

Integration of 5S Values (*Seiri, Seiton, Seiketsu,* *Seiso, and Shitsuke*) as a Character Development Strategy for the Performance of Indonesian Migrant Workers

Komunitas: International Journal of
Indonesian Society and Culture
17 (2) (2025): 104-114
DOI: 10.15294/komunitas.v17i2.26936
© 2025 Universitas Negeri Semarang, Indonesia
p-ISSN 2086-5465 | e-ISSN 2460-7320
Web: <https://journal.unnes.ac.id/journals/komunitas>

Dianni Risda^{1*}, Syihabuddin¹, Encep Syarief Nurdin¹, Elly Malihah¹, Lee
Soon-hyeong²

¹Universitas Pendidikan Indonesia, Indonesia

²Kyungpook National University, South Korea

Abstract

Vocational training institution as non-formal educational institutions play a role in providing job training to prospective migrant workers who will work abroad. The formation of work character in shaping the performance character of prospective migrant workers to meet the standards, ethos, and work culture in accordance with the demands of the global industry. This study aims to analyze the performance character development strategy by vocational training institutions for prospective Indonesian migrant workers who will work in Japan. Using a qualitative approach with the grounded theory method, the study was conducted at three different vocational training institution in Lingua Global Utama, Palapa Muda Indonesia and Puspa Setya Abadi. Data collection used in-depth interviews, observations, and documentation studies, and was analyzed using coding techniques consisting of open coding, axial coding, and selective coding. The findings show that, the work character development carried out by vocational training institutions in sending prospective migrant workers to Japan integrates the 5S principles (*Seiri, Seiton, Seiso, Seiketsu, and Shitsuke*) as both theoretical and practical learning. The 5S principles become the basis for performance character which is carried out with a contextual approach based on the reality of Japanese work culture collaborated with an experiential learning approach. The implication of the research is that the strategy for developing performance character based on the 5S principles in preparing prospective migrant workers needs to develop technical competencies supported by strengthening cross-cultural competencies.

Keywords

5S (*Seiri, Seiton, Seiso, Seiketsu, and Shitsuke*), Migrant workers, Performance character, Vocational training institution, Work culture

Corresponding author

Kec. Sukasari, Kota Bandung, Jawa Barat 40154

Email: dianni@upi.edu

INTRODUCTION

In 2030, Indonesia will be faced with the peak of the demographic bonus, so that 60% of the Indonesian population will be of productive age. The Vision of Golden Indonesia 2045 makes the demographic bonus an opportunity to realize national development, one of which is the development of competitive and globally competitive human resources. This requires careful and measurable planning efforts to direct quality and productive human resources. This indicates that Indonesia needs to carry out careful planning starting from the grassroots so that efforts to improve human resources will be effective and efficient (Adrianto & Berta, 2023; Malihah, 2015). The target of the Golden Indonesia vision towards 2045 initiated by the Ministry of National Development Planning (Bappenas) in 2023 explains that in 2029 the competitiveness of human resources has a target of 0.61. World Economic Forum data in 2019 also reported that Indonesia's international competitiveness is still ranked 50th out of 141 countries, below Singapore, Malaysia and even Thailand. The calculation of the country's competitiveness data presented by the World Economic Forum is based on quantitative data, by examining 103 indicators also categorized into 12 pillars, thus confirming that the demographic bonus has not been empowered professionally and sustainably. The existence of a significant gap in Indonesia's competitiveness at the ASEAN level shows an urgency to improve the quality of human resources as a whole to achieve a more competitive ranking position towards Golden Indonesia in 2045. The reality of Indonesia's demographic bonus, of course, should not be an excuse to reduce work productivity and competition between citizens, because it is an integrated part of efforts to realize the capacity of Indonesian human resources that are competitive, superior and have character, but it needs to be a motivation for every citizen to improve the quality of civic competence, intelligence, character and skills, because of the increasingly open competition due to globalization. This shows that Indonesia is faced with challenges in overcoming complex so-

cio-economic problems, especially in terms of equalizing welfare and creating jobs. This problem requires the right steps, not just reform, but there needs to be a transformation in improving the quality of human resources to create globally competitive humans in 2030. The realization of character building is one of the potentials that not only supports improving the quality of human resources in responding to global challenges, but also builds the character of the nation's identity (Risda et al., 2023; Fadhillah & Nurdin, 2018). To support character building effectively for the development of human resource quality, it is necessary to start with consistent steps and evolutionary transformation, to produce superior and competitive human resources.

Indonesia and Japan have bilateral cooperation in the field of employment. Diplomatic relations between Indonesia and Japan are modern, innovative and equal, so they need to be a vehicle for transforming work ethics, work productivity and discipline so that they become performance characters as social capital for a career in Japan, and become real steps in strengthening the competitiveness of the Indonesian nation in the international world (Risda, 2022; Ford & Kawashima, 2016). The current reality in Japan is that the aging population also has an impact on the need for foreign workers. This is done so that the Japanese economy and industry continue to grow, but the demands for work with the quality of foreign workers are still a social problem in Japan, so there needs to be work adaptation (Nakatani, 2019). This makes Indonesia's potential, which is in a demographic bonus period, need to be empowered through improving performance character, so that they are skilled, professional, and productive. The need for a performance character development model can bridge how Indonesian migrant candidates adjust and integrate to enter the global arena. The advantages of Japanese work culture that emphasizes discipline, high work ethic, honesty, and skill. However, this Japanese work culture is often a challenge for migrant workers. Culture shock in work culture to workload in Japan

is a problem due to differences in norms, values, and daily work practices (Haryanti, 2023; Yektiningsih et al., 2021).

The findings in previous studies also show that Indonesian migrant workers experience obstacles in the differences in work ethic characteristics and time discipline with the customs in Indonesia (Risda, 2022). The work culture in Japan which adheres to *shokunin* (professional expertise), *gambaru* (never give up), and *kaizen* (continuous improvement) is the basis that Japanese work culture tends to be productive with a high level of discipline (Ono, 2018). Language limitations and communication demands in the workplace pose challenges and obstacles for migrant workers, particularly when understanding work instructions, which require them to understand not only the content but also the context, such as technical terms and local dialects. A study by Salombe et al., (2025) found that job training programs undertaken by migrant workers during the departure preparation process focused solely on standard Japanese language training. There is a lack of practical language training oriented to the field of work and placement in Japan. This leads to a challenging adaptation process for migrant workers in Japan, hindering communication and work productivity. Limited knowledge of Japanese culture, including Japanese cultural values, also poses a problem for migrant workers. Cross-cultural communication issues are also an obstacle for Indonesian migrant workers while working with their Japanese colleagues and superiors. Indonesian migrant workers are not accustomed to using kanji characters, so they experience obstacles in communicating work instructions and understanding important documents in the workplace. The impact occurs on work effectiveness and increases the risk of misunderstandings between Indonesian migrant workers and their colleagues and superiors (Pujiastuti et al., 2022). The impact of difficulties in establishing interpersonal relationships which often causes their work productivity to decrease (Kuanvinit, 2024). Previous research by Regmi, et al., (2024) also showed that the curriculum

design and content of job training institutions do not yet support values aligned with the destination country. This results in curriculum design not being aligned with the dynamic demands of the international employment landscape. Another obstacle is the need for stakeholder involvement in destination countries to align the cultural values and work ethic of destination countries in curriculum design and job training.

This challenge needs to be addressed through a performance-based character development model, as it provides a scientific platform for comprehensively addressing these issues while simultaneously realizing comprehensive character education and optimizing efforts to manage Indonesia's demographic dividend, particularly for prospective migrant workers. The novelty of this research will lead to strategic character development training efforts to shape Japanese culture-based performance character, integrated into learning as a form of strengthening technical competency and supporting cultural understanding for prospective migrant workers. This is a form of training strategy that needs to be implemented by vocational training institutions, as this strategy becomes an effort to strengthen language skills supported by an understanding of Japanese culture and work standards. With the novelty of this research, job training institutions are also encouraged to develop curricula that not only focus on technical skills, but also instill values relevant to Japanese standards, ethics, and work culture. This will strengthen the mental readiness and adaptability of prospective migrant workers in facing the international work environment.

Japanese work culture adheres to the 5S work ethic consisting of *seiri* (succinct), *seiton* (neat), *seiso* (clean), *seiketsu* (well-groomed), and *shitsuke* (discipline). Strengthening the characters of *seiri*, *seiton*, *seiketsu*, *seiso*, and *shitsuke* can be integrated as part of the performance character based on Japanese culture for prospective migrant workers, as an alternative solution in strengthening the capacity of Indonesian human resources. This effort also leads

to efforts to form the quality of superior, competitive, and personable Indonesian human resources, because it is strategic and accommodating for achieving the vision of Golden Indonesia 2045. Strengthening *seiri*, *seiton*, *seiketsu*, *seiso*, and *shitsuke* is very important to be habituated in prospective Indonesian migrant workers, because it reflects the work ethic of developed countries in Asia (Tampubolon et al., 2023). The current problem is that many Indonesian migrant workers also show that they have not implemented *seiri*, *seiton*, *seiketsu*, *seiso*, and *shitsuke* as the basis of the work ethic that they implement when working in Japan. The problem of implementing *seiri* is that Indonesian migrant workers are not used to working in a structured and detailed manner. This often causes inefficiency in the workflow and increases the risk of errors or work accidents. The problem of implementing *seiton* is that Indonesian migrant workers are considered not to have neat work standards. Habits are less organized, which can hinder productivity and efficiency. The problem of implementing *seiketsu* is that Indonesian migrant workers often have difficulty maintaining neat and structured work habits in the long term, especially if there is no direct supervision. This has an impact on the professionalism and trust in the commitment of Indonesian migrant workers in the eyes of their superiors. The problem of implementing *seiso* is also experienced by several Indonesian migrant workers, who are considered less disciplined in maintaining cleanliness and comfort in accordance with work safety standards. The last problem of implementing *shitsuke* is that Indonesian migrant workers are often still carried away by relaxed work habits, so that different levels of discipline make the quality of their work considered inconsistent and committed. Unfamiliarity with high discipline standards in Japan often causes misunderstandings between migrant workers and employers.

This study aims to fill the gap in the problem of performance-based character development which can be done by integrating work character development by priori-

tizing the principles of *seiri*, *seiton*, *seiketsu*, *seiso*, and *shitsuke* which are part of the basis of performance character. Strengthening *seiri*, *seiton*, *seiketsu*, *seiso*, and *shitsuke* can reflect the knowledge, character and skills of reliable citizens, so that they are more representative. Performance character can be interpreted as all aspects of individual identity, which lead to thinking strategies, attitudes and skills that are integrated into individual habituation in carrying out work or responsibilities based on skills and morality (Smith et al., 2024). Thus, performance character in this research leads to the integration of work development in accordance with Japanese work culture, namely 5S consisting of *seiri*, *seiri*, *seiton*, *seiketsu*, *seiso*, and *shitsuke* to realize the character of prospective Indonesian migrant workers, who are superior, competitive, adaptive, and responsive.

METHOD

The research design used is a qualitative approach with a grounded theory method. The method used with a qualitative approach refers to the grounded theory method which collects empirical data first, then creates a theory based on the results (Mohajan & Mohajan, 2022). This research was conducted to obtain the most valid, complete, and objective data and information from diverse subjects, so that the reality of a dynamic qualitative approach is also complex. This makes it necessary for researchers to become living instruments or key instruments in the realization of research, especially the reality of qualitative traditions, prioritizing aspects of meaning rather than generalization (White & Cooper, 2022). In a qualitative approach, it basically meets the criteria or characteristics of research that is distinctive, special, unique, and focuses on cases, which in the context of this research, is a case regarding the objectives, concepts and practices of integrating the 5S values (*seiri*, *seiton*, *seiketsu*, *seiso*, and *shitsuke*).

The purpose of this study is to strengthen Indonesia's international competitiveness, manage the demographic bonus alter-

natively, realize superior, competitive, and personality Indonesian human resources, and then become a vehicle for the transfer of knowledge, disposition, skills, and technology, so it needs to be analyzed and reflected based on natural qualitative research. Researchers can easily draw conclusions, or verify research objectively and scientifically. The goal is to ensure that the findings produced can be implemented effectively in the context of learning Japanese language and culture for prospective Indonesian migrant workers. The application of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) in the learning process not only improves language competence and understanding of Japanese culture, but also instills essential work values for migrant workers so that they are able to adapt to the work environment in Japan. Through a grounded theory approach, this study seeks to explore the experiences, perceptions, and challenges faced by Indonesian migrant workers in internalizing the expected performance character. Thus, the results of this study are expected to contribute to designing a more comprehensive, contextual, and oriented training curriculum for the readiness of Indonesian workers in facing the dynamics of industry in Japan.

The research participants focused on the existence, vision, motivation, and competence of Indonesian migrant workers, who were educated, fostered, and trained at official vocational training institutions. Participants in this study involved three vocational training institutions, including (1) Lingua Global Utama Bandung; (2) Palapa Muda Indonesia Semarang; and (3) Puspa Setya Abadi Yogyakarta. These three vocational training institutions have obtained licenses as sending organizations and have sent a large number of Indonesian migrant workers and have gained the trust of Japanese companies. In addition, in their implementation, the three vocational training institutions teach and do not teach 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) in their curriculum with different approaches from each other. Thus, this will be a comparison regarding the differences in performance character development. The

informants in this study were not only managers and teachers at vocational training institutions but also prospective Indonesian migrant workers who were prepared to work in Japan. The perceptions of students are considered important to assess how the implementation of performance character development they get from vocational training institutions prepares them to work in Japan. Student informants are also the objects of learning, where the internalization of Japanese culture and language learning obtained is assessed from their active participation in their daily lives. This is done to measure the success of the implementation of training methods to the curriculum approach applied by each vocational training institution. The perception of students as prospective migrant workers who understand the characters of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) is analysed as the key to how they have adaptation competencies to qualified work readiness.

The data collection techniques used are, by in-depth interviews, observations, and documentation study. Data collection with interview data collection techniques regarding the integration of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) as character development of performance through learning Japanese language and culture for prospective Indonesian migrant workers, in order to be able to realize research novelty, theoretical and practical contributions, makes researchers need to conduct in-depth, humanistic and critical interviews. Meanwhile, with observation data collection techniques, direct observation of field reality, activities, complexity and behavior of research subjects is carried out, so that when researchers carry out observations, they must optimize the variety of their senses to examine and reflect on the substance of the research, which is related to the integration of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) as character development of performance through learning Japanese language and culture for prospective Indonesian migrant workers. Documentation studies are applied by collecting data sourced from the subject, such as typical, unique and sus-

tainable notes, then important documents that support research findings.

In qualitative data research, the data analysis used is coding analysis proposed by Strauss and Corbin who stated that coding analysis is basically oriented towards the construction of meaning in theory development (Williams & Moser, 2019). The first process carried out in the coding analysis process is open coding. The open coding process is the process of breaking down, comparing, and categorizing research findings. The purpose of open coding is to identify concepts or ideas in data that begin to be categorized into groups of concepts called categories. The second process carried out in the coding analysis process is axial coding. The axial coding process is the process of reading the categorization data of research findings that have previously been carried out in the open coding process. The purpose of axial coding is to connect data relationships to form relationships between categories. The last process carried out in the coding analysis process is selective coding. The selective coding process is the process of integrating research data into a complete and meaningful narrative. The purpose of selective coding is to identify the main category concept into this category that has been developed previously. At this stage, the researcher began to develop findings from various categories and themes that were arranged in the form of codes systematically to produce the concept of integration of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values as a performance character development strategy in learning Japanese language and culture to prospective Indonesian migrant workers.

RESULT AND DISCUSSION

Challenges in Forming Work Character Work Mentality

Character development of performance is not only a process of teaching technical knowledge competencies about work in Japan, but it is necessary to emphasize cultural learning of Japanese work culture as an

ideal work value practice. This ideal work practice is not only a place for attitude transformation but also a place to understand cross-cultural work culture. The challenges of Japanese work culture character often have an impact on psychological pressure because the culture is considered hierarchical and structured. The work environment in Japan not only demands technical skills and language skills, but also needs to prepare a steel mentality with a disciplined Japanese work culture that is close to a binding social structure. This pressure often arises when work expectations in Japan are high with senior-junior relationships that tend to be rigid, and strict performance supervision. Many migrant workers were previously given an understanding of the work ethic in Japan, but in reality, there is a lot of culture shock experienced by Indonesian migrant workers when working in Japan. The challenge of differences in cultural values is what is not realized by Indonesian migrant workers, so that there is a gap in cultural perception with the different cultural situation in Indonesia (Tandos, 2025). This makes when vocational training institutions provide Japanese work culture training an obstacle in forming an adaptive and culturally sensitive work character.

In character development, performance cannot be separated from the intercultural dimension aspect which not only demands adjustment of technical competence side but also needs to understand Japanese work culture. The need to internalize Japanese work ethic as an important competence. The character development approach in transformative and contextual learning makes prospective migrant workers not only as objects but also as active subjects in reflecting the new values they face. The formation of work mentality as part of an effort to understand work culture in Japan needs to be in harmony between cognitive, affective, and conative aspects that shape how individuals act in the work environment. The formation of work behavior is influenced by the interaction between the social environment (work culture) and personal factors (values and attitudes) (Ono, 2018). This is

a challenge for vocational training institutions in adapting work training methods and designs that need to represent cultural values and work ethics in Japan in a sustainable and authentic manner. The work mentality in Japan with the characteristics of *shokunin* (professional expertise), *gambaru* (never give up), and *kaizen* (continuous improvement) requires migrant workers to have a high work mentality. The process of forming this work mentality is carried out by prioritizing habituation and internalization of values as part of a transformative individual character and emphasizing efforts to build moral and emotional awareness of Japanese professional values.

The development of performance character carried out by vocational training institutions has a gap and clash between learning styles and teaching styles, which has an impact on the effectiveness of the integration of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values as the formation of the work character of migrant workers. Another impact is when there is a mismatch between behavioral patterns during job training, which are often more accustomed to the work culture in Indonesia which is considered more flexible. The gap in adaptability in Japanese work culture makes it a challenge to adjust to the highly structured Japanese work pattern. Reflection of Japanese work mentality on the principle of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values prioritizes order and efficiency. Practice in the integration of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) in vocational training institutions is only reduced as part of a technical procedure. However, aspects of value and moral awareness need to be part of the integration of the principle of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values as an effort to form work character. Vocational training institutions will only produce mechanical work habits, not form true character (McKenna, 2020). This makes the value clarification approach necessary by means of, prospective migrant worker students need to be given an understanding of “how 5S values can become part of their identity” and “why these 5S values are important”.

The transition of the training system obtained during the vocational training institution with the reality of the structured world of work in Japan is a cultural challenge that has not been able to be faced (Ligia, et al., 2024). For example, when in Indonesia work time and personal time can overlap, while in Japan work time is carried out in a disciplined manner so that there is no time to do personal things. This shows the value of Japanese work culture which teaches Indonesian migrant workers to have moral responsibility. Japan is known as a monochronic time orientation society that is considered disciplined in time and detail in each task, so that each task is done at one time (McMurray, 2020). Strict time orientation in the work environment in Japan is a form of professionalism and moral expectations for workers. When migrant workers are not ready to adapt to the time orientation and work system according to Japanese work culture, it results in conflicts with superiors and coworkers, decreased performance, and threats of termination of employment contracts. The problem of this cultural transition shows concerns about the adaptation process of prospective migrant workers when working in Japan. This makes cross-cultural understanding important in reflecting different work values.

Performance Character Development Strategy: Adaptation and Exemplary Behavior

The collaborative strategy of using Japanese language and culture in shaping the performance character of prospective Indonesian migrant workers aims to make workers productive and professional, prioritizing competent cognitive, affective and psychomotor qualities that lead to welfare. Strengthening 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values is a form of philanthropic and scientific effort to strengthen the capacity of Indonesian human resources for prospective Indonesian migrant workers. There are differences in the views on work between Japanese and Indonesian society, namely, from the perspective of Japanese

society, work must be disciplined, serious and based on work ethic. While from the perspective of Indonesians, work must be flexible, fun and process-based. This perspective is not problematic if performance, work productivity, duties and responsibilities, innovation and competition continue to exist in work activities (Anggaunitakirantika, 2021; Lan, 2018). Character development of work needs to be formed with the existence of reality-based character education, this makes learning not only taught but there needs to be an experience of involvement in accordance with the work culture system in Japan. Experiential learning explained by John Dewey explains that learning can be implemented with meaningful learning in character formation (Passarelli & Kolb, 2023). This makes training carried out by vocational training institutions need to practice moral character values through real actions. The development of Japanese cultural character implemented by vocational training institutions in overcoming cultural challenges and psychological pressures of prospective migrant workers is carried out with adaptation and exemplary strategies. These two strategies are efforts to develop performance character not only by delivering theoretical and technical materials, but also by providing teaching to form the quality of human resources with character.

Integration of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values as part of performance character development is carried out as part of value-based behavioural transformation by internalizing the cultural system and work ethic applied in Japan. The 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values requires every worker working in Japan to have an attitude of efficiency, neatness, cleanliness, orderliness, and discipline (Nurdiawati et al., 2023). Japanese work culture has a commitment to quality and dedication to professionalism; this presents a challenge for migrant workers to understand the value of the work culture system in Japan. Performance character development carried out by vocational training institutions by strategically integrating 5S (*seiri, seiton, seiketsu, seiso, and shit-*

suke) values builds a work mentality while bridging differences in work culture, so that prospective migrant workers can work according to Japanese culture and ethics and industry expectations. The adaptive and exemplary approach carried out is not only through the delivery of conceptual and normative materials, but also through habituation and direct experience (Annosi et al., 2020). Cross-cultural competency support is also an important part of the adaptation strategy implemented by vocational training institutions. Aspects of cross-cultural competency consist of cognitive dimensions (cultural knowledge), affective (emotional readiness), and behavior (communication skills) (Sylwia et al., 2024). The development of cross-cultural competency needs to make 5S an important component of understanding Japanese cultural values and norms as social capital.

In practice, the 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values can be implemented not only to develop theoretical knowledge, but can also be implemented in the daily lives of prospective migrant workers. The following is the implementation carried out by each vocational training institution:

In the development of work performance character, exemplary and adaptation that integrates 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values do not become a process of habituation education, but become part of character education that focuses on moral, cultural, and social aspects. In Japanese language learning, strengthening exemplary behavior is carried out by using polite expressions (*keigo*) associated with the value of respect for the work hierarchy. The formation of this work performance character is carried out with pedagogical stages supported by an andragogical approach, in which prospective migrant workers are adult subjects with active involvement during the work training process. This effort is carried out not only as a value transfer process, but also through personal transformation by forming intrinsic motivation and involving self-awareness (London et al., 2023). This makes the strategy for forming work performance character

Table 1. Implementation of 5S (*Seiri, Seiton, Seiketsu, Seiso, and Shitsuke*) Values Integration in Job Training

5S Value Principles	Lingua Global Utama	Palapa Muda Indonesia	Puspa Setya Abadi
<i>Seiri</i> (Succinct)	There is a personal control reflection sheet on how students sort and record personal items	Reflection on ownership of belongings and organizing them	Structured picket system and organizing each work equipment
<i>Seiton</i> (Neat)	There are collective shelves to arrange items neatly	Writing the philosophy of arranging each item on the reflection sheet	Organizing equipment in the room and locker regularly
<i>Seiso</i> (Clean)	Classroom cleaning group rotation schedule and recording changes in cleanliness behaviour on the weekly reflection form	Group reward system for dormitory bedroom cleanliness	Daily evaluation of dormitory room cleanliness and commitment to the duty schedule
<i>Seiketsu</i> (Well-groomed)	There is a notice board for classroom cleanliness standards	Compliance with daily standard operating procedures	Group discussion on the meaning of order and developing a personal code of ethics on the importance of tidiness and cleanliness
<i>Shitsuke</i> (Discipline)	Strict attendance system and punishment system for lateness	Weekly evaluation of self-behavioural changes and teamwork	Reflection of experiences and challenges of maintaining discipline in the evaluation sheet

interpreted not only as training that focuses on the final result, but as a long process of continuous character formation. Work training carried out by work training institutions with an experiential learning system proposed by John Dewey has a correlation with national identity values. This makes work training not only strengthen national identity, but also adaptation to global work culture (Mabkhot & Al-Ameryeen, 2023). The development of performance character creates a dialectical space between local and global cultures. When adapting to the work culture in Japan, migrant workers will not erase their national identity, but strengthen it by giving new meaning in the context of international work. Success in forming work performance character by integrating 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values has an impact on the sustainability of their self-attitude with mentality, adaptation, and tendency to have positive work character. The exemplary and adaptation

approach by strengthening character education in forming work performance character not only forms a professional work ethic, but also strengthens the readiness of students mentally, emotionally, and socially to face global work challenges. The integration of 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values carried out is not only relevant in the national context, but also becomes an important prerequisite in facing a competitive and high-standard global job market.

CONCLUSION

Developing work performance character to prepare prospective Indonesian migrant workers to work in Japan needs to integrate 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values as part of the culture and work ethics in Japan. Vocational training institutions do not only act as sending organizations, but also provide job training in the form of learning work performance character. This is an effort to strengthen the

capacity of not only knowledge, but attitudes and cross-cultural competencies. The challenge of culture shock experienced by prospective Indonesian migrant workers is an obstacle in building work effectiveness, efficiency, and productivity. The different work cultures in Japan and Indonesia have an impact on a work mentality that is not adaptive. When high work demands have an impact on the psychology of migrant workers, there needs to be a habituation of work ethics by understanding the cultural system and work ethics in Japan. In developing performance character, the role of vocational training institutions is a place for habituation by integrating 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values of Indonesian migrant workers through real experience, habituation, and role models. Efforts made with a contextual and transformative learning approach by balancing cognitive, affective, and conative aspects to shape the character of students to be ready to become adaptive migrant workers in Japan. By integrating 5S (*seiri, seiton, seiketsu, seiso, and shitsuke*) values, it can instill aspects of moral awareness and social responsibility that contribute to the development of cross-cultural competence in facing global work challenges professionally and ethically.

REFERENCES

- Adrianto, D. W., & Berta, K. M. (2023). Addressing the Challenges in Developing Nusantara: The Role of Spatial Planning. In J. M. Lau, A. N. Alami, S. D. Negara, & Y. Nugroho, *The Road to Nusantara: Process, Challenges and Opportunities*. Singapore: ISEAS-Yusof Ishak Institute.
- Anggaunitakiranantika. (2021). Social Networks: The Survival Strategy Of Indonesian Migrant Workers In Hong Kong. *Komunitas: International Journal of Indonesian Society and Culture*, 13(1), 100-107. doi:10.15294/komunitas.v13i1.27021
- Annosi, M. C., Martini, A., Brunetta, F., & Marchegiani, L. (2020). Learning In An Agile Setting: A Multilevel Research Study On The Evolution Of Organizational Routines. *Journal of Business Research*, 110, 554-566. doi:10.1016/j.jbusres.2018.05.011
- Fadhilah, & Nurdin, E. S. (2018). Leadership Character Values for Realizing Good Governance in Bekasi City. *Educational Administration Innovation for Sustainable Development*, (pp. 1-8).
- Ford, M., & Kawashima, K. (2016). Regulatory Approaches to Managing Skilled Migration: Indonesian Nurses in Japan. *Economic and Labour Relations Review*, 27(2), 231-247. doi:10.1177/1035304616629580
- Haryanti, P. (2023). Culture Shocks at Japanese Workplace of Indonesian Student Taking Internship Program in Japan. *Proceeding of The 3rd International Conference on Business, Economics, Social Sciences, and Humanities (ICOBEST)*, (pp. 643-649).
- Kuanvinit, P. (2024). Understanding Acculturation Strategies Through Intergroup Social Interaction: A Case Study of Thai Workers in Japan. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 9(3), 1-22. doi:10.47405/mjssh.v9i3.2734.
- Lan, P. C. (2018). Bridging Ethnic Differences for Cultural Intimacy: Production of Migrant Care Workers in Japan. *Critical Sociology*, 44(7-8), 1029-1043. doi:10.1177/0896920517751591
- Ligia, E., Iskandar, K., Surajaya, I. K., Bayasut, M., Jayanagara, O., & Mizuno, K. (2024). Cultural Clash: Investigating How Entrepreneurial Characteristics and Culture Diffusion affect International Interns' Competency. *Ap-tisi Transactions on Technopreneurship (ATT)*, 6(2), 182-198. doi:10.34306/att.v6i2.398
- London, M., Sessa, V. I., & Shelley, L. A. (2023). Developing Self-Awareness: Learning Processes for Self- and Interpersonal Growth. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 261-288. doi:10.1146/annurev-orgpsych-120920-044531
- Mabkhot, H., & Al-Ameryeen, M. F. (2023). Bridging Cultures, Building Careers: The Role of Diverse Work Environments in International Assignments. *Croatian International Relations Review*, 29(93).
- Malihah, E. (2015). An Ideal Indonesian in an Increasingly Competitive World: Personal Character and Values Required to Realise a Projected 2045 'Golden Indonesia. *Citizenship, Social and Economics Education*, 14(2), 148-156. doi:10.1177/2047173415597143
- McKenna, E. (2020). *Business Psychology and Organizational Behaviour*. London: Routledge.
- McMurray, D. (2020). Japanese and Western Perspectives on Time in Haiku. *TheUK Journal of Intercultural Studies*, 21(2), 103-115.
- Mohajan, D., & Mohajan, H. (2022). Exploration of Coding in Qualitative Data Analysis: Grounded Theory Perspective. *Research and Advances in Education*, 1(6), 50-60.
- Nakatani, H. (2019). Population Aging in Japan: Policy Transformation, Sustainable Development Goals, Universal Health Coverage, and Social Determinants of Health. *Global Health & Medicine*, 1(1), 3-10. doi:10.35772/ghm.2019.01011
- Nurdiawati, E., Jubaedi, A., & Wada, A. A. (2023). Implementation of 5S (*Seiri, Seiton, Seiso, Seiketsu, and Shitsuke*) in Workers. *International Conference Health, Social Science & Engineer-*

- ing (*ICHSSSE 2022*), (pp. 112-122). doi:10.18502/kss.v8i14.13824
- Nurjaleka, L. (2022). Perspectives on Intercultural Contact and Japanese Learning by Indonesian Trainees in Japan. *Jurnal Lingua Applicata (JLA)*, 5(2), 131-144. doi:10.22146/jla.77583
- Ono, H. (2018). Why Do the Japanese Work Long Hours?: Sociological Perspectives on Long Working Hours in Japan. *Japan Labor Issues*, 5(2), 35-49.
- Passarelli, A. M., & Kolb, D. A. (2023). Using Experiential Learning Theory to Promote Student Learning and Development in Programs of Education Abroad. In M. V. Berg, R. M. Paige, & K. H. Lou, *Students Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It*. New York: Routledge.
- Pujiastuti, A., Mahmud, Y. S., & Herdiansyah, H. (2022). Communication Challenges and Needs in the Multilingual Workplace: The Case of Security Officers in Jababeka Area Indonesia. *Komunitas: International Journal of Indonesian Society and Culture*, 14(2), 239-253. doi:10.15294/komunitas.v14i2.34840
- Regmi, P., Aryal, N., Teijlingen, E. v., KC, R. K., Gautam, M., & Maharjan, S. (2024). A Qualitative Insight into Pre-Departure Orientation Training for Aspiring Nepalese Migrant Workers. *Tropical Medicine and Infectious Disease*, 9(150), 1-13. doi:10.3390/tropicalmed9070150
- Risda, D. (2022). Increasing Japanese and Indonesian Mutual Cooperation Indonesian Human Resources' Contribution to Japan's Technical Intern Training Program. In M. Tanigaki, *Japan and Asia: Business, Political and Cultural Interactions* (pp. 79-143). Singapore: Springer Singapore.
- Risda, D., Nurdin, E. S., & Ruyadi, Y. (2023). Pembentukan Karakter Birokrat Indonesia yang "Berakhlak". *Jurnal Global Citizen*, XII(1), 17-27. doi:10.33061/jgz.v12i1.7403
- Salombe, F. D., Iskandar, K., & Rustam, M. R. (2025). Language Barrier: Language Training Mismatch and Communication Challenges among Indonesian Technical Interns (TITP) in Japan. *KIRYOKU*, 9(2), 455-469. doi:10.14710/kiryoku.v9i2.455-469
- Smith, I. H., DeTienne, K. B., Ingerson, M.-C., & Cherrington, D. J. (2024). Moral Character Development: The "Moral Moments" Model. *Academy of Management Review*. doi:10.5465/amr.2022.0515
- Sylwia, P., Barzykowski, K., Tracz-Krupa, K., Cassar, V., & Said, E. (2024). Developing Cross-Cultural Competence Of Students Through Short-Term International Mobility Programme. *International Journal of Training and Development*, 28(2), 169-188. doi:10.1111/ijtd.12315
- Tampubolon, L. P., H. M., Aprilyanti, S., Alamsyah, N., & POS, T. (2023). Implementasi 5S (*Seiri, Seiton, Seiso, Seiketsu dan Shitsuke*) Pada Bagian Worskhop di PT. Agrotamex Sumindo Abadi. *Jurnal Desiminasi Teknologi*, 11(2), 122-127. doi:10.52333/destek.v11i2.178
- Tandos, R. (2025). Indonesian Female Migrant Workers and Violent Extremism: Thoughts, Trends and Women's Empowerment. *Komunitas: International Journal of Indonesian Society and Culture*, 17(1), 63-72. doi:10.15294/komunitas.v17i1.21783
- White, R. E., & Cooper, K. (2022). *Qualitative Research in the Post-Modern Era Critical Approaches and Selected Methodologies*. Springer Cham.
- Williams, M., & Moser, T. (2019). The Art of Coding and Thematic Exploration in Qualitative Research. *International Management Review*, 5(1), 45-55.
- Yektiningsih, E., Risnasari, N., & Wijayanti, E. T. (2021). Association Between Personality Traits Toward Culture Shock Among Indonesian Caregiver in Japan Under Economic Partnership Agreement. *Journal of Nursing Practice*, 5(1), 146-154. doi:10.30994/jnp.v5i1.165