



Analysis Risk Management Japanese Language Education Study Program Universitas Negeri Semarang

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Abstract

The purpose of this study was to describe and analyze the risk management of the Japanese language education study program at Universitas Negeri Semarang. This research approach is a qualitative approach with a case study design. data collection using structured interview methods, unstructured interviews, and document study. The results of this study indicate that the risk management carried out by the Japanese language education study program Universitas Negeri Semarang is not yet structured, but is following the directions and rules of the university. Although not yet structured, risk management that is carried out can minimize the impact of a problem that can disrupt the stability or sustainability of the study program. There are already standard rules for handling each problem and special handling in each case. Carried out very carefully so that the stability of the study program is maintained. The benefit of this research is to provide insight into risk management in the Japanese language education program Universitas Negeri Semarang to maintain the quality of graduates and the sustainability of the study program itself and can be an example of risk management in other institutions.

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INTRODUCTION

Since the New Order era, many Japanese companies came to Indonesia to invest for investment by establishing a company or factory that absorbed a lot of local labor. The arrival of Japanese investors could not be separated from the role of Soedjono Hoemardani, who was the lobbyist for President Soeharto in the late 1960s. He is trusted as a lobbyist because he has Japanese language skills. Thanks to his services, many investors from Japan began to arrive and set up companies and factories in Indonesia.

People who can speak Japanese are needed by the government and companies (Yulianti, 2013). As a person who can speak Japanese, it is hoped that he will be able to bridge communication between Indonesians and Japanese people in Indonesia and Japan. As a way to meet these needs, of course, there must be enough Japanese language education teachers to be placed in high schools and vocational high schools to produce human resources who can speak Japanese and Indonesian to meet these needs. In Central Java, several universities have opened Japanese language majors, but only *Universitas Negeri Semarang* as the LPTK (Institute for producing education personnel) plays a very important role in this. According to Gaffar (2004) that LPTKs have the main task of educating prospective kindergarten to college teachers. The Japanese language education program at *Universitas Negeri Semarang* whose graduates should have been Japanese language teachers or educators, such as Mrs. Fitri, alumni of the Japanese language education program *Universitas Negeri Semarang*, who became a Japanese language teacher at *SMA Negeri 5 Semarang*, but in the field many alumni are working outside the education sector. The research of Ekawati et al. (2014) found that only 30% of 2010-2014 graduates worked in the education sector, 30% in the financial sector, 10% in administration, 10% public relations, 10 % BAK (Financial administration agency) staff, and the rest are supervisors. The official website of the Japanese language education study program, which was updated on November 1, 2019, states that there

are only 5 graduates who have become civil servants. The majority of majors work in the formal sector, namely working as a translator or interpreter. One of them that the researcher met was Indra Adi Barata, who now works for a Japanese company located in Japan which is engaged in the logistics sector. his position in the company as one of the staff. Before Indra Adi Barata worked in a Japanese company today, when he was studying, he had attended an apprenticeship program in Japan for 1 year. Before leaving for the apprenticeship program in Japan, Indra has a Japanese language proficiency certificate N3 (*Noryoku shiken* level 3), after completing his internship in Japan and taking the Japanese language proficiency test. To move up to level N2 (*Noryoku shiken* level 2) and has not passed the test. From that, it can be seen that an internship in Japan for one year does not affect Indra Adhi Barata's Japanese language skills. Another fact is that the interest in teaching is not so great that they choose another job. Language learning theory has an internal process of language learning, one of which is the Affective Filter which is an effort to consciously filter language input based on affective factors: learning motives, needs, and emotions (Subyantoro, 2013). The social environment affects language filtering, specific forms of motivation, needs, and attitudes underlying the acquisition of a second language are influenced by the society in which the learner lives and is also influenced by social activities in which the learner participates or wants to participate. What has been described above, it is understandable that the JLPT (Japanese Language Proficiency Test) does not evaluate language production abilities.

Risk is a word that is heard almost every day. Usually, the word has a negative connotation, something you don't like, something you want to avoid. Thus risk is something that leads to uncertainty over the occurrence of an event during a certain period where the event causes a loss, both insignificant small losses and large losses that affect the survival of a company (Lokobal, 2014). So all of that requires anticipating from the beginning in facing risks so

that the risks faced do not cause a loss. The risk that exists is something that cannot be avoided. Thus, there is a need for risk management which is important for an organization, including school organizations because educational activities cannot be separated from the existence of risks that can interfere with the continuity of achieving educational goals in schools. The description of the problem is a risk that occurs in the Japanese Language Education Study Program, *Universitas Negeri Semarang*. To anticipate these things, risk management can be done. Basically, risk management is a comprehensive risk management system faced by an organization for the purpose of increasing company value. Strategies that can be taken include transferring risks to other parties, avoiding risks, reducing the negative effects of risks, and accommodating some or the consequences of certain risks. Based on the explanation, the researcher is interested in conducting research "Risk Management Analysis of the Japanese Language Education Study Program, *Universitas Negeri Semarang*".

METHOD

This study uses a qualitative design to present as much information as possible about the Risk Management of the Japanese Language Education Study Program, *Universitas Negeri Semarang*. Qualitative research is research that is widely used in the field of education as a tool for collecting data to solve problems (Gay et al., 2012).

This research design is a case study. Gunawan (2013) said that the case study research is intended to intensively study the individual, group, institution, or community the background of the problem, the state and position of an event that is currently taking place, and the environmental interactions of a given social unit.

The researcher conducted a preliminary survey by compiling the research design, after all the researchers were ready to go to the field with an understanding of the research background to obtain the required data. All data were collected, the researcher conducted data analysis and data interpretation and triangulated the data with

literature theory which was then concluded as the result of the study.

The focus and activity in this study is the risk management of the Japanese language education program *Universitas Negeri Semarang*. The subjects of this study consisted of the Head of Japanese Language Education Study Program, graduate users, graduates of the Japanese language education program, *Universitas Negeri Semarang* with primary data directly from interviews and secondary data in the form of documents obtained from the field. The data validity test used in this study was to increase persistence, triangulation, and member checks. Data analysis and interpretation using an interactive analysis model by Milles and Huberman (2014).

RESULTS AND DISCUSSIONS

The Japanese Language Education Study Program of *Universitas Negeri Semarang* is not yet familiar with the term risk management, but in concept, which is the process of identifying, measuring risk level like on (Soputan et al., 2014), overcoming and evaluating a possible problem that occurs, and its benefits are understood. The focus of risk management is identification and means of overcoming a risk (Marginingsih, 2017). Therefore, the Japanese Education Study Program *Universitas Negeri Semarang* can be said to have carried out risk management even though the risk management that has been carried out has not been as systematic as the risk management carried out by other organizations. Munawwaroh (2017) said is because if the risk is not managed properly it will result in losses as well as the barriers that occur so that the educational program is not going well. However, if the risks are managed properly, precisely, and faster then any losses can be minimized, and educational programs will be implemented as planned. Even, risk management is one way to reduce and deal with any risk that the company may face (Prayoga & Almilia, 2013). Aditya & Naomi (2017) research showed that ERM (Enterprise Risk Management) and control variable have a significant effect on the firm value

that's mean risk management also has effect institution value but, partially, ERM doesn't have a significant effect on firm value. On the other hand, a high value means a high risk (Prabawa & Lukiausti, 2017). Another result says that ERM may be more symptom of where we have been rather than the cure for the future (Power, 2009). This means that risk management may no longer be a solution in the future, but only as a symptom.

Risk management is an approach taken against risks is to understand, identify and evaluate the risk of a or project (Suparno, 2015). This can be seen from the corrective and preventive actions taken by the study program, from the process of how to identify problems, how to deal with some of the existing problems, how to overcome problems, to evaluate them. One of the most important issues is the curriculum which has always been the main point of graduate users. This is like in Hardini and Sulasmono (2016) research about curriculum evaluation. The users of these graduates are not only schools but also Japanese companies based in Indonesia. In the last meeting virtually, their needs continued to increase for several competencies, thus demanding that the education program change and add new competencies to the curriculum. In this case, the concept of risk management functions very well in its way, although the study program does not fully implement it, the objectives of risk management can be achieved. Risk if managed by the head, will effectively reduce its effect, said Goden et al. (2016). To reduce and solve those risks, Ulfah & Syamsul (2016) says efforts to gradually and continuously improve the performance of enterprise or institution by solving and preventing potential risks are required.

Even though the study program does not recognize risk management, at the university there is a structured system that is conceptually the same as risk management. Universitas Negeri Semarang document number PM-BPM-07 regarding quality procedures. This document comes from the Universitas Negeri Semarang Quality Assurance Agency (BPM UNNES). This agency functions as a guardian of service quality in the university environment, internal audit, and

as an academic support work unit in charge of developing an Internal Quality Assurance System. This document is one of the tools for the quality assurance agency to carry out internal audits and maintain service quality. Risk management as a tool for internal audit activities, focusing on unexpected effects or uncertainties generated during its application (Eija & Peter, 2014). The document explains how the approach taken by the quality assurance agency in efforts to repair and control problems. Corrective and preventive measures stated that the purpose of the document is to guide the implementation of corrective/corrective actions to eliminate potential causes of non-conformities, in line with research to manage emerging risks Yulianti, (2009) based on ISO 9001: 2008 and the quality manual. The scope of the procedure for corrective and preventive action covers the scope of Universitas Negeri Semarang, meaning that the Japanese Language Education Study Program is included in it. The concept of risk management, Understanding Risk Management according to Irham Fahmi (2010), Risk Management is a field of science that discusses how an organization applies measures in mapping various existing problems by placing various management approaches comprehensively and systematically. The definition of Risk Management according to the Minister of Finance Regulation Number 142/PMK.010/2009 concerning Risk Management of Indonesian Export Financing Institutions, Risk Management is a series of procedures and methodologies used to identify, measure, monitor, and control risks arising from business activities.

The General Provisions

Proposed corrective and preventive actions

The general provisions of the corrective and preventive actions are as follows.

First, any personnel associated with the delivery of services can propose corrective and preventive actions following the problems that arise.

Second, suggested corrective and preventive actions may come from internal

quality audits, external quality audits, and customer complaints.

Identification of non-conformities.

First, non-conformities found from the internal quality audit will be identified following the Internal Quality Audit procedure.

Second, non-conformities related to suppliers can be identified from the Goods and Services Procurement Procedure.

Third, non-conformities related to customers can be identified through the Customer Complaint Handling Procedure.

Last, non-conformities found from the service delivery inspection are identified by the Non-conforming Product Control Procedure.

Quality Assurance Team

First, the Quality Assurance Team at the central level is the Quality Assurance Agency. Second, the Quality Assurance Team at the faculty/ department/ study program level is the Quality Assurance Group.

Detailed Corrective and Preventive Quality Procedures

Review of Requests for Corrective/ Corrective and Preventive Action.

The flow of corrective and preventive action procedures could be seen in Table 1. First, the Applicant will record any non-conformities that need to be followed up on the Request for Corrective and Preventive Action form. This form and supporting evidence are submitted to the guarantee team at the Prodi/ Department/ Faculty/ University level (according to the location/ level of authority).

Second, the quality assurance team concerned will review whether the Requests for Corrective and Preventive Actions need to be followed up. (1) If no follow-up is necessary, the PTPP (Request for Corrective and Preventive Action) will be saved. (2) If it is necessary to follow up, the quality assurance team will provide a number on the Request for Corrective and Preventive Action form. (3) The quality assurance team will forward the PTPP (Request for Corrective and Preventive Actions) to the

relevant department and a copy will be kept by the quality assurance team.

Analyze the cause of the problem.

First, the relevant department shall analyze the causes of non-conformities / potential non-conformities to determine the corrective action / preventive action to be taken. Second, this analysis can be done by evaluating existing quality records including records of audit results, customer complaint reports, management review records, vendor evaluations, statistics, etc. Last, the results of the analysis regarding the causes of non-conformities will be included in the Request for Corrective and Preventive Action form including the implementation plan, implementation deadline, and the responsible personnel.

Corrective Action.

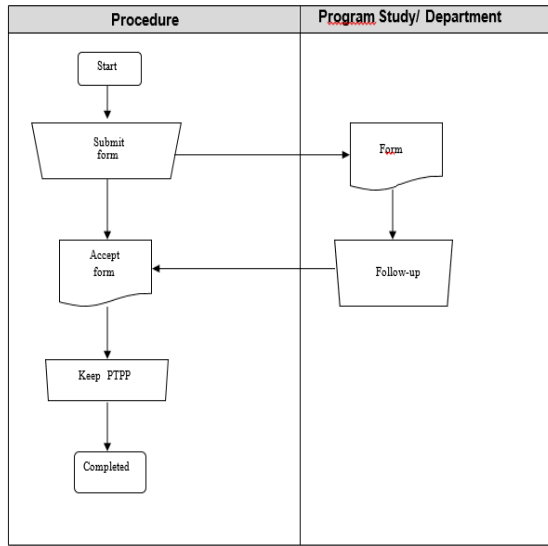
First, corrective action can be determined after the cause of the nonconformity is identified through problem analysis. Then, the relevant division must implement corrective/ preventive actions following the decisions in the problem analysis discussion.

Precautions.

First, precautions can be determined once the potential cause of the problem has been identified.

Then, Preventive action can also be taken based on statistical results that indicate a trend indicates a potential problem. Determination of preventive action must be based on the level of potential problems. Mitigation is carried out to reduce the impact of risks (Keswari & Rinawati, 2017).

Table 1. The Flow of Corrective and Preventive Action Procedures.



Monitoring of Corrective and Preventive Actions.

First, the Head/ Head (according to the level of authority) concerned must ensure that the planned corrective/ preventive actions have been implemented and are effective in resolving the problem. Second, the quality assurance team will verify and assess the effectiveness of each corrective and preventive action that has been followed up. Last, The quality assurance team will record all corrective/ preventive actions in the Corrective and Preventive Action Request Status Log. The results of implementing corrective/ preventive actions will be reported during routine management meetings/ reviews. The follow-up can be by avoiding risks, reducing risks, and transferring risks starting from the aspects of institutions, regulations, financing, and technical and non-technical programs (Yasa et al., 2013).

CONCLUSION

Based on the result data obtained, the Japanese language education study program Universitas Negeri Semarang can be said to have carried out risk management even though the risk management that is carried out is not yet systematic like the risk management carried out by other organizations. This can be seen from the

corrective and preventive actions taken by the study program, from the process of how to identify problems, how to deal with some of the existing problems, how to overcome problems to evaluate them. Besides, in the Kidd, (2010) journal, it is said that risk management helps institutions move to achieve optimal conditions.

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