develop self-potential. It can be agreed that the essence of education is for a process to humanize humans. The meaning of the process here is how to guide humans in the search for knowledge from ignorance to understanding, then being able to describe and finally being able to develop their outward and spiritual potential. The output of this educational process is to realize that humans can develop their potential to become human beings capable of scientific competence and spirituality. In the process, education also guides human morals, who can apply their knowledge to benefit society.

Every country has a philosophical element that influences the implementation of its education system. In general, this educational philosophy is closely related to the philosophy adopted by that country, and this is because there is an adjustment between education and the country's goals. The philosophy of Indonesian education is Pancasila and the 1945 Constitution. The values contained in Pancasila and the 1945 Constitution, coupled with Ki Hajar Dewantoro's educational philosophy, are the basis for the implementation of Education in Indonesia, which will oversee the process of humanizing humans accompanied by religious, spiritual intelligence, intellectual intelligence, and personality intelligence.

The success of a nation's education is one indicator of the success of a nation [2]. Therefore, Indonesia strives to continuously improve the quality of education through various means, starting with the 9-year compulsory education program (SD and SMP), providing a large budget for education, and improving the education curriculum. However, the world of work demands employees who have higher education than secondary education. Someone at least has a high school diploma if you want to get a job quickly. However, this does not guarantee that the work obtained is as expected. Therefore, many people continue their education in Higher Education (PT). By taking higher education, one is expected to be able to lead someone to get the job they want. Education also has other goals, especially those related to self-maturation. Regarding this matter, it has been clearly stated in Law (UU) No. 20 of 2003 concerning the National Education System which states that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens who democratic and responsible.

National education in Indonesia is divided into several levels: early childhood education, primary education, secondary education, and higher education. Higher education is the last stage of all levels of education. It is a vehicle for forming scholars with noble characters, carrying out cultural values, advancing life, and forming Satria Pinandita [3]. Based on Law no. 12 of 2012 concerning Higher Education, the definition of higher education is a level of education that is a continuation of secondary education, which includes diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist programs, organized by universities based on the culture of the Indonesian nation.

The purpose of higher education is also explained in Law no. 12 of 2012 concerning Higher Education, namely 1) developing the potential of students to become human beings who believe and fear God Almighty and have a noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation; 2) the production of graduates who master the branches of Science and Technology to meet the national interest and increase the nation's competitiveness; 3) the production of Science and Technology through research that pays attention to and applies humanities values to be helpful for the progress of the nation, as well as the progress of civilization and the welfare of humanity and 4) the realization of reasoning-based community service and research work that is useful in advancing the general welfare and educating the nation's life.

Higher education is a higher education level that prepares students to become professional workers. In higher education, students focus on one discipline learned so that later it can be used in work. So, selecting a study program is very important and needs to be carefully considered by prospective students when they want to enter higher education. The Faculty of Cultural Studies Universitas Brawijaya has a study program prospective students can choose from, one of which is the Japanese Language Education Study Program.

S-1 Japanese Language Education is an academic program for undergraduate level (S1) whose management is directly under the Faculty of Cultural Sciences, Universitas Brawijaya. FCS UB was officially established on August 7, 2009, with the Decree of the Rector of Universitas Brawijaya No. 0279A/SK/2009 and the Decree of the Director General of Higher Education No. 1331/D/T/2009. PS S-1 Japanese Language Education began with the opening of the PS S-1 Japanese Language Education specialization program in Japanese Language and Literature Study Program on December 31, 2010, based on the Decree of the Rector of Universitas Brawijaya No. 381/SK/2010. The permit for the establishment of the S-1 Japanese Language Education Study Program from the Director General of Higher Education was obtained on October 17, 2014, by the Decree of the Minister of Education and Culture Number 595/E/0/2014. Furthermore, accreditation from BAN-PT with a value of B was obtained in 2015.

The vision and mission of the Japanese Language Education Study Program FCS UB are "To become a superior study program with international standards and able to play an active role in nation building through the process of character education, research and community service in the field of Japanese language education in 2025". To realize this mission, the Japanese Language Education Study Program has a mission: 1) Organizing Japanese language education in a professional manner that produces graduates with noble character, excellence, and competitiveness in the world of work competition. 2) Implement and improve the quality and quantity of research and community service in the field of Japanese language education, which

helps improve the quality of Japanese language education in Indonesia. 3) Apply research and community service results in Japanese language education, which has competitive value and benefits for the community. 4) Develop cooperation with national and international level institutions in the field of Japanese language education.

Profiles of Japanese Language Educators FCS UB graduates are 1) Japanese language teachers, 2) Japanese language researchers in the field of language and learning, 3) Japanese translators, and 4) Japanese language entrepreneurs. Based on information from the academic section of FCS UB, the Japanese Language Education Study Program has 220 active students who are prepared to be human beings who excel in developing their potential, intelligent humans, intellectually and spiritually. Before becoming a Japanese Language Education Study Program student, prospective students have various considerations and reasons between one individual and those before deciding to study Japanese Language Education PS. Prospective students will consider their talents and the job opportunities they will get after they graduate by considering the needs of the world of work, the number of competitors, and encouragement from parents and peers for a job or the Japanese Language Education Study Program itself. The consideration of each student is different from one another. This is because they have different talents, interests, aspirations, and assumptions or thoughts in considering a study program, especially the Japanese Language Education Study Program.

There are several considerations for students in choosing a study program; this is what underlies the author in choosing the research title as follows: analysis of aspects influencing students in choosing a Japanese Language Education Study Program, Ministry of Language Education, Faculty of Cultural Studies, Universitas Brawijaya.

2 Research Method

The research method used in this research is qualitative research with descriptive research type. Qualitative research methods intend to understand the phenomena experienced by research subjects holistically, using descriptions in the form of words and language in a unique natural context and utilizing various scientific methods [4]. At the same time, descriptive research is conducted to determine independent variables, either one or more independent, without comparing or connecting them with other variables [5].

Respondents in this study were

- students of the Japanese Language Study Program,
- totaling 188 students,
- 85% of the total active students of the Japanese Language Education Study Program, totaling 220 students.

Data collection in research activities is essential because it relates to the availability of data needed to answer the problems in research so that the conclusions drawn are correct. Therefore, in research, data collection methods must be carried out appropriately. In this study, the data collection technique used was using a questionnaire (questionnaire). The questionnaire is a closed type of questionnaire, which does not give the freedom to give answers to the wishes of the respondents.

This research was carried out according to where the respondents were located, conducted in June-July 2022 online, with the time adjusting to the respondents' free time. Respondents filled out the questionnaire, which was distributed via the google form link. According to Sugiyono (2015: 173), the conditions that must be met to obtain valid and reliable research results are to use instruments that have been declared valid and reliable. The validity test in this study was carried out by comparing the count and -table (product moment table). The data item is declared valid if count > from -table. However, if the result of count < from -table, the data item is considered invalid (Anggraeni, 2016, p. 28). While the reliability test in this study uses the Cronbach Alpha coefficient, which is a coefficient that reflects how well the items in a variable are positively correlated with each other Wiratmanto (2014: 12).

The instrument in this study was a Guttman scale questionnaire. The technique used in data collection in this study was a questionnaire. Data collection techniques using questionnaires are carried out by giving a series of questions or written statements to be answered by respondents. The variables in this study are included in ordinal data, so the Guttman scale is used to assess and score. The scoring criteria for the alternative answers for each item are as follows.

Table 1. Criteria for scoring alternative answers for each item

Award Criteria	Guttman Scale Score
Yes	1
No	0

The questions contained in the questionnaire are intended to answer the formulation of the problem in the research, namely; Aspects that influence prospective students in choosing a study program are divided into 2 (two) namely Internal/Intrinsic Aspects which include 1) Interests, 2) Ability, 3) Aspirations to become a Japanese Language Teacher, 4) Desire to work in Japanese companies, 5) Desire for further studies, and 6) Origin of major in SMA/SMK. Meanwhile, the external aspects include 1) family support, 2) teacher support, 3) prospects (job opportunities), 4) invitations from friends, 5) university image.

The data analysis technique in this study used qualitative data analysis. This study's results are based on data analysis as proposed by Miles & Huberman (Moleong, 2010), which includes data reduction, data presentation, and conclusions. The data analysis conducted on closed questionnaires distributed by researchers determines what aspects influence students to choose the Japanese Language Education Study Program, Faculty of Cultural Sciences, Universitas Brawijaya.

3 Result and Discussion

This sub-chapter will describe the research results on influencing students to choose the Japanese Language Education Study Program at FCS UB. This research was conducted on Japanese Language Education Study Program students at FCS UB, Department of Language Education, Faculty of Cultural Sciences, Universitas Brawijaya in class 2018, 2019, 2020, and 2021. The number of respondents in this study was 188 students with the following general description:

Table 2. Number of Respondents

Year	Number of Student	Percentage
2018	4/ 64	6%
2019	58/ 71	81%
2020	62/ 75	82%
2021	64/ 76	84%
Total	188/ 286	66%

Based on table 2 above, it is concluded that the highest number of respondents in this study were students of the class of 2021, as many as 84%, followed by students of the class of 2020 at 82% and the class of 2019 as many as 81%. While very few responses were obtained from the 2018 batch, only 6%, only four students answered the questionnaire. If depicted in graphical form, it will look as follows:

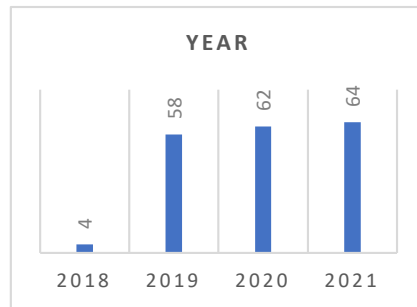


Fig. 1. Number of respondents

Based on gender, female respondents dominate, namely 104 students, about 55%, and male respondents, as many as 84 students, around 45%. If described in the form of a diagram, it will look as follows:

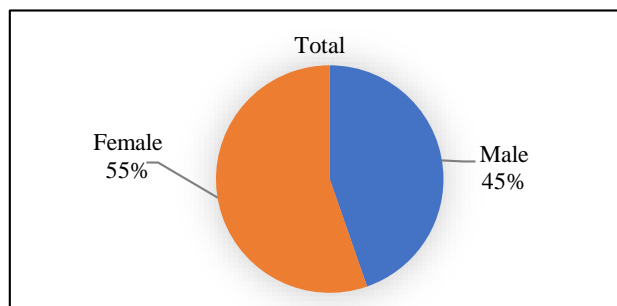


Fig. 2. Gender of respondents

Respondents in this study came from various places in Indonesia. If depicted in the form of a diagram, it will look like this:

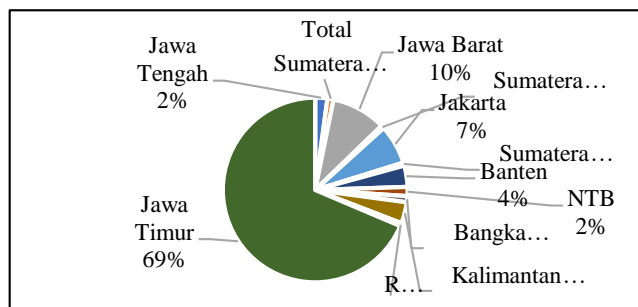


Fig. 3. Origin of respondent area

Based on Figure 3 above, for the region of origin of the respondents, the East Java region still dominates as many as 129 students, or approximately 69% of the total number of respondents. West Java region occupies the second position with 18 students, which is around 10% and followed by Jakarta with 13 students with a percentage of 7%. The Banten and East Kalimantan regions were ranked 4th with as many as seven students or around 4%, followed by the Central Java region with four students or about 2%. Meanwhile, West Nusa Tenggara with three students, or as much as 2%, followed by areas from Bangka Belitung and South Sumatra, each with two students or a total of 1%. The least respondents, with only one student, are from Riau, West Sumatra, and North Sumatra.

Based on the rules when registering for further studies to the level of higher education, prospective students must provide 1-2 choices of study programs to be taken. The second choice is an alternative; if the first choice is not accepted, it will be shifted to the second choice. The first choice is, of course, a major highly desired by prospective students compared to the second choice. The following are selected data from students of the Japanese Language Education Study Program FCS UB when they register. If depicted with a diagram is as follows:

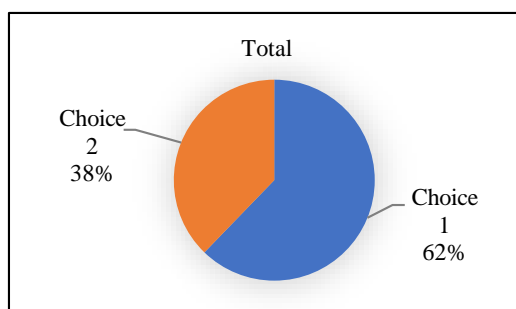


Fig. 4. Student choices when determining the priority scale of majors

Based on the diagram above, a total of 117 students, which is around 62%, it is known that students of the Japanese Language Education Study Program FCS UB at the time of registration placed the Japanese Language Education Study Program FCS UB as the first choice while the remaining 71 students at the time of registering placed the position of the Japanese Language Education Study Program FCS. UB is a choice. It can be concluded that students currently studying Japanese at the Japanese Language Education Study Program FCS UB initially intend to study in the desired place so that they are expected to produce good graduates.

Students can apply for scholarships if they need financial assistance in paying UKT. Students can choose from various types of scholarships to help facilitate their studies. The following is the data of Japanese Language Education Study Program FCS UB students who received scholarships. If described in the form of a diagram is as follows:

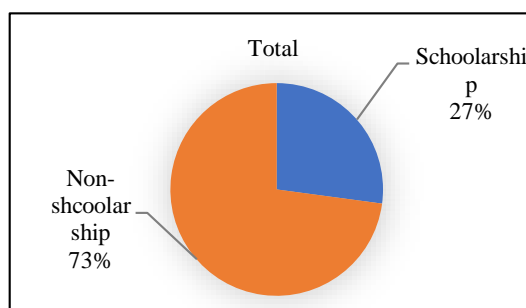


Fig. 5. Student data who received scholarship

As seen from Figure 5 above, students who received scholarships were only around 27%, namely approximately 51 students from all respondents in this study.

Several questions were distributed in the form of a questionnaire to answer the problem formulation. From the questionnaires distributed to students of the Japanese Language Education Study Program FCS UB starting from the 2018-2021 class, 188 data were obtained from the questionnaire. Questionnaire data were obtained from 188 respondents, then tested the validity and reliability of 20 data. The results of the validity test using the product moment formula and the reliability test using the Cronbach Alpha formula are shown in the following table:

Table 3. Instrument validity test results

Variable	Value r count \geq value r table (0,4438)	Decision
Choosing a Study Program Based on Place of Origin/Residence (X1)	0.414283967	Unvalid
Choosing a Study Program Based on Interest in Japanese Language/Culture (X2)	0.502393105	Valid
Choosing a Study Program Based on Language/Foreign Language Ability (X3)	0.652328073	Valid
Choosing a Study Program Based on Interests (X4)	0.593737306	Valid
Choosing a Study Program Based on the Origin of Major in High School (X5)	0.652328073	Valid
Choosing a Study Program Based on the Image of the College (X6)	0.753956539	Valid

Table 3 above shows that only the study program selection variable based on place of origin/residence (X1) with count = 0.4142 table = 0.4438 is invalid. However, for the following variable, namely the variable choosing a study program based on interest in foreign languages , which shows the value of count = 0.502393105 tables = 0.4438, the variable selection based on foreign language ability shows the value of count = 0.652328073 table = 0, 4438, and the selection is continued based on the cost of education with a value of count = 0.593737306 tables = 0.4438, the selection is based on the origin of the significant in previous education, the value of count = 0.652328073 tables = 0.4438 and the Image of Higher Education (X6) can be seen that the value of count = 0.7539 table = 0.4438 which indicates that the items mentioned are valid.

Furthermore, each variable declared valid is followed by a reliability test. The results of the reliability test are shown as follows.

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

That :

r_{11} = instrument reliability

k = number of questions

$\sum \sigma_b^2$ = Number of item variances

σ_t^2 = total variance

So :

$$r_{11} = \frac{5}{5-1} \left(1 - \frac{0,961}{2.092}\right)$$

$$r_{11} = 0,676$$

Table 4. Guilford reliability coefficient category

Guilford Reliability Coefficient Category	
$0.80 \leq r_{11} \leq 1.00$	Very High Reliability
$0.60 \leq r_{11} \leq 0.80$	High Reliability
$0.40 \leq r_{11} \leq 0.60$	Moderate Reliability
$0.20 \leq r_{11} \leq 0.40$	Low Reliability
$0.00 \leq r_{11} \leq 0.20$	Very Low Reliability

Based on the Guilford Reliability Coefficient Category table, it can be seen that this instrument has high reliability. The following are the results of the questionnaire data analysis given to 188 Japanese Language Education Study Program FCS UB students.

1. Internal Factor

a. Residence factor

Of the 188 respondents, 42 answered that the factor of residence was the reason that influenced the choice, and there were 146 respondents answered that the factor of residence was not the reason for choosing the Japanese Language Education Study Program FCS UB. From this answer, it can be concluded that most of the Japanese Language Education Study Program FCS UB students, as many as 78% of the students of the FCS UB Education Study Program, are from outside Malang. If described in the form of a diagram is as follows:

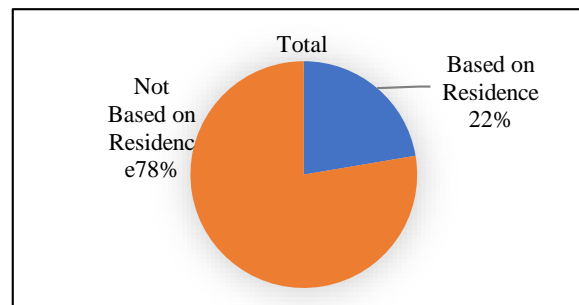


Fig. 6. Residence factor

However, this is different from the results of research from Putra (2022), which states that PIAUD STIT NU Al Farabi Pangandaran students choose a study program based on where they live. The student is currently studying further at PIAUD STIT NU Al Farabi Pangandaran and is a campus resident. The reason they chose the study program is influenced by environmental conditions where the location of their residence is close to PAUD institutions. Hence, the job opportunities as teaching staff are tremendous.

b. A factor of ability/talent for foreign language/language

Ability is a unique characteristic possessed by individuals to achieve success in the future. Everyone has different abilities; better results will be obtained by people

with better abilities than those with fewer abilities. The ability factor is one of the capitals of success in the field they are involved in. For example, someone with the ability or talent in the language field will be more successful than someone who does not have the ability or talent in the field of language. So when someone chooses a college major, it is appropriate to measure themselves with their abilities.

Of 188, overall respondents obtained 109 respondents answered that the ability to learn a foreign language was the reason that influenced the choice to continue their studies in the Japanese Language Education Study Program at FCS UB. Seventy-nine respondents answered that the ability to learn a foreign language was not a factor in choosing the Education Study Program. Japanese Language FCS UB. From this answer, it can be concluded that 58% of the total respondents chose the ability factor for foreign languages/languages as the reason for choosing the Japanese Language Education Study Program FCS UB. On the other hand, around 42% of students chose the Japanese Language Education Study Program at FCS UB not based on their ability in the field of language.

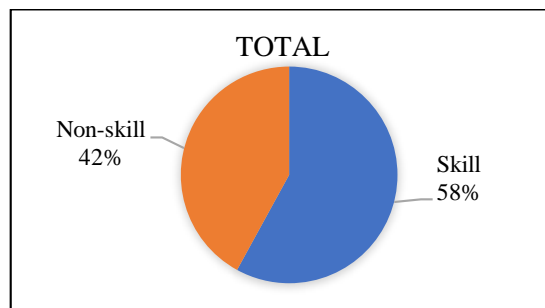


Fig. 7. Factors in language skills that affect study program choices

This research is in line with previous research conducted by Siregar (2019), which examined students of the Mathematics Education Study Program at IAIAN Padangsid School of Teacher Training and Education. Most of the students who were respondents answered that the ability factor in mathematics was the driving force to continue their studies in higher education.

c. Factors of interest in Japanese language/culture

Of the 188 respondents, 165 were obtained, which is about 88%, stating that the interest factor in the Japanese language/culture was one of the reasons that influenced them to choose the Japanese Language Education Study Program at FCS UB. Only 23 respondents, or around 12%, answered that interest in the Japanese language/culture is not a reason for choosing the Japanese Language Education Study Program FCS UB. Respondents who stated that the interests behind their choice to enter this study program were students who had previously studied Japanese in previous education and had previous interests in Japanese

culture in the form of anime, manga, or other Japanese cultural products. These results, when depicted in the diagram, are as follows:

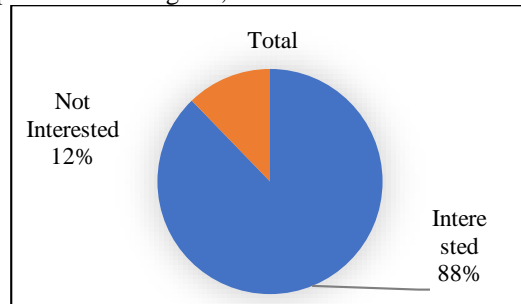


Fig. 8. Factors of interest in Japanese language/culture influencing study program choices

The results of this study concluded that the interest factor was one of the factors behind most students choosing the field of science in further education; this is also in line with previous research conducted by Siregar et al. (2019). Students are also expected to choose science in higher education by adjusting their interests and talents [6]. With this interest and talent, there will be satisfaction in the process, and everyone will feel comfortable doing something without pressure according to their talents and interests. Judging from the questionnaire results, students of the Japanese Language Education Study Program FCS UB choose majors according to their interests and talents so that they are expected to be fluent in the learning process until the final stage of learning and with the expected results.

- d. Factors Aspirations/desire to become a teacher/translator/work in a Japanese company/entrepreneur in Japanese/Advanced studies, etc.
- Individuals with ideals will undoubtedly get more motivation at every step in achieving their life goals because ideals can provide new energy if someone gives up one day. Becoming a teacher is one of the goals or factors that influence prospective students to choose the Japanese Language Education Study Program at FCS UB.

Of the 188 respondents, 84 respondents, around 45%, answered that the desire to become an educator encouraged them to enter the Japanese Language Education Study Program FCS UB. In addition to being a teacher, about 49 students, around 26%, answered that they aspire to work in a Japanese company. Followed by the desire to become translators behind them entering the Japanese Language Education Study Program FCS UB, and there are 45 respondents or approximately 24%. Data also obtained from about ten students who answered that they hoped to be able to continue their studies was their motivation to enter the Japanese Language Education Study Program FCS UB. If described in graphical form is as follows:

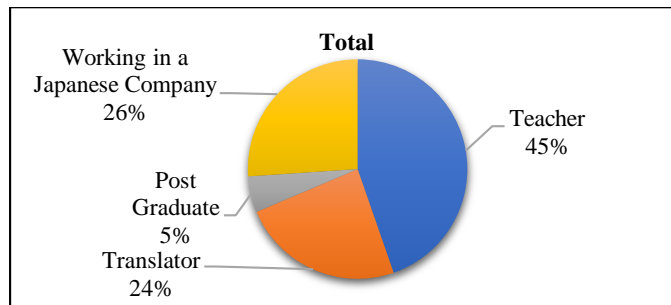


Fig. 9. Factors aspirations/ desire to become a teacher/ translator/ work in Japanese companies/ entrepreneurs in the Japanese language field/ advanced studies that influence study program choices

e. Education cost factor

Tuition fees for higher education are currently called UKT, which stands for Single Tuition Fee. UKT is a payment system currently applied in all PTNs (State Universities). Every student must make this UKT payment each semester, and the government has subsidized the amount. The provisions regarding this UKT have been regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 55 of 2013 article 1, paragraph 3.

Parent's income is a determining factor of the amount of UKT that students must pay. The formulation of the UKT amount is determined before entering the lecture period by filling out a form by prospective students who will determine their UKT value. The UKT value is considered from the parent's monthly income and expenses. Income and total wealth, such as salaries and allowances, land area, number of houses, number of cars, number of motorbikes, expenses such as living expenses, children's education costs, and so on, are considered when someone gets a certain UKT.

UKT is a higher education payment system that provides cross-subsidies based on the economic and social conditions of each student's parents or guardians. The higher the income of the student's parents, the higher the UKT that the student must pay. On the other hand, the lower the income of the student's parents, the lower the UKT paid by the student concerned. With this UKT system, it is hoped that it can help students who are less economically disadvantaged.

Of 188 respondents, 49 answered that the cost of education is one of the factors to consider when choosing the Japanese Language Education Study Program FCS UB. Meanwhile, the other 139 respondents answered that the cost of education was not the reason for choosing the Japanese Language Education Study Program FCS UB. From this answer, it can be concluded that only 26% of the total respondents chose the education cost factor or UKT amount as one of the considerations in choosing the Japanese Language

Education Study Program FCS UB. Meanwhile, most Japanese Language Education Study Program FCS UB students, around 74% of respondents, need to take the UKT amount in the Japanese Language Study Program FCS UB into consideration for choosing a place of further study. This condition, when described in the form of a diagram, is as follows:

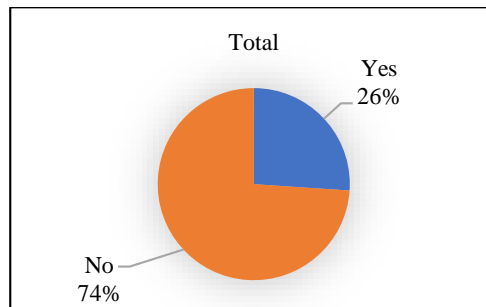


Fig. 10. Tuition fee factors affecting study program choices

f. Factors of origin of majors in previous education.

The origin of the major in the previous education is the student major chosen during secondary education. The majors include IPA (Natural Sciences), Social Sciences (Social Sciences), and Languages. The origin of the majors taken in high school is one of the motivations that underlie students to choose the Japanese Language Education Study Program FCS UB because students want to deepen their knowledge and assume that if they have previously studied Japanese, it will facilitate their learning at the next level of education, namely university. Besides that, students are also interested in studying Japanese more intensively to realize most of their dreams, namely, to have the opportunity to go to Japan.

Of 188 total respondents, 63 have backgrounds that align with the majors to be taken in higher education, namely Japanese language education. Furthermore, from the social studies department, there were 51 respondents, and from the science department, as many as 42 respondents and students with a vocational background as many as 32 respondents. From this answer, it can be concluded that 34% of the total number of respondents who chose the major in their previous education as the reason for choosing the Japanese Language Education Study Program, FCS UB, continued with the Social Studies major, with 27%, and from the Science major as much as 22%. In comparison, those with a vocational background have a percentage of 17%. It can be concluded that the educational background of the Japanese Language Education Study Program FCS UB students is evenly distributed from all majors in SMA/MA/Vocational High School. If described in the form of a diagram as follows:

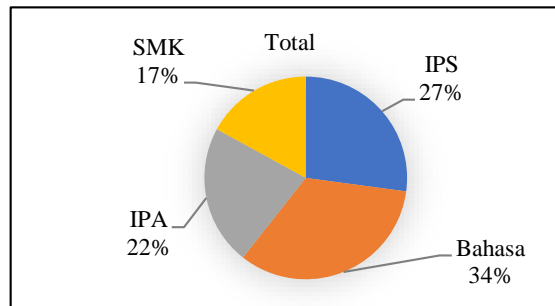


Fig.10. Factors of origin in previous education that influence study program choices

This study is in line with the research conducted by Siregar (2019), which stated that one of the factors that students choose majors in higher education is the background of the majors in their previous education. In addition, based on the regulations for selecting majors in higher education, study programs with exact scientific backgrounds will provide prerequisites for prospective students who will enter those with the same background. Meanwhile, study programs with non-exact backgrounds do not require prospective students to have the same background, so the Japanese Language Education Study Program FCS UB, a non-exact science, has students with various scientific backgrounds.

2. External Factors

a. Recommended factors/support from parents/ teachers/ friends/ relatives

The parties influencing the respondent's choice to choose the Japanese Language Education Study Program FCS UB consist of several parties: family, teachers, relatives, seniors, and friends. If ranked out of 188 respondents in this study, the first rank was obtained with 78 respondents who answered that there was a recommendation/support from their parents or more or less a total of 41%. Furthermore, the second rank is occupied by 75 or around 40% of respondents who enter the Japanese Language Education Study Program at FCS UB without getting recommendations/suggestions from anyone, which means they choose a study program based on self-confidence, talent, and personal search or get information from the media. , the following ranking of the 20 respondents who received recommendations from teachers while in SMA/MA/Vocational High School or approximately 11%, the fourth rank was occupied by students who received advice/recommendations from friends/classmates as many as 11 students or about 6% and those who the last class with several 2%, which is about four students who received support from your side. If described in tabular form, are as follows:

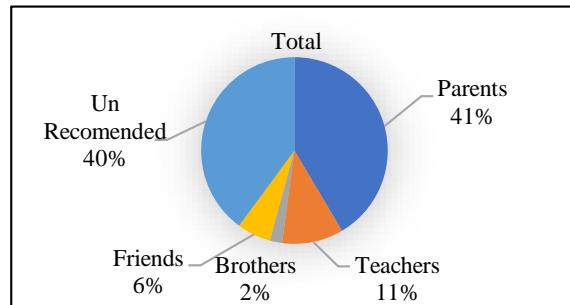


Fig. 12. Recommended factors/support from parents/teachers/friends/relatives

There are similarities between the results of this study and research conducted by Nazara (2017), which shows that family support occupies the top position, followed by the help of other parties. However, what is interesting is that the results of research stating that students choose the Japanese Language Education Study Program FCS UB without any encouragement/input from any party have yet to be revealed in other studies.

b. Factors based on job prospects.

The prospect of job opportunities is one of the attractions for prospective students in choosing a major in higher education. Japanese Language Education Study Program FCS UB, which of course, core science is Japanese, was established to answer the phenomena are happening in Japanese society. Even though Japan has been labeled as one of the developed countries in East Asia and even the world, the country still has significant problems related to the workforce in its country. The labor problem faced by Japan is motivated by various factors, one of which is the increasing number of people entering old age, which impacts the increase in the number of workers approaching retirement age and the minimum number of productive age workers.

However, considering the phenomenon that Japan is currently facing, the productive age population continues to decline, in contrast to the number of older adults continues to increase. The graph also shows that after 1992, the number of Japan's productive age continued to decline until 2018; it was recorded that the percentage of Japan's population in the formative period was 59.68%. This percentage is the lowest registered from 1960 to 2018.67 The decline in the number of working age and the increasing number of non-productive age in Japan is currently being experienced in almost all of Japan and has an impact on nearly all employment sectors. This is in contrast to a few years ago, when the elderly mainly lived in rural areas, while urban residents were those of productive age. As a result, Japan experienced a labor crisis that almost occurred in all employment sectors. This is because the needs of workers of formative age still need to be met in their own country. So the Japanese government took approaches with countries with a large

population of the productive period than non-productive age, for example, Indonesia. Japanese government regulations require workers who work in Japan to have a certificate of Japanese language competence. Therefore the job prospects as a Japanese tutor are excellent. In addition, many Japanese companies in Indonesia will become job opportunities for graduates of the Japanese Language Education Study Program FCS UB as one of the graduates who have Japanese language competence.

Of the 188 respondents, 166 answered the perception factor of being able to go to Japan, which is approximately 88%. At the same time, the rest of the answers are being able to work in a Japanese company and become an entrepreneur in a field that uses the Japanese language. If depicted with a diagram will be like the image below.

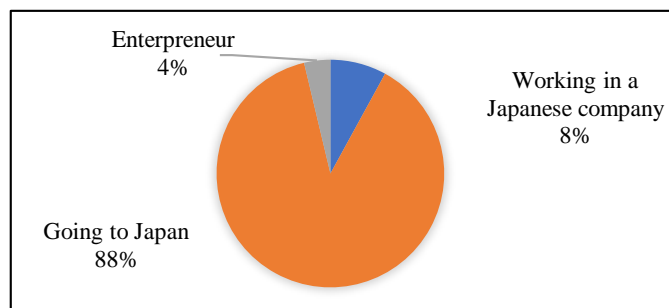


Fig. 13. Factors based on prospects of employment opportunities that influence study program choices

c. Factors based on college image

According to Kart (in Soemirat and Ardiyanti, 2005: 78), image is how the other party views a company, a person, a committee, or an activity. A good image or image is important to attract consumers; therefore, it must be built and maintained on an ongoing basis. The image also shows the existence of an organization in the public eye, which shows the public's view of the organization that has been formed in the long term.

Universitas Brawijaya (UB) was established by the President of the Republic of Indonesia through wire no. 258/K/61 was sent on July 11, 1961. The name Brawijaya was taken from the title of the Kings of Majapahit, a great empire in Indonesia from the 12th to the 15th century. Then, UB changed its status to a state university on January 5, 1963, following a presidential decree issued at the beginning of the same year. UB is the 3rd ranked university in the 2021 Indonesian University Ranking (UniRank) international ranking, with more than 60,000 students, in various vocational, undergraduate, master, doctoral, professional, and specialist programs. This ranking was released in July 2021 on the 4icu.org website. Meanwhile, for the Asian level, UB is ranked 42nd among the Top Universities in Asia. The excellent image of UB is one of the

reasons why students choose the Japanese Language Education Study Program FCS UB as a place to continue their studies.

If we look at the long history of Universitas Brawijaya, it has proven that the image built so far has influenced prospective students to choose the Japanese Language Education Study Program FCS UB as a destination for continuing their studies. This is also reinforced by the results of the study which, when described in a diagrammatic form, are as follows:

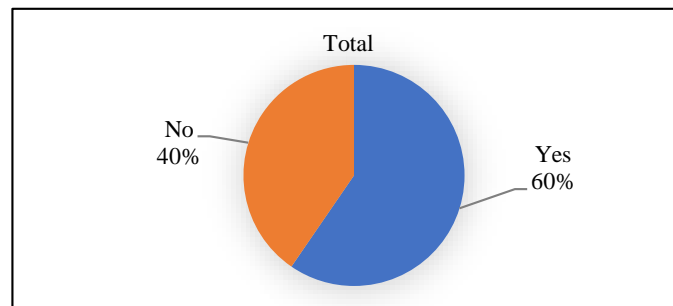


Fig. 14. College image factors influencing study program choices

From 188 respondents, 112 respondents were obtained, which is around 60% of students who agreed that one of the reasons they chose Japanese Language Education Study Program FCS UB was because of the big name Universitas Brawijaya. Meanwhile, there were 76 respondents who answered that the image of the university was different from the reason for choosing the Japanese Language Education Study Program FCS UB. This research is in line with what has been done by Siregar (2019) which states that the image of universities is one of the factors that influence prospective students to choose the TMM major at IAIN Padangsidimpuan. Nabilah (2021) also suggests that the idea of the Mathematics Study Program, FKIP, Islamic University of Malang, makes students choose it as a further study destination.

4 Conclusion

Based on the results of research that has been carried out, it was found that the factors that influence students to choose the Japanese Language Education Study Program FCS UB are internal factors which include housing factors, abilities/talents for foreign languages/languages, interest factors, goals factors, education costs factors and factors of origin of majors in previous education. The conclusions of the internal factors that influence students to choose the Japanese Language Education Study Program FCS UB are as follows: 1) The Japanese Language Education Study Program FCS UB students choose the Japanese Language Education Study Program FCS UB without considering the distance to their place of residence. 2) The foreign language ability/aptitude factor is considered by students of the Japanese Language Education Study Program FCS UB when they choose the desired major. However, it is similar to students

who enter without any previous foreign language provision. 3) The factor of interest in the Japanese language and culture is also why students choose the Japanese Language Education Study program. Students who stated that the interests behind their choice to enter this study program were those who had previously studied Japanese in their education and also had a previous interest in culture. 4) The desire to become a Japanese language teacher is ranked 1st, followed by the desire to work in a Japanese company as a translator and the desire for further studies. 5) The education cost factor does not affect the choice of students to continue their studies at the Japanese Language Education Study Program FCS UB. Meanwhile, the last internal factor that affects students of the Japanese Language Education Study Program FCS UB is 6) the factor of origin of the major from previous education does not affect prospective students to choose the Japanese Language Education Study Program FCS UB.

Meanwhile, external factors that influence students to choose the Japanese Language Education Study Program FCS UB are encouragement/support from parents/teachers/friends/classmates/siblings. Support from the family occupies the top place, followed by the help of teachers, friends, and relatives. The exciting thing from the results of this study is that approximately 40% of students choose this study program without any encouragement/input from other parties. This shows that they choose study programs based on self-confidence, talent, and personal search or get information from the media. The following external factor is the prospect of promising job opportunities for graduates of the Japanese Language Education Study Program FCS UB. Approximately 88% of students expect to go to Japan after graduation. In recent years, the demand for labor in Japan has increased for all kinds of jobs. Japanese government regulations require workers who work in Japan to have a Japanese language competency certificate. Therefore the job prospects as a Japanese language tutor are excellent. In addition, many Japanese companies in Indonesia will become jobs for graduates of the Japanese Language Education Study Program as printers for graduates with Japanese language competence. The following external factor is the image of the university, which influences the choice of prospective students in determining the choice of where to continue their studies. 60% of the students of the Japanese Language Education Study Program FCS UB use the university's image as one of the considerations to determine the place of further study.

Suggestions that can be given by researchers based on the results of this study are the study program as an educational service provider in this case; the Japanese language is expected to be able to introduce early to prospective students (junior high school / high school / equivalent students) about Japanese language and culture through Community Service and Community Service programs. Studies are expected to cooperate with external stakeholders so that alums can get a job as soon as possible after completing their studies.

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