

# SAMURAI CULTURE ACCULTURATION IN JAPANESE LANGUAGE LEARNING

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## Abstract

Samurai Culture values adopted in Japanese language learning predicted having strong effects on the graduate attitudes. This study was carried out to explore how the acculturation of the values in this Japanese study program. The study employed a qualitative approach with a design of phenomenological case study. This is an in-depth investigation to obtain thorough knowledge of Samurai Culture and Japanese language learning system. Data were collected through in-depth interviews, observation, and documentation. The acculturation of Samurai Culture in Japanese language learning was established both in classroom and outside teaching lecture activities. It was introduced and practiced continuously in classroom to improve student attitudes and behaviors. Human communication and interaction are applied as extra class activities, where lecturers become role models in practicing the Japanese traditions.

**Keywords:** language, learning system, cultural values, character, attitudes

## INTRODUCTION

Education as a process of human development is formally implemented at educational institutions involving culture acculturations in teaching learning system (Masgoret & Ward, Eskelson, 2020; Findak, 2019). This challenges higher educations is to provide graduates who have positive characters, as well as required in business works (Behroozi, 2012; Espinoza, *et al.*, 2020; Saepudin, 2018). Japanese language study program is aware on this issue and thus develops its learning designs adopting unique Samurai culture in the teaching learning process. (Matsumoto & Okamoto, 2003; Šukelj, 2019). It has positive cultural values including discipline behavior, honesty, hard-working, being persistence, politeness, respectful attitudes, mutual appreciation, and continuous innovative actions (Setyanto, 2020). These values could be introduced and practiced through acculturations in teaching and learning activities for Japanese language students. Research findings indicated the learning model had strong contributions to building personal characters of school graduates (Bucknall, 2001).

The purpose of cultural acculturation is to attain academic achievements and build positive attitudes, skills, knowledge, and traditions that are present in a cultural community, or development of culture in a community through academic achievements (Alexon, 2010; Susanto, 2018).

Culture-based learning is one of teaching learning systems to introduce certain cultural values and develop learners' character (Fute, 2020), Iskandar, 2020; Susanto, 2018). Such a learning system applies experiential learning approach in providing direct learner' experiences by practicing the proposed values (Buchori *et al.*, 2018; Goldberg, 2000; Koplin *et al.*, 2016). This is implemented continuously assuming the specified personal characteristics to be experienced by students as a tradition.

Language and culture are two things that cannot be separated. The reason is that in mastering language skills, it is also required to understand and explore the language values. Thus, when individuals want to explore certain cultures profoundly, they have to master the culture's

language (Elmes, 2013; Kim, 2020; Krasniqi, 2019). Similarly, when people try to learn Japanese language, they must study this language first, and followed practicing related language cultural values. This is of course requires specific strategies in planning and managing both language instruction and its expected cultural values. (Chen & Zhang, 2014; Svalberg, 2007).

The definition of acculturation is the change in culture that occurs due to contact with a new culture (Birman & Addae, 2016). Acculturation refers to the process by which a person or a small group is inserted into a larger societal group over the period of several generations (Portes & Zhou, 1993). Berry states that acculturation is the understanding of the ways by which individuals change as a result of cultural contact, in relation to their attitudes, behaviors, and cultural identities (Berry, 1980; Weinreich, 2009). Acculturation is also defined as a strategy in selecting appropriate cultural values to be adopted in an education system (Berry, 1980). The acculturation process is necessary to involve related parties in order to find potential formulas in improving education quality and obtaining maximum outcome successfully (Supriyanto & Burhanuddin, 2017).

Cultural acculturation could be carried out in many ways addressing certain reasons when people for example experience new cultures while learning foreign language (Gardner, 2012; Giles & Byrne, 1982). Samurai Culture provides students with unique personality performance such as self-discipline, being polite, tenacious, and hard working. These are important characteristics that need to be introduced to students in particular to building strong personality when they graduate from a university. This model thus becomes a strategic alternative in developing learning systems for a foreign language study program through adopting positive values of the related culture found in the language content itself. Based on this theoretical and research analysis, this study was necessary to be carried out involving an in-depth study on how Samurai Culture brought in and acculturated at each piece of learning processes organized by the Japanese language study program.

## METHOD

This study utilized qualitative approach with a phenomenological case study design. The selected cases are purposively since they were regarded as factual, or directly being experienced by students and lecturers in instructional processes at the Department of Japanese language study program. Data were gathered using in-depth interviews, field observation, and document tracing. The interviews involved lecturers and students as participants at Japanese language learning practices as managed by higher education institutions in East Java Indonesia. It also used informants that were selected by a snowball technique to obtain appropriate informants of the specified institutions. The information that successful collected from these techniques were analyzed through systematic and life cycle stages involving data coding, classification, presentation, interpretation, and conclusion.

## RESULTS

The following are the findings of the study on Samurai Culture acculturation in Japanese language learning:

a. Samurai culture as the material or content of courses

Learning courses in Japanese language are divided into three different courses: (1) Japanese language skill, (2) Japanese knowledge and culture, and (3) Japanese literature. Japanese language skill provides relates to Japanese language learning content. Samurai Culture can become a theme or topic of course works, and as knowledge in various themes included in the category of character education with habituation, and continuous direct practices. Japanese knowledge and culture courses provide students with learning material relating with the building of attitudes and behaviors of Japanese people that may become positive knowledge for students. Results of studying Japanese culture provide wisdom benefits as positive values that can be adopted or acculturated toward students. Japanese literature students study the Japanese literary works. This is expected to introduce students with literary works that are as reflection of society. Learning activities are delivered in several ways including poetic, prosaic, or narrative form in dramas, films/movies, or other

forms of literary works. These literary works reflect characteristics of Japanese people from the periods of when the works of literature were made.

#### b. Acculturation of Samurai Culture in the Learning and Teaching Process.

The following is the process of acculturation of Samurai Culture that implemented in the learning and teaching process toward students.

- The culture is continuously communicated or discussed.
- Lecturers create classroom rules that constitute adaptations and the process of habituation toward positive values of Samurai Culture:
  - Being on time for courses.
  - Wearing neat and nice dressings or costume.
  - Completing assignments according to planned schedules.
  - Being fair in doing works in any school examinations.
- Habituation of attitudes and behaviors related to Samurai Culture is carried out through the following:
  - Students must perform *aisatsu* (greeting) with *ojigi* (bowing).
  - Students must always use good and polite language when communicating with lecturers.
  - Lecturers set up the deadlines for all activities.
  - Lecturers assign tasks in group formats.
  - In certain courses, students and lecturers continuously practice or use Japanese language as the mode of delivery or instructional language.

#### c. Process of Samurai Culture Acculturation Outside of Course Activities

In addition to within the learning and teaching process, the habituation process that becomes a part of acculturation also occurs outside the classroom. The process includes, among others:

- The lecturer as a role model

- The process of Samurai Culture acculturation in communication and interaction between students and lecturers

- The process of Samurai Culture acculturation in communication and interaction among fellow students

- The process of Samurai Culture acculturation in student activities

## DISCUSSION

As has been stated by Kuang (2007) and Roh (2001), it is difficult to learn languages without knowing about the culture. Language learning is not separated from learning about culture, and the final objective of foreign language teaching is the understanding of language and culture. Brown (2007) has stated that the learning of a second language involves a secondary identity, and that second language learning is the same as learning about a second culture. This Japanese language learning also plays a major role in the mastery of a second culture. It is employed in the Samurai Culture acculturation to Japanese language learners.

### Samurai Culture as Materials or Content of Courses

Learning about culture is the situating of culture as its own field of discipline in order to become material content that is specifically studied. (Goldberg, 2000)

#### *Japanese Language Skill Courses*

In Japanese language skill courses, the learning about Samurai Culture as positive attitudes and behaviors being a part of course materials, or as knowledge in certain themes, is included in the category of character education with habituation. Through direct and continuous practice, Samurai Culture becomes a part of the attitudes and behaviors of students. In learning in the group of skills courses, the strategy of delivery is with the simulation method. Suyanta (2014) states that simulation or demonstration is a model of learning brings situations that resemble actual situations into the classroom (Davis, Eisenhardt, & Bingham, 2007; Suyanta, 2014). For example, in courses of speaking or business manners, students are asked to create a conversational role-play of how subordinates

and superiors communicate, in that subordinates must employ polite language with a certain mood of speaking, while superiors utilize different language that is instructional to their subordinates as would be conducted by a real company. With simulation or role-play, the process of Samurai Culture acculturation occurs.

As an example, in a reading course, when the theme of business visits is explored, situations will then be provided, such as how people will act and behave toward or with other people, co-workers within a company, or people outside the company, which in this case can be a colleague or a business partner. In skills courses or Japanese language learning courses themselves, these constitute habituation by which students will directly understand Japanese culture and simultaneously follow the culture. This occurs because the themes that are explored, or the example sentences in the learning process, always employ settings of places in Japan, and time settings that are related to certain conditions in Japan. This includes how to communicate that necessitates the usage of refined and polite language, how to make appointments, greeting other people by bowing to them when meeting other people, and other attitudes and behaviors. For students, these start out as reading materials, before they are asked to understand and eventually also asked to create a conversation with the same theme as well as to practice these matters in the speaking course. This occurs with different themes that contain habituation of attitudes and behaviors of Samurai Culture, including those of discipline, timeliness, decency, politeness, and others.

#### *Japanese Knowledge Concentration Courses*

In these courses, the knowledge on culture, attitudes, and behaviors of Japanese people may become positive knowledge for students. Japanese knowledge is studied comprehensively and in detail as knowledge that must be mastered and understood. This is in order to provide experience to students when they will come to work in Japanese affairs, whether as researchers, scholars, teachers, or employees in Japanese, or even become directly involved in Japanese society. The experience above regards a comprehensive understanding on Japanese culture. With the knowledge gained from this experience, misunderstandings will not occur in communicating or interacting, and they can make the appropriate actions when necessary.

They can also follow Japanese regulations and norms if they are present in the environment of Japanese society. When present in outside environments, Japanese people can act and behave professionally in their actions. The knowledge on Japanese affairs among others regards various things regarding the customs or habits of Japanese people, actions that may be performed as well as those that are taboo or cannot be performed, and concepts that form the roots of Japanese culture. An example is the concept of *ganbaru* (spirit and hard work), as well as the creation of a harmonious environment that influences the attitudes and behaviors of Japanese people, and thus they prioritize politeness and appreciation of other people. There is also the concept of *harage*, communication of Japanese people that does not directly express meanings, but demands the recipient or the other speaker to understand what is being conveyed, as well as *Giri*, the attitude of people that repays the kindness of other people, and others.

This entry process of knowledge and understanding of Japanese culture is included as one of the processes of acculturation of positive values of Samurai Culture to students, by which students can distill and take away insights from existing values, which may be able to provide or instill their consciousness to be able to act and behave positively as such. Acculturation through habituation also occurs in courses that contain lessons on manners or ethics in communicating and interacting in Japanese culture. In this case, learning about discipline in acting and behaving, appreciation of time, hard work, politeness, and honesty, constitute everything that must be mastered because these things are required when performing interactions and communications in Japanese business ethics. Further, there are explanations in detail of vocabularies or expressions that are utilized in work as well as of regulations of offices or companies. This includes how to interact with people outside a company, how to make appointments, what to do at the reception desk, how to exchange name cards, what to do outside the office, how to move about, and when and where it is necessary to make and say greetings. This is very important because regarding these attitudes and behaviors, Japanese people themselves are trained the same things when they enter jobs.

### *Japanese Culture Concentration Courses*

Sardjiyo & Panen (2005) state that culture as science means that culture is studied in a special course about culture for culture. Culture may be realized in a course or from direct information about the culture of a society, or the native speaker of a language being learned. Suprayekti (2008) and Sutarno (2008) state that culture is an important part for education and development of science, and is very much beneficial for learners to elucidate processes and results by attaining a contextual learning experience and to understand the concept of science in culture. The results of Japanese culture studies may lead to wisdom or benefit that can be taken as positive values that may be adopted or acculturated to students. This group of courses is an in-depth exploration of the group of Japanese Knowledge Concentration Courses and is designated for students who intend to concentrate their studies on Japanese culture, wherein parts of Japanese culture are studied in greater depth from various points of view. With the basics of research in culture studies, parts of Japanese culture may be made a theme in course discussions.

### *Japanese Literature Concentration Courses*

The literary works that result from people are the reflection of society that is conveyed in poetry, prose, or stories in dramas, films, or other forms of literature. This group of courses is designated for students who possess the desire to concentrate their interests on the field of literature. Students who possess seriousness for the field of literature also possess the opportunity to examine further the attitudes and behaviors of Japanese society through those works of literature. With the basics of literature research, a literary work can be analyzed through various strategies and certain forms of analyses, and thus students will obtain an image of how people in Japanese society act and behave at certain times.

### **Habituation of Samurai Culture in the Learning and Teaching Process**

Suprayekti (2008) and Goldberg (2000) state that learning about culture constitutes the real form of that culture in the actual, everyday behaviors of the learner. For this, continuous habituation is conducted in order for them to become routine or to pervade into the behaviors of a person or a learner. In the context of foreign

language learning, this habituation can be said to be a necessity. This is because when a learner utilizes or speaks with a foreign language that is being studied, the learner ought to speak according to the culture of that language.

The acculturation process of Samurai Culture occurs in all learning processes, and these processes are the most important part of the Samurai Culture acculturation process. The following are the processes that are found by this study:

#### ***Culture that is continuously communicated or discussed***

As the ones who spearhead the execution of learning, with full consciousness of the importance of the mastery and acculturation of attitudes and behaviors of Samurai Culture that makes mastery of the Japanese language more perfect, *the lecturers continuously remind students* to be disciplined, on time, hard-working, polite, and possess other attitudes that accompany the Japanese language. This mode of delivery that is conducted continuously has a positive effect, because whether directly or indirectly, and without being realized by students, what is delivered will enter their sub-consciousness, in that they must act and behave as directed or communicated.

This continuous delivery, in addition to being conducted by lecturers to students, is also structurally conducted by the chief of the study program during the initial orientation opportunity at enrollment into the higher education institution, or during evaluation of the learning and teaching process, as well as during other opportunities. In this process, students can understand and imitate the behaviors of Samurai Culture, which is usually conducted while discussing certain themes, such as working hours or the rules that exist in Japanese society. As well, upon seeing an example of indiscipline that occurs in the surrounding environment, in addition to asking students to analyze the form of indiscipline, lecturers can also encourage students not to conduct the same behavior.

#### ***Creation of classroom rules that constitute adaptations and the process of habituation toward positive values of Samurai Culture by lecturers***

In addition to ensure the smooth progression of the learning and teaching process, *the classroom*

*rules created by lecturers* is one of the ways to train the attitudes and behaviors of students to be disciplined in the obedience of those rules. This includes not only discipline toward time, but also discipline toward other things. These rules are created for order, comfort, and success of the conducted process of learning that must be conducted, as well as a facility to train students to master the attitudes and behaviors of samurai culture as character education. When analyzed, these classroom rules constitute a process of acculturation through habituation.

#### *On-time attendance for courses*

In the mindset of Japanese people, including lecturers and students who learn the Japanese language, timeliness means having to be on time according to the scheduled time; for example, regarding course schedules, if a course starts at 9 AM, then students must be present before 9 AM. If one is hindered, tolerance for lateness may be accepted. If one has to be absent or late, one is to inform others first. This rule constitutes a process of habituation of attitudes and disciplined behaviors, appreciation of time, and politeness. Timeliness or discipline toward time is a primary matter for learners of Japanese language, because it is a required matter when interacting with Japanese people.

#### *Students who are absent 3 times cannot take examinations*

The rule about absence that disallows being absent more than three times is a rule to prevent students from being affected by the Faculty rule that states that attendance cannot be less than 80%. This will lead students to become careful and not careless to the point of being absent more than 3 times. This rule also acts to train the discipline of students to be always present in courses, and to be able to appreciate time by making the best usage of time.

#### *Neat clothing and tidy appearance*

Neatness in clothing is indeed one of the ethics found in eastern cultures, including Indonesia, but in relation to organizational culture of 5S in Japan, the essence is a priority on cleanliness, neatness, and work efficiency, which in student learning of attitudes and behaviors is realized as the rule of wearing neat clothing and having a tidy and decent appearance. Students must wear collared shirts and shoes. In the classroom, this is easily

controlled, because anyone who violates the rule will be quite noticeable. This requires extra attention from many parties, particularly from lecturers and education staff, as when students are outside the classroom, they are hard to control; therefore, it is required to raise awareness of students to always wear decent and neat clothing by providing various understandings of the primary objective of wearing neat and decent clothing. The reason is that this becomes one part of samurai culture, particularly in work environments.

#### *Turning in of assignments according to the established schedule*

In the learning of the Japanese language, something that is different from other study programs is the great number of assignments in each course. This occurs because to master the Japanese language, there are a few things that must be learned: Japanese vocabulary with its three levels of *Futsukei* (common form), polite form, and refined or very polite form, as well as Kanji characters that number in the thousands. With all of the assignments, it is expected that students learn diligently and carefully, and master all the provided materials. However, behind all of this, there are the contained values of the process of Samurai Culture acculturation, which are disciplined attitudes and behaviors, timeliness, hard work, and honesty. Training students to always work hard is conducted by providing assignments along with the deadlines for turning them in. In almost all courses for the interest of mastery of Japanese language, the lecturer always provides assignments, and thus students must work hard to complete those assignments and train their discipline in fulfilling all the demands of the established schedules.

#### *No cheating in examinations*

The process of Samurai Culture acculturation by hard work, discipline, and honesty is accomplished in one way through a process of habituation in the execution of tests and evaluations. With tests or examinations that are conducted almost every week for each course, this demands hard work in the form of learning diligence in order to work well on them as well as to obtain good academic scores for achieving mastery of Japanese language. The provided assignments and administered evaluative tests also have the objective of teaching students to be

honest. Honesty in Japan is something that undoubtedly belongs as one of the attitudes and behaviors of Japanese people themselves. Therefore, lecturers are very firm regarding honesty.

### ***Habituation of attitudes and behaviors related to Samurai Culture***

According to Suprayekti (2008), the process of acculturation with the objective of instilling certain cultures occurs formally through education. Education is the place where the process of acculturation occurs, or is also confirmed as a tool to make cultural changes. Development by Samurai Culture acculturation also occurs with the classroom rules created by lecturers. In addition to the classroom rules created by lecturers and agreed upon by students, there is also the process of Samurai Culture acculturation in the learning process, involving students performing *aisatsu* (greeting) with *ojigi* (bowing); students having to utilize refined and polite language toward lecturers; lecturers establishing clear deadlines for all activities; lecturers providing assignments in group form; and in certain courses, lecturers and students continuously utilizing Japanese as the delivery language.

*Students perform aisatsu (greeting) with ojigi (bowing)*

This behavior of *ojigi* is something that is performed commonly and normally by students who learn the Japanese language, without having to be commanded or instructed by lecturers. Students have already understood and become fully aware of this, because this matter has been taught since Japanese language learning at elementary level. It is also taught by *senpai* (seniors) to their new juniors. This constitutes acculturation of Samurai Culture by habituation.

*Students always utilize refined and polite language toward lecturers*

The Japanese language is composed of several levels, which are common language, polite language, and refined language. Common language is the language that is utilized to communicate to close friends or to subordinates or juniors. Polite language is the language that is utilized toward all people to respect the other speaker. Refined language is utilized for other speakers whose positions are far higher,

comprised of language that honors others and humbles oneself. The usage of Japanese language particularly requires students to utilize refined Japanese while communicating in the classroom, whether with friends or with lecturers. This represents the acculturation process for habits, attitudes, and behaviors of Samurai Culture, in being polite from the standpoint of expressions as well as attitudes during communication.

*Lecturers assign tasks in group form*

To provide an opportunity for students to hone their soft skills, lecturers also assign tasks in group form. This is to foster awareness among students of the importance of cooperation and solidarity within a group, including to train leadership, communication, problem solving, and others. This represents Samurai Culture acculturation, particularly the working system of Japanese organizations.

### **Process of Samurai Culture Acculturation outside of Course Activities**

In addition to within the learning and teaching process, the acculturation also occurs outside the classroom. The process includes what is explained below.

#### ***Lecturer as a role model***

It is only appropriate for an instructor to master all the knowledge to be taught. The same is also true for attitudes and behaviors: if a person asks another person to do good things, and yet the person asking cannot do good things, then what is conveyed by the person will not be heard or conducted. This is also true for the formation of attitudes and positive behaviors of Samurai Culture to students, as lecturers play an important role in this matter. All created rules, scenarios, or learning strategies that demand students to be polite, diligent, and disciplined, must also be accompanied by the real example that the lecturer can also do the same. This is in line with the theory of Suprayekti (2008) that states that lecturers are the models and guides for learners. In everyday campus living, the attitudes and behaviors of lecturers in the execution of tasks of the Three Pillars of Higher Education, as well as all their activities, will become the attention and example or role model for students. Particularly for a Japanese language study program, which always provides direction and demands students to be able to

understand and develop the attitudes and positive behaviors of Samurai Culture, students require the role model of lecturers, whom students look up to.

#### ***Process of Samurai Culture acculturation in communication and interaction between students and lecturers***

According to Rusman (2011), learning may occur without lecturers or other teaching activities and forms of formal learning. Meanwhile, the learning and teaching process constitutes interactions conducted between lecturers and students as well as sources of learning in a learning environment. In the process of Samurai Culture acculturation, interactions between lecturers and students also have a role in the formation of the character of students. Habituation toward these attitudes and behaviors occurs through the interaction between lecturers and students by way of the lecturers always utilizing Japanese language toward students, which indirectly forces students to utilize the Japanese language itself. The cultural facets include knocking on doors before entering, *aisatsu* (expressing greetings), *ojigi* (bowing to honor the other speaker), and always utilizing polite language. Lecturers also always provide advice and guidance on the cultural facets as attitudes and behaviors of Samurai Culture. These various strategies create a natural process that makes students accustomed to acting and behaving in a manner that is directed to the demand of mastery of Samurai Culture.

#### ***Process of Samurai Culture acculturation in communication and interaction among fellow students***

The understanding and creation of meaning occurs jointly by learners in the presence of collaboration, face-to-face interaction, and mutual possession of positive interdependence that are formed during the learning process. In line with the theory of Johnson and Johnson (Howe & Jones, 1993) and the theory of Kagan (1994), in that with efforts to establish mutual positive interdependence and direct interactions, learners can mutually teach about knowledge, explain how to solve problems, discuss matters that are related to the materials being studied, and feel responsibility toward shared success. The everyday interactions and communication among fellow

students constitute one of the natural processes of acculturation that occurs among fellow learners of the Japanese language. If the process of acculturation or habituation of attitudes and behaviors of Samurai Culture can already be conducted naturally among fellow students, it may be considered that the process of acculturation can almost be said to be successful. The reason is because this indicates that without pressure from any part and with full awareness, the students realize well the attitudes and behaviors of Samurai Culture. If there are students that are already capable of doing this, interaction with other students will result in positive effects to other students.

The forms of habituation in communication and interaction among students include, among others, the usage of Japanese language accompanied by appropriate gestures or attitudes in speaking the language, in addition to communication with attention to seniority and the creation of a positive seniority relationship with respect for seniors with the utilized language. Seniors always attempt to pass on knowledge or experience to their juniors, whether in academic or non-academic settings. This includes discipline in interactions, timeliness for meetings, constant maintenance of cleanliness, and/or constant obedience of existing rules, as well as mutual reminders if something is felt to be inappropriate to existing methods or rules, and mutual support in both academic and non-academic activities.

#### ***Process of Samurai Culture acculturation in student activities***

In student activities, it becomes clearly apparent that students are already able to accomplish many things with a foundation of the attitudes and behaviors of Samurai Culture. They are ready to practice all positive attitudes and behaviors that are studied and acculturated to students. This represents the form of cultural learning as presented by Rusman (2011). Student activities consist of official activities that are under the organization of the study program, student organizations, or Japanese extracurricular clubs or communities. One of the examples of this process is that each programmed activity is conducted based on timeliness, which develops and demands hard works of all members. Politeness is also required for communicating all people, among members within an organization itself or outside groups.

For activities that are arranged by different level, they may be considered as a venue to practice knowledge including Japanese language and its culture in routine activities. Students must be able to create new ideas in planning programs producing innovations for any expected programs, being effective leaders, and coordinating various activities and people. They also have to be able to work cooperatively with different people or members, being high discipline, honest, socialize and interact with people with full solidarity, and showing themselves as hard working persons.

Specifically, illustrations of acculturation activities in a learning process of Japanese culture are described as follow:

- Self-discipline attitudes can be performed by one of the divisions at the school organization. For example, being cleanliness attitude, that must be well prepared and practiced during classroom activities and other office works any time. Collecting garbage in its place and put waste into the provided garbage bags. This not only requires discipline but also high commitment, intent, and willingness.
- Honesty and politeness in the activity are closely related to external parties, including matters related to information, registration of competitors, sponsorship, and usage of funds. Politeness is performed by all parties, particularly during ant activities. When all committee members are asked to wear Japanese costumes and practice polite behavior as found or practiced in Japanese culture.

In the acculturation process in the activity, students not only being conditioned, but also practice directly with people, community, environment, family, and other occasions. When encountered problems within certain situations, students are expected to solve them independently and professionally. This becomes a model of teaching learning in building students' character that is meaningful for students in the future.

## CONCLUSION

Acculturation of Samurai Culture in Japanese language learning system was found in classroom activities as a part of internal teaching learning process and outside or external course activities. In the learning and teaching process,

Samurai Culture is always communicated or discussed continuously as attitudes and behaviors that are important to be adopted by learners of the Japanese language study program. This is implemented through a design of conditioning process introducing students with classroom rules, representing an adaptation to and a process of an adaptation of Samurai Culture cultural. It also trained students being self-discipline, working based on timeline, being diligence, neatness, hard working, polite, and hones. These attitudes and behaviors are fostered to students by providing examples demonstrated by lecturers or another group of designated students, especially on how to communicate with other people in good and appropriate language. Such activities are organized both in group and individual with selected topics of found in relevant learning materials. Students' performance in the learning activities are evaluated in term of the proficiency of the language skills, individual and group tasks, paper assignments, and written tests. The learning process of external activities is conducted through a habituation process in communication and interactions between lecturers and students, interactions among fellow students, and role models for students. Further research is recommended to investigate how Samurai Culture acculturation applied in the management of curriculum and learning of the Japanese language. Findings of this study may become a reference for other study programs in improving the quality of graduates' behaviors.

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