

JAPAN AND THE VALUES OF INCLUSIVE SUSTAINABILITY

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Abstract

Japan and the values of inclusivity are inseparable. This article briefly describes the revolution of one of the developed countries. Japan is a prime example of a country that has used education to advance and prosper. This country has shown that sincerity and skill in overseeing the education system can change the situation of a country. Character education is a major component of the education system. Good character education will create a progressive, high-quality, and well-characterized society. A developed country can be easily built after society finds its quality. Independence is the milestone of human resource progress to give birth to breakthroughs in the latest innovations. Politeness is the spirit to continue to grow and continue the spirit of struggle. Exemplary behavior in appreciating differences to prioritizing tolerance as evidence of openness to progress. A high work ethic to finally loving tradition is used as capital to continue to contribute to advancing the country. The values of inclusivity reflected in Japan are by continuing to maintain the values of character education.

Keywords : Sustainable Inclusive Value, Japan and Inclusive Value

Abstrak

Jepang dan nilai-nilai inklusifitas tidak dapat dipisahkan. Artikel ini menguraikan dengan cukup singkat revolusi salah satu negara maju. Jepang adalah contoh utama negara yang telah menggunakan pendidikan untuk maju dan sejahtera. Negara ini telah menunjukkan bahwa ketulusan dan kecakapan dalam mengawasi sistem pendidikan dapat mengubah situasi negara. Pendidikan karakter merupakan komponen utama dari sistem pendidikan. Pendidikan karakter yang baik akan menciptakan masyarakat yang progresif, berkualitas tinggi, dan berkarakter baik. Negara yang maju dapat dengan mudah dibangun setelah masyarakat menemukan kualitasnya. Kemandirian menjadi tonggak ksemajuan sumber daya manusia hingga melahirkan terobosan inovasi terbaru. Sopan santun menjadi ruh untuk terus bertumbuh melanjutkan semangat perjuangan. Keteladanan dalam menghargai perbedaan hingga mengedepankan toleransi sebagai bukti keterbukaan akan kemajuan. Etos kerja yang tinggi sampai akhirnya mencintai tradisi dijadikan sebagai modal untuk terus berkontribusi memajukan negeri. Nilai-nilai inklusifitas yang tercermin dari negara Jepang adalah dengan terus mempertahankan nilai-nilai pendidikan karakter.

Kata Kunci : Nilai Inklusif Berkelanjutan, Jepang dan Nilai Inklusif

1. BACKGROUND

The recognition of Japan as one of the advanced countries in the world is inseparable from the special education system in Japan. The Japanese government and society continue to work together in forming and producing good human qualities, one of which is through strong character education. With strong character education, it can certainly be understood that it becomes the most basic principle for changing the state of a community group. Japan, when compared to Indonesia, is a very small country. Likewise with the number of its population, Indonesia has a much larger population than Japan (Widiuseno, 2019).

After its defeat in World War II, Japan experienced a great crisis in human resources (HR) and natural resources (SDA). However, in such a situation, the Japanese government actually used the downturn as a stepping stone to advance the Japanese nation, one of the ways the Japanese government did this was through education that focused on character education (Mulyadi, 2014).

In order to rise again, Japan understands the importance of competing in terms of mastery of knowledge, both science and technology. And in order to master knowledge to catch up, Japan focuses on improving it through education that is well coordinated by educational institutions. The history of education consists of several stages, starting from the imperial era, the open era and also the modern era (Wahyuni et al., n.d.).

In order to revive Japan's glory, the Japanese government began by improving the education system and quality, and its main focus was character education, namely as an effort to form a quality Japanese society. Japan has succeeded in producing a new generation that is not only talented in academics but also has high morals and responsibility, showing that character education is a crucial component in the country's efforts to create a cohesive and advanced society. Character education is one of the secrets of Japan's success in creating a peaceful and advanced society, as evidenced by the formation of a young generation that is not only intelligent in academics but also has integrity and responsibility (Widiuseno, 2019). The Japanese government has improved the education system, particularly by emphasizing character education, in an effort to restore the nation's glory. Character education seeks to create a high-quality society by building moral and ethical principles from a young age.

2. RESEARCH METHOD

The research in this article uses qualitative methodology and library research methods. Supporting data for this research are collected from books, related research, and publications relevant to the topic discussed (Huberman, Michael Miles, Matthew B, 1992). Furthermore, the data that has been collected will be processed and displayed according to the discussion theme related to the sustainable inclusive values of Japan.

3. FINDINGS AND DISCUSSION

3.1 About Japan

Japan is a country located in East Asia. The area of Japan is around 337,815 km² (Indonesia, 1990). Japan has a long history, the Meiji era is the most important period for Japanese society, because during this period Japan began to open itself to other countries, which was previously a completely isolated country and limited relations with other countries.

The Meiji Restoration took place for 44 years, starting in 1868 to 1912. This change occurred after the end of the Tokugawa era (Wahyuni et al., n.d.).

Japan is one of the most advanced countries. Real evidence of Japan's progress is Japan's achievements in the field of science and technology that are able to dominate the world (Wakhudin, 2018). Japan's prowess in science and technology is inseparable from Japan's qualified and qualified human resources. Japan has overcome its natural resource limitations and emerged as one of the most advanced countries in the world thanks to a strong education system, dedication to industrial innovation, and emphasis on research. They are able to hone their scientific abilities and capabilities so that they can compete with other countries in the field of technology, especially automotive and electronics (Gordon, 2003).

The progress and greatness of Japan did not just happen. Japan is a country with a long history of war. Japan's path to development was influenced by its long and complicated history of conflict. Japan's return to the international arena as a contributing and peace-loving nation was facilitated by its membership in international organizations such as the United Nations. Japan's national identity and foreign policy today are shaped by a variety of factors, including its involvement in international conflicts and the direct impact of colonization in other countries, including Indonesia. It is impossible to separate Japan's achievements from its transformative historical legacy. To recover from such circumstances, Japan continues to strive to revive its country through quality community contributions to advance the country (Ikeno, 2002). Although Japan was one of the countries that lost in World War II which occurred in 1939-1945, this country actually became stronger. Japan lost in battle, but morally Japanese society became stronger and greater. Defeat in the war made them work together between social groups to revive Japan's glory, until Japan became what it is today, with all its progress and greatness (Ikeno, 2002).

The uniqueness of Japanese society includes 70% of the total number of Japanese people claiming to be uninterested in religion and not embracing a particular religion. Religious matters in Japanese society are considered a very personal matter. Religion is seen as very pragmatic in Japanese society, which incorporates religious rituals into everyday life without making it a focal point of who they are. If someone is religious, they will not show it to others, and likewise if they are not religious, they do not need to argue anything about their disbelief in religion (Widiuseno, 2019).

3.2 History of Education in Japan

During the Tokugawa era, Japan became a country that limited its relations with other countries, they implemented a political system of isolation or what is called sakoku. This was partly due to the Japanese government's fear of the influence of Christianity that was spreading at that time. In general, the history of education in Japan can be divided into the following stages:

3.2.1 Tokugawa Period

The Tokugawa period lasted from 1603 to 1867. During this period, known as the Edo period, Japan already had educational institutions. Among them were special educational institutions for children from samurai families. And for ordinary people, there were educational institutions called terakoya, which were educational institutions held in Buddhist temples. More completely, during this period education in Japan was based on the state of feudal society. Education was divided into samurai groups, farmers, craftsmen, traders and commoners. The focus was only given to samurai families, but for other than samurai families, the government

only provided basic education. Educational materials taught during this period included reading, arithmetic, writing and moral education (Suherman, 2004).

At this time, Japan had become the most educated country in the East. This was due to the policies of educational institutions and the Japanese government which began to encourage reading and translating books, then writing and publishing books, so that many works were created, including in the fields of philosophy and literature (Susilo, 2009).

3.2.2 Meiji Restoration Period

In the 4th year after the Tokugawa conquest, or in 1872. The Japanese government at that time had focused on educating its people by also equipping them with technical and business skills. So at that time the Japanese government held basic education institutions, secondary education, and higher education in order to prepare an educated and quality society (Wahyuni et al., n.d.).

In 1972, Japan enacted the first law on general education or gakkusei, in which education was no longer focused on certain groups, but rather on shared needs, so that at that time every empty field and temple that had a courtyard was built as an educational institution (Wahyuni et al., n.d.). The education system at this time was mandatory for 6 years. And only about 40% continued to junior high school. The rest went straight into society. At this time, besides junior high schools, there were also special schools for economics, engineering, and teacher candidate schools.

3.2.3 After the Defeat of World War II

After Japan's defeat in World War II in 1945, the Japanese government completely overhauled the education scheme in Japan. The changes that occurred at that time made education in Japan more democratic and modern (Wahyuni et al., n.d.). During this period, the Japanese government carried out major reforms in education and made it into a new system, namely education consisting of elementary school for 6 years, junior high school for 3 years, senior high school for 3 years and college/university for 4 years (Mattulada, 1979).

3.3 Current Education System in Japan

Japan's success in becoming one of the advanced countries in the world is inseparable from the Japanese government's focus on education. Japan is aware of their limitations in human resources and also natural resources, so with this awareness, Japan tries to improve the condition of its country through education, namely producing quality humans (Widiuseno, 2019). Japan's economic expansion is directly influenced by the effectiveness of its education system. Japan can develop new technologies and ideas and remain competitive in the global economy by developing high-quality human resources (Hardi et al., 2023).

In relation to education, Japan has a philosophical concept of education called the philosophy of collectivism. This philosophical understanding has values in the form of character and moral formation, political interests, ideology and social values based on common interests. In relation to education, the philosophy of collectivism adopted by Japan seeks to form and produce educational output that is able to advance the nation (Widiuseno, 2019).

Regarding the education system, Japan regulates it in kyoiku kibonbo/fundamental law of education which was made a law in 1947 and revised in 1999. The school system in Japan is the same as in Indonesia, which starts from pre-school education or early education at the age of 3 to 5 years and is under the supervision and coordination of the Ministry of Welfare. Furthermore, schooling will be continued with basic education for 6 years. Then continued at the junior high school level for 3 years and continued with the senior high school level for 3 years. Japan does not provide accelerated classes like in Indonesia. At the senior high school level, Japan divides it into 2 paths, the first is general senior high school education or what is called futsuuka and vocational-based senior high school education called senmongakka.

Vocational senior high school education in Japan is divided into 3 school times, namely full day, part time and correspondence time. In general, education in Japan is the same as in Indonesia, namely with a time format of 6 years in basic education, 3 years in junior high school education, and 3 years in senior high school education (Widuseno, 2019).

For higher education/university, Japan calls it *daigaku*. The education period at this level is completed in 4 years. There is also a diploma program called *tanki daigaku*. The S1 program can be taken for 4 years except for the medical faculty, in this faculty the education period is carried out for 6 years. Education equivalent to S2 in Japan is carried out with a duration of 2 years. And education equivalent to S3 is carried out for 5 years, except for medicine which is carried out for 6 years. Basic education to higher education in Japan is assigned to the ministry of education, culture, sports, science and technology or what is called *monbukagakusho*. And for the academic year, Japan starts in April and will end in March (Widuseno, 2019).

At the elementary level of education, Japan provides learning materials to its students in the form of environmental science, Japanese language, music arts, drawing skills, sports, handicrafts, thematic lessons, science, arithmetic and social. While for junior high school students, the educational materials taught are English, Japanese, foreign languages, social sciences, mathematics, science, music skills, health education, art and industry, family welfare and also social sciences (Mulyadi, 2014).

Japan has 3 educational curricula, first, the compulsory and elective academic subject curriculum. Second, the moral education curriculum, and third, the special student activity curriculum. Japanese educational institutions provide 34 hours of moral education learning time at the elementary level, and 35 hours of moral education learning time at the next level (Mulyadi, 2014).

In Japanese education, there are several terms that describe Japanese culture. Some of these terms are:

1. *Kyoiku Mama*

This term means that a mother becomes a motivator for her children to learn. A mother is also tasked with balancing the results of her child's education in the form of physical, emotional and social.

2. *Ryosai Kentro*

The meaning contained in this term is Japanese culture that makes women responsible at home. Women or mothers are responsible for household chores, family finances and also children's education.

There are several unique aspects of education in the Japanese education system, first, Japan eliminates exams in the first 3 years of learning. The focus of Japanese education in the first 3 years is on mental and character education. New exams are given to students. Second, Japan does not employ officers to clean the school. All responsibilities related to cleanliness in schools are the shared responsibility of students. Third, educational institutions in Japan provide healthy food for students. This is useful for getting students used to eating healthy and nutritious food. Fourth, educational institutions in Japan make art a main subject, this is to arouse their love for Japanese culture itself. Fifth, education in Japan implements a policy in the form of uniformity in school uniforms. Sixth, Japan prioritizes character education in the form of politeness over knowledge. This is because Japan places great importance on good character that is formed rather than the grades obtained from lessons. Seventh, extracurricular education and workshops are well prepared for entry into junior high school. Eighth, the attendance rate of students in Japanese educational institutions is 99.99%. Japanese students

are very disciplined and diligent, even the majority of them are never late for school (Widiuseno, 2019).

3.4 Learning Character Education From Japan

Japan is known as the most disciplined and great country in shaping individual society. This is because Japan always tries to maximize all the potential and qualities possessed by its people. The Japanese culture of discipline is the result of a long process that includes social conventions, education, and a strong work ethic. By implementing these ideas, Japanese society is able to advance the nation as a whole in addition to maximizing individual potential. This strategy can be used by other countries to improve the standards and discipline of their own civilization. There are many things that can be learned and applied to Japanese character education that can also be applied to education in Indonesia, one of which is character education.

The focus of Japanese education on character education for students has led this country to become a developed country and gain recognition from the world. Cultivating superior character is one of the missions of Japanese education. This character education is not only carried out in formal institutions, but also in non-formal institutions (Mulyadi, 2014). The success of this character education system has contributed to Japan's excellent educational standards and the development of a morally upright society. The excellent academic results achieved by Japanese students in a number of international competitions demonstrate this. In addition, character education reduces unemployment, fosters creativity in various industries, and helps produce high-quality human resources. In Japan, character education aims to develop good people while advancing the nation's overall social and economic development.

As mentioned above, Japan has a 6-year education period in elementary school called shougakkou, 3 years in junior high school or chuugakkou, then 3 years in senior high school called koutougakkou, and 4 years in higher education called daigaku. Of all these levels of education, Japan requires a 9-year education period (Mulyadi, 2014). Regarding character education, the basis of this education by the Japanese education system begins since students are in elementary school in order to form a good personality. Character education in Japan is taught through a concept called doutoku which means moral education. Doutoku itself is taught at every level of education as an affirmation of the focus of education in Japan is the formation of good character (Syamsurrijal, 2021). At the elementary level of education, moral education is found in lessons on social sciences, in the form of participation, activities, and also social activities. Likewise at the junior high school level, character education can be found in social sciences (Mulyadi, 2014). Thanks to this initiative, Japan has succeeded in producing a generation that is disciplined, honest, has high tolerance, and works hard. This character education model has often been used as a reference by other countries in an effort to build student character since ancient times.

Character and moral education implemented by Japan has been able to produce a society that is known to be honest, hard-working, intelligent, careful, agile, has a high sense of tolerance and prioritizes common needs. Japanese character education is an effective technique for developing people with good morals (Arrifah Putri Nadila & Abdal Malik Fajar Alam, 2024). By using an integrated strategy that covers all aspects of life, Japan has succeeded in building a society that is orderly, honest, and caring towards others. One of the main factors that influences the nation's ability to achieve social and economic progress is this. All of this has been summarized in the educational curriculum that has been prepared by Japanese education. Character education in Japan is divided into 4 stages, namely (Mulyadi, 2014) :

1. *Regarding self*

At this stage, students are taught to become independent students, especially in the work that is their responsibility, then continued by working independently, doing all spelling correctly and bravely, working sincerely and happily, learning the values of freedom and discipline, developing their personality, and cultivating themselves for love of truth and seeking identity and finding the purpose of life.

2. *Relation to others*

At this stage, students are taught to learn good manners, manners when speaking and ethics in behavior, foster values of sympathy and empathy, like to help and assist others, build relationships with others, respect and honor each other, and tolerance.

3. *Relation to the nature and the sublime*

At this stage, students are taught about nature, including love for the environment and animals, respecting and protecting the lives of other creatures, fostering sensitivity to the environment and starting to form human personalities that are able to solve problems faced and find their own happiness.

4. *Relation to the group and society*

At this stage, students are taught to become trustworthy individuals, able to keep promises, carry out their obligations, be honest and fair, work for the common good, have a high work ethic and enthusiasm, love, protect and respect each other, take part in community life, love the culture and traditions of the nation, and respect foreign cultures and differences that exist in humans.

From the explanation above, we can conclude how Japanese education focuses heavily on character education in order to form a quality and civilized society. Character education in non-formal institutions in Japan can be found in several places, first, the family. Character education in the family is considered very important by Japanese society. Very basic things such as manners, manners, ethics and neatness and honesty begin to be taught in the family. Japanese society has been accustomed to saying the word apology as a form of humility, sitting neatly when eating and so on.

Second, character education in non-formal institutions can be found in the midst of community life. Character education in Japanese society is called Bushido, which is a lifestyle that combines Buddhist and Shinto teachings that teach about ethical politeness in society, manners and discipline, honesty and loyalty, cleanliness and patience, clarity of thought and cleanliness of heart as well as physical and spiritual health (Mulyadi, 2014).

Third, character education can also be found in the work environment, several characteristics of Japan that are worth emulating and applying in Indonesia in relation to character education in the work environment, namely (Wakhudin, 2018):

1. Have a Group Mentality

This character education by the Japanese people can be seen in their ability and willingness to make common interests above personal interests. Japan has succeeded in producing a generation that values the common good and is strong intellectually and morally. This strategy has emerged as an important element in the social and economic development of Japan as a developed country. In the understanding of Japanese society, they prefer to complete a job together rather than completing it alone (Andari, 2009).

2. Have a High Level of Honesty

Japanese people are known to have a high level of honesty. The honesty of the Japanese people is a consequence of a combination of good education, a culture that fosters honesty, and social standards that protect integrity. This makes Japan one of the countries with the highest levels of honesty and security in the world. This can be seen if someone forgets something they are carrying, or leaves it somewhere, then it is very

likely that the item will be at the nearest police station. The item will not be lost or change hands (Hennida, 2017).

3. Have High Order and Cleanliness

In many information we can see how famous Japan is in order and cleanliness. The culture of cleanliness and order in Japan is rooted in the country's society and is not just the result of government regulations. Japan has succeeded in building a clean and orderly environment through education, tradition, and collective awareness, thus becoming an example for other countries around the world. Long, neat lines and queues are commonplace there. Similarly, with cleanliness, Japanese society prioritizes cleanliness. It can be seen in big cities in Japan that look clean, neat and free from garbage. This is because Japanese society has been accustomed to being educated to live clean and healthy (Ikeno, 2002).

4. Have High Independence

Although this is contrary to the reality of Japan as one of the countries that produces technology that is able to dominate the world, the fact is that Japanese people prefer to complete their work with their own hands. Japan is a leader in technological innovation, but its culture still places great importance on traditional values such as independence, self-control, and continuous progress. The use of technology and manual skills, which are highly valued in Japanese workplace culture, are balanced as a result. One example is when writing a job application letter, Japanese people prefer to write it by hand rather than type it on a computer (Wakhudin, 2018).

5. Applying the Family System in the Office

Japanese people are accustomed to working well in groups. Collaborating in groups is a long-standing practice in Japanese society, supported by deep cultural and social values. This collaboration increases the effectiveness of achieving common goals and strengthens the bonds between members of society. Openness between each individual is considered important in the work system in Japan. This characteristic of Japanese society can make relationships between fellow human beings closer, there are no barriers between each individual, thus creating a society that respects and understands each other (Wakhudin, 2018).

6. Have a High Sense of Shame

Japan as a developed country really emphasizes its people to have a high sense of shame. One of the main factors in Japan's development is shame (Abad et al., n.d.). By emphasizing social responsibility and admitting mistakes, Japanese society is able to maintain peace and harmony. Although this culture has advantages such as discipline and obedience, it also has disadvantages that must be taken into account, such as psychological pressure that can lead to extreme behavior. This is because every shameful act done intentionally or unintentionally will tarnish the good name of all. Therefore, it is common to find in Japan that people like to apologize (Ikeno, 2002).

From some of the character descriptions possessed by the Japanese people above, it would be very possible for the Indonesian nation to adopt and apply them in the world of education. Moreover, in Indonesia itself, the task of forming the character of students is clearly stated in Law No. 20 of 2003 concerning the National Education System. Similarly, in Islam, moral education is one of the most important focuses that must be encouraged by educational institutions (Supriyono et al., 2015).

4. CONCLUSION

Japan is one of the proofs of a country that is able to rise and progress by utilizing education. This country has succeeded in showing that seriousness and ability in managing the

education system will be able to change the state of the nation. One of the important focuses of the education system is character education. With good character education, a society will be born that has good character, quality and is also progressive. When society has found its quality, then an advanced nation will be easy to create.

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