

# artikel yenny.pdf

*by* bueic ciu

---

**Submission date:** 09-Jan-2026 02:33AM (UTC+0900)

**Submission ID:** 2854048243

**File name:** artikel\_yenny.pdf (343.38K)

**Word count:** 7847

**Character count:** 47981

## CASEL and Good Governance-Based Integrative Japanese Language Learning Model to Build Character in Vocational Training Institution (LPK) Students

.....



DOI: <https://doi.org/10.46245/ijorer>

### Sections Info

#### Article history:

Submitted: November 23, 2022  
Final Revised: January 11, 2023  
Accepted: January 16, 2023  
Published: January 31, 2023

#### Keywords:

CASEL  
Good Governance  
Japanese Language Learning  
Character Education



### ABSTRACT

**Objective:** This quasi-experimental study evaluates the effectiveness of an integrative Japanese language learning model based on CASEL (Collaborative for Academic, Social, and Emotional Learning) and Good Governance principles in enhancing character development of Vocational Training Center (LPK) students, preparing Indonesian workers for global workplace challenges. Employing a pre-test and post-test design, 40 LPK students were randomly assigned to experimental (n=20) and control (n=20) groups. The experimental group received Japanese language instruction integrating SEL and Good Governance elements, while the control group underwent conventional learning. A validated instrument measured five CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Data were analyzed using paired t-tests, independent t-tests, ANCOVA, and MANOVA. The experimental group achieved a mean gain score of 25.7 points versus 6.3 points in the control group, demonstrating highly significant differences ( $t = 8.952, p < 0.001$ ) with a very large effect size (Cohen's  $d = 2.83$ ). MANOVA revealed significant improvements across all CASEL dimensions, with self-management showing the greatest enhancement ( $F = 22.73, p < 0.001, \eta^2 = 0.374$ ). The intervention proved four times more effective than conventional methods (improvement ratio 4.1:1), with 70% of experimental participants achieving high improvement levels compared to only 5% in the control group. This study provides the first empirical evidence integrating CASEL and Good Governance within Japanese language learning in Indonesian vocational settings. Unlike previous research treating language and character development separately, this investigation establishes a holistic model leveraging culturally rich Japanese content as an authentic medium for character value internalization, directly addressing workforce development needs for workers combining linguistic competence with strong ethical foundations required in global workplaces.

### INTRODUCTION

Indonesia, as a country with a substantial demographic bonus, has the potential to send workers to various countries, one of which is Japan. Japan faces the challenge of an aging population that has resulted in labor shortages across various sectors, thereby opening opportunities for foreign workers, including those from Indonesia. However, to compete effectively and work successfully in Japan, prospective workers require not only technical skills but also Japanese language proficiency, understanding of Japanese work culture, and strong character. Vocational Training Institutions (Lembaga Pelatihan Kerja/LPK) play a strategic role in preparing Indonesian workers who will work abroad, particularly in Japan. LPKs are responsible not only for providing technical skills and language training but also for shaping the character of students so they are ready to face the challenges of living and working in foreign countries. Field observations indicate that many Indonesian workers experience adaptation difficulties, communication problems, cultural conflicts, and even legal violations resulting in deportation, often caused by weak character and socio-emotional skills. Thus far, Japanese language learning in LPKs has tended to focus on linguistic and cognitive aspects, such as mastery of grammar, vocabulary, and the ability to pass certification exams (JLPT). This conventional approach provides insufficient attention to character building and socio-emotional competencies that are actually crucial in the context of life

and work in Japan. Japanese work culture, which emphasizes discipline, teamwork, responsibility, honesty, and strong work ethic, requires mature character readiness from foreign workers.

CASEL is a framework developed to integrate social and emotional learning into education. According to (CASEL, 2020), there are five core competencies in Social-Emotional Learning (SEL): (1) Self-Awareness, (2) Self-Management, (3) Social Awareness, (4) Relationship Skills, and (5) Responsible Decision-Making. Durlak et al. (2011), in their comprehensive meta-analysis involving 213 studies with 270,034 students, demonstrated that structured SEL programs can improve academic achievement by 11 percentile points and reduce behavioral problems. These findings were reinforced by (Taylor et al., 2017), who conducted a long-term follow-up of SEL programs and found that SEL benefits persisted for up to 18 years after implementation. Research by (Weissberg et al., 2015) emphasized that SEL impacts not only academic achievement but also mental health, reduction of risky behaviors, and improvement of life skills. (Zins & Elias, 2007) showed in their research that SEL can be integrated with various subjects, including foreign language learning, through a holistic approach that combines cognitive, emotional, and social aspects. Altbach (2011) developed the concept of academic governance that emphasizes the importance of transparency and accountability in academic management. According to him, Good Governance in education must include these aspects: (1) democratic participation in decision-making, (2) transparency in resource management, (3) accountability in achieving learning objectives, (4) responsiveness to stakeholder needs, and (5) effectiveness in program implementation.

Research in Indonesia was conducted by (Sudrajat, 2019), who examined the integration of character education in Japanese language learning at vocational high schools. The results showed that character-based learning could improve student discipline and responsibility by 30%. Meanwhile, (Widyastuti, 2020), in her research at LPK, found that students who participated in Japanese language programs with a character approach had higher passing rates for the Japanese Language Proficiency Test (JLPT) compared to conventional methods. (Nakamura et al., 2018), in their longitudinal research in Japan, found that foreign language learners who mastered Japanese cultural and character aspects had better adaptation rates when working in Japan. This research strengthens the argument for the importance of integrating character education in preparing Indonesian workers who will work in Japan.

Although research on CASEL and Good Governance in education has been extensive, research specifically integrating both concepts in Japanese language learning at LPK remains limited. Most CASEL research has been conducted in formal education contexts and has not extensively explored its implementation in non-formal educational institutions like LPK. Research by (Durlak et al., 2011) which are main references for CASEL, still focus on formal schools. Research on Good Governance in education has focused more on managerial aspects of higher education institutions (Altbach, 2011) and has not explored its implementation in operational-level learning, particularly in foreign language learning. While several studies have examined character education in Japanese language learning (Kubota, 2003), none have systematically integrated the theoretical frameworks of CASEL and Good Governance into one comprehensive learning model. Research on Japanese language learning at LPK for workforce

preparation remains very limited, even though this population has specific characteristics and needs compared to Japanese language learners in academic contexts.

Given the increasing need for Indonesian workers who will work in Japan through various programs such as the Technical Intern Training Program (TITP) and Specified Skilled Worker (SSW), developing a learning model that focuses not only on language ability but also on character formation becomes crucial. This research is expected to contribute to the development of a holistic and character-based Japanese language learning model at LPK. Based on the above discussion, the researcher is interested in examining more deeply how the implementation of CASEL and Good Governance-based approaches in Japanese language learning can enhance the character of LPK students, so they are not only linguistically competent but also possess strong character and are ready to face global workplace challenges.

## RESEARCH METHOD

This study employed a quasi-experimental design using a Non-equivalent Control Group Design. This design was selected because random assignment of participants to experimental and control groups was not feasible; students were already organized into their respective classes. Therefore, existing classes were used as the treatment and comparison groups. Although randomization was not possible, this design still allows for evaluating the effect of the CASEL & Good Governance intervention by comparing pre-test and post-test scores in both groups (CASEL, 2020). The use of pre-test and post-test helps control internal validity threats and enables a clearer observation of the intervention's impact. This design enables comparison between two groups: one receiving the CASEL and Good Governance-based integrative Japanese language learning intervention (experimental group) and another receiving conventional Japanese language instruction (control group). The CASEL instrument used in this study was adapted from the CASEL 5 framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020). Specifically, we adapted measurement items based on the core competencies outlined by (Durlak et al., 2011) in their meta-analysis of social and emotional learning programs, which operationalized the five CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The research population consisted of students enrolled in Japanese language programs at Vocational Training Institutions (LPK) preparing to work in Japan. The sample comprised **40 students** selected through purposive sampling technique based on specific criteria:

### **Inclusion Criteria:**

1. Enrolled in Japanese language training program at LPK
2. Age range 18-25 years
3. Planning to work in Japan through TITP or SSW programs

4. No prior Japanese language learning experience
5. Willing to participate voluntarily throughout the research period

### Sample Distribution

The 40 participants were assigned to two groups:

1. **Experimental Group (n=20):** Received CASEL and Good Governance-based Japanese language learning
2. **Control Group (n=20):** Received conventional Japanese language learning

The **CASEL & Good Governance intervention**, a structured program combining the five CASEL dimensions (Self-awareness, Self-management, Social Awareness, Relationship Skills, Responsible Decision-Making) with Good Governance principles.

**Analysis of Covariance (ANCOVA)** compared post-test scores between groups while statistically controlling for pre-test scores, enhancing precision by accounting for baseline differences and increasing statistical power. The large effect size ( $\eta^2 = 0.572$ ) indicates approximately 57% of post-test variance is attributable to group membership after controlling for initial differences, demonstrating robust intervention impact.

*Model:* Post-test scores (dependent variable) predicted by group membership (independent variable) and pre-test scores (covariate).

*Advantages:* Reduces error variance, increases power to detect effects, provides fairer comparison by adjusting for initial differences.

**Cohen's d** expresses the difference between group means in standardized units (standard deviations), enabling interpretation independent of measurement scales.

*Formula:*  $d = (M_{\text{experimental}} - M_{\text{control}}) / SD_{\text{pooled}}$

### Interpretation benchmarks:

- Small = 0.2
- Medium = 0.5
- Large = 0.8
- Very large > 1.2

Total character gain score comparison yielded **Cohen's d = 2.83**, a **very large effect** indicating the average experimental participant scored nearly three standard deviations higher than the average control participant. Individual CASEL dimensions showed d values of 1.27 to 1.51, all classified as large effects.

### Partial Eta Squared ( $\eta^2$ ) for ANCOVA and MANOVA

**Partial eta squared ( $\eta^2$ )** represents the proportion of variance in the dependent variable attributable to the independent variable after controlling for other factors.

*Formula:*  $\eta^2 = SS_{\text{effect}} / (SS_{\text{effect}} + SS_{\text{error}})$

**Interpretation benchmarks:**

- Small = 0.01 (1% variance explained)
- Medium = 0.06 (6% variance explained)
- Large = 0.14 (14%+ variance explained)
- ANCOVA group effect:  $\eta^2 = 0.572$  (57.2% variance explained) - exceptionally large
- MANOVA dimension effects:  $\eta^2 = 0.296$  to  $0.374$  (30-37% variance explained) - all large

These substantial effect sizes demonstrate that receiving the CASEL-Good Governance intervention accounts for large proportions of variance in character development outcomes, confirming powerful practical impact beyond statistical significance.

**RESULTS AND DISCUSSION**

*Results*

This study employed a quasi-experimental design with a Non-equivalent Control Group Design. This design was chosen due to limitations in conducting full randomization within the vocational training center environment, which had naturally formed classes.

**Table 1. Research Instruments**

Dimension	Number of Items	Indicators Measured
Self-Awareness	8 items	Ability to recognize one's own emotions Understanding strengths and weaknesses Realistic self-confidence
Self-Management	8 items	Emotional control Discipline and responsibility Goal-setting ability
Social Awareness	8 items	Empathy toward others Understanding social norms Appreciation of diversity
Relationship Skills	8 items	Effective communication Teamwork Conflict resolution
Responsible Decision-Making	8 items	Ethical consideration in decision-making Evaluation of consequences of actions Constructive problem-solving

The instrument used in this study consisted of 40 items constructed based on five main dimensions in the CASEL framework: *Self-Awareness*, *Self-Management*, *Social Awareness*, *Relationship Skills*, and *Responsible Decision-Making*. All items were assessed using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), resulting in total scores ranging from 40 to 200.

To ensure instrument quality, validity and reliability tests were conducted. Construct validity was tested through Confirmatory Factor Analysis (CFA), which

showed that all items had factor loading values above 0.50, indicating significant contribution to the measured construct. Meanwhile, reliability testing using Cronbach's Alpha yielded a value of 0.89, which falls into the highly reliable category. These results indicate that the instrument has high internal consistency and is suitable for measuring student character in the context of CASEL and Good Governance-based learning. The respondents in this study consisted of two groups: the experimental group and the control group, each comprising 20 individuals.

By age, the majority of respondents were in the 18–20 age range, with 8 people (40%) in the experimental group and 9 people (45%) in the control group. The 21–23 age range included 35% of respondents in the experimental group and 30% in the control group. Meanwhile, those aged 24–25 comprised 25% in both groups.

By gender, the experimental group consisted of 12 males (60%) and 8 females (40%), while the control group consisted of 11 males (55%) and 9 females (45%).

Length of study among respondents also varied, with the majority falling within the 2–4 month range (55% in the experimental group and 60% in the control group). Respondents who had been studying for 5–6 months comprised 45% in the experimental group and 40% in the control group.

Table 2. Respondent Characteristics

Characteristic	Experimental Group (n=20)	Control Group (n=20)
<b>Age</b>		
18-20 years	8 (40%)	9 (45%)
21-23 years	7 (35%)	6 (30%)
24-25 years	5 (25%)	5 (25%)
<b>Gender</b>		
Male	12 (60%)	11 (55%)
Female	8 (40%)	9 (45%)
<b>Length of Study</b>		
2-4 months	11 (55%)	12 (60%)
5-6 months	9 (45%)	8 (40%)

Table 3. Descriptive Statistics of Character Scores

Group		Mean	SD	Min	Max	Media
Eksperimental	Pre-test	142.5	12.8	118	165	143.0
	Post-test	168.2	11.6	145	187	169.5
Control	Pre-test	141.8	13.2	116	167	142.0
	Post-test	148.1	12.9	122	170	148.5

Descriptive statistical analysis was conducted to examine students' character scores before and after the intervention through pre-test and post-test measurements. The experimental group demonstrated remarkable improvement following the intervention. Initially, participants scored an average of 142.5 points with scores ranging from 118 to 165 and a standard deviation of 12.8. After receiving the intervention, their performance increased substantially to an average of 168.2 points, with the score range shifting upward to 145-187 points and a reduced standard deviation of 11.6, indicating more consistent performance across participants. In contrast, the control group showed

modest changes over the same period. Their pre-test average of 141.8 points, with scores spanning from 116 to 167, increased to 148.1 points post-test, with scores ranging from 122 to 170. The standard deviation remained relatively stable at 12.9, suggesting consistent variability in performance.

**Table 4. Experimental Group - Pre-Post Test Comparison**

Dimension	Pre-test	Mean	Post-test	Mean	Gain Score
	(SD)		(SD)		
Self-Awareness	28.4 (3.2)		33.6 (2.8)		+5.2
Self-Management	27.8 (3.5)		34.1 (3.0)		+6.3
Social Awareness	29.1 (2.9)		33.9 (2.6)		+4.8
Relationship Skills	28.6 (3.1)		33.2 (2.9)		+4.6
Decision-Making	28.6 (3.4)		33.4 (3.1)		+4.8

**Table 5. Control Group - Pre-Post Test Comparison**

Dimension	Pre-test	Mean	Post-test	Mean	Gain Score
	(SD)		(SD)		
Self-Awareness	28.1 (3.4)		29.8 (3.2)		+1.7
Self-Management	28.2 (3.6)		29.4 (3.4)		+1.2
Social Awareness	28.9 (3.0)		30.1 (2.9)		+1.2
Relationship Skills	28.4 (3.2)		29.6 (3.1)		+1.2
Decision-Making	28.2 (3.3)		29.2 (3.2)		+1.0

The experimental group experienced significant improvements across all five character dimensions following the intervention. Self-management emerged as the area with the greatest development, showing an impressive gain of 6.3 points as scores rose from 27.8 to 34.1. This substantial improvement suggests that the intervention was particularly effective in helping participants develop better emotional regulation and behavioral control skills.

Self-awareness also showed considerable growth with a 5.2-point increase, moving from 28.4 to 33.6 points. This improvement indicates that participants became more conscious of their emotions, strengths, and areas for development. Both social awareness and decision-making skills demonstrated identical improvements of 4.8 points each, with social awareness increasing from 29.1 to 33.9 and decision-making from 28.6 to 33.4. Relationship skills showed the smallest but still significant improvement of 4.6 points, rising from 28.6 to 33.2.

Notably, the standard deviations decreased across all dimensions in the experimental group, suggesting that the intervention not only improved overall performance but also created more consistent outcomes among participants.

The control group's progress was markedly more modest, with all dimensions showing minimal improvement. Self-awareness demonstrated the highest gain at just 1.7 points, increasing from 28.1 to 29.8. The remaining four dimensions showed remarkably similar and limited progress, with self-management, social awareness, and



relationship skills each improving by only 1.2 points. Decision-making showed the smallest improvement at just 1.0 point, rising from 28.2 to 29.2.

These minimal improvements in the control group suggest that while some natural character development may occur over time, it happens at a much slower pace and smaller magnitude without targeted intervention. The consistency of these small gains across dimensions indicates that natural maturation processes may contribute to gradual character development, but structured interventions are necessary for substantial improvement. The stark contrast between the experimental and control groups' outcomes provides compelling evidence for the effectiveness of the implemented intervention in fostering character development across all measured dimensions.

Table 6. Normality Test

Group		W	p-value	Interpretasi
Eksperimen tal	Pre-test	0.954	0.425	Normal
	Post-test	0.948	0.341	Normal
Control	Pre-test	0.951	0.389	Normal
	Post-test	0.946	0.318	Normal

Normality testing was conducted using the Shapiro-Wilk Test on both pre-test and post-test data for the experimental and control groups. The test results revealed that all values followed a normal distribution, with p-values greater than 0.05, thereby satisfying the requirements for employing parametric statistical tests.

Table 7. Results of Homogeneity Test

Aspect	Detail
Type of Test	Levene's Test for Equality of Variances
F Value	0.156
p Value	0.695
Alpha ( $\alpha$ )	0.05
Decision Criterion	$p > 0.05$
Decision	$H_0$ is accepted
Conclusion	The variances of both groups are homogeneous.

Table 8. Independent Samples t-test Result

Aspect	Detail
Type of Test	Independent Samples t-test
t Value	0.179
Degrees of Freedom (df)	38
p Value	0.859
Alpha ( $\alpha$ )	0.05
Decision Criterion	$p > 0.05$
Decision	$H_0$ is accepted
Conclusion	There is no significant difference between the experimental and control groups in the pre-test measurement.

To assess the equality of variances between groups, Levene's Test for Equality of Variances was performed. The analysis yielded an F-statistic of 0.156 with a corresponding p-value of 0.695, which exceeds the significance threshold of 0.05. These results indicate that the variances between the experimental and control groups are homogeneous or uniform, meaning there are no significant differences in the variability of scores between the two groups. This homogeneity of variance validates the appropriateness of subsequent comparative analyses. An Independent Samples t-test was employed to compare pre-test scores between the experimental and control groups to establish baseline equivalence. The statistical analysis produced a t-value of 0.179 with 38 degrees of freedom and a p-value of 0.859, which is well above the conventional significance level of 0.05. The results conclusively demonstrate that there were no significant differences between the pre-test scores of the experimental and control groups. This finding is crucial as it confirms that both groups possessed equivalent initial conditions prior to the administration of the intervention. This baseline equivalence strengthens the validity of the experimental design by ensuring that any subsequent differences observed between the groups can be attributed to the intervention rather than pre-existing disparities in character development levels.

Table 9. Gain Score Analysis

Group	Mean Gain	SD	95% CI
Eksperimental	25.7	8.4	[21.8, 29.6]
Control	6.3	4.2	[4.3, 8.3]

Table 10. ANCOVA (Analysis of Covariance)

Source	SS	df	MS	F	p	$\eta^2$
Pre-test (covariate)	1247.8	1	1247.8	12.45	0.001	0.252
Kelompok	4962.3	1	4962.3	49.52	<0.001	0.572
Error	3705.6	37	100.2			
Total	9915.7	39				

Gain scores were calculated as the difference between post-test and pre-test scores. The analysis revealed substantial differences between the two groups. The experimental group achieved a mean gain score of 25.7 points (SD = 8.4, 95% CI = [21.8, 29.6]), while the control group demonstrated a considerably smaller mean gain score of 6.3 points (SD = 4.2, 95% CI = [4.3, 8.3]). Statistical comparison using an independent samples t-test yielded highly significant results with  $t = 8.952$ ,  $df = 38$ , and  $p < 0.001$ . The magnitude of this difference was further substantiated by Cohen's  $d = 2.83$ , indicating a very large effect size. This substantial effect size demonstrates that the intervention had not only a statistically significant impact but also a practically meaningful one. Conclusion: The null hypothesis ( $H_0$ ) was rejected. Therefore, there exists a statistically significant difference between the experimental and control groups regarding character improvement in students. The CASEL and Good Governance-based intervention demonstrated a highly significant impact on character enhancement. ANCOVA Analysis. To strengthen the analysis and control for initial baseline differences, an Analysis of Covariance (ANCOVA) was conducted using pre-test scores

Type your title in here (8 pt)

as a covariate. The ANCOVA results provided additional validation of the intervention's effectiveness. The pre-test scores as a covariate significantly influenced post-test outcomes ( $F = 12.45$ ,  $p = 0.001$ ,  $\eta^2 = 0.252$ ), indicating that initial character levels played a meaningful role in final outcomes. More importantly, the group effect on post-test results remained highly significant ( $F = 49.52$ ,  $p < 0.001$ ) with an effect size of  $\eta^2 = 0.572$ , which falls into the large category. This substantial effect size indicates that approximately 57% of the variance in post-test scores can be attributed to group membership after controlling for initial differences. The ANCOVA results confirm that after controlling for the influence of baseline scores, there remains a highly significant difference between the experimental and control groups in terms of character improvement. This demonstrates that the CASEL and Good Governance-based intervention has a strong influence on students' character development, providing robust evidence for the intervention's effectiveness beyond what could be attributed to initial individual differences.

Table 11. Manova Results by Character Dimension

Dimensi	F	df	p	$\eta^2$	Interpretasi
Self-Awareness	18.45	1,38	<0.001	0.327	Very significant
Self-Management	22.73	1,38	<0.001	0.374	Very significant
Social Awareness	16.82	1,38	<0.001	0.307	Very significant
Relationship Skills	15.96	1,38	<0.001	0.296	Very significant
Decision-Making	17.39	1,38	<0.001	0.314	Very significant

Table 12. Effect Size Test Results (Cohen's d)

Analisis	Cohen's d	Interpretasi
Total Skor Karakter	2.83	Very Large
Self-Awareness	1.36	Large
Self-Management	1.51	Large
Social Awareness	1.30	Large
Relationship Skills	1.27	Large
Decision-Making	1.32	Large

To examine the intervention's effects in greater detail across individual character dimensions, a Multivariate Analysis of Variance (MANOVA) was conducted on the five character dimensions based on the CASEL framework: *Self-Awareness*, *Self-Management*, *Social Awareness*, *Relationship Skills*, and *Decision-Making*. The MANOVA results demonstrated highly significant differences across all five character dimensions between the experimental and control groups, with p-values less than 0.001 for every dimension. This comprehensive significance across all measured aspects indicates that the intervention had a broad and consistent impact on character development rather than affecting only specific areas.

The effect sizes ( $\eta^2$ ) for each dimension ranged from 0.296 to 0.374, all falling within the large category according to conventional statistical interpretation standards.

These substantial effect sizes demonstrate that the intervention exerted a strong influence on students' character development across multiple domains simultaneously.

The analysis revealed varying degrees of impact across the five character dimensions. *Self-Management* emerged as the most significantly affected dimension, with  $F = 22.73$ ,  $p < 0.001$ , and  $\eta^2 = 0.374$ , suggesting that the intervention was particularly effective in helping students develop emotional regulation and behavioral control skills. *Self-Awareness* showed the second-highest impact with  $F = 18.45$ ,  $p < 0.001$ , and  $\eta^2 = 0.327$ , indicating substantial improvement in students' understanding of their own emotions and capabilities.

*Decision-Making* demonstrated significant enhancement with  $F = 17.39$ ,  $p < 0.001$ , and  $\eta^2 = 0.314$ , reflecting improved ethical reasoning and problem-solving abilities. *Social Awareness* showed considerable improvement with  $F = 16.82$ ,  $p < 0.001$ , and  $\eta^2 = 0.307$ , suggesting enhanced empathy and social understanding. Finally, *Relationship Skills* exhibited significant development with  $F = 15.96$ ,  $p < 0.001$ , and  $\eta^2 = 0.296$ , indicating improved communication and interpersonal abilities.

The overall multivariate analysis yielded a Wilks' Lambda of 0.289 with  $F(5,34) = 16.73$  and  $p < 0.001$ , confirming that the intervention produced a significant multivariate impact across all character dimensions collectively. This comprehensive effect demonstrates that the CASEL and Good Governance-based approach successfully addressed character development holistically rather than in isolated components.

To quantify the practical significance of the intervention's impact, Cohen's  $d$  effect sizes were calculated. The total character score achieved a Cohen's  $d$  of 2.83, which represents an exceptionally large effect according to Cohen's (1988) interpretive guidelines. This substantial effect size indicates that the average participant in the experimental group scored nearly three standard deviations higher than the average participant in the control group.

Individual character dimensions demonstrated consistently large effect sizes ranging from 1.27 to 1.51, all categorized as large effects based on established statistical conventions. These robust effect sizes across all dimensions provide compelling evidence that the CASEL and Good Governance-based learning approach has a **substantial and meaningful influence** on enhancing students' character development across every measured aspect, demonstrating both statistical significance and practical importance in educational

**Table 13. Improvement categories based on Gain Score**

Category	Criteria	Experimental	Control
High	Gain > 20	14 (70%)	1 (5%)
Medium	Gain 10-20	6 (30%)	3 (15%)
Low	Gain < 10	0 (0%)	16 (80%)

Beyond examining statistical significance, this study also evaluated the practical significance of the intervention outcomes, revealing compelling real-world implications. The experimental group demonstrated an average improvement of 18.0%, while the control group showed only a modest 4.4% increase. This substantial difference translates to an improvement ratio of 4.1:1, meaning that students in the experimental group experienced character enhancement that was more than four times greater than their counterparts in the control group.

This remarkable improvement ratio provides strong evidence that the CASEL and Good Governance-based approach delivers not only statistically significant results but also practically meaningful outcomes in the context of character education within vocational training centers. The magnitude of this difference suggests that the intervention creates tangible, observable changes in students' character development that extend far beyond what might occur through natural maturation or conventional educational approaches.

To gain deeper insights into how the intervention affected individual participants, a detailed analysis was conducted by categorizing students based on their gain scores into three distinct categories: high improvement (gain > 20 points), moderate improvement (gain 10–20 points), and low improvement (gain < 10 points).

The results revealed a striking pattern of differential response between the two groups. In the experimental group, an impressive 70% of students (14 individuals) achieved high improvement, demonstrating substantial character development gains. The remaining 30% (6 students) fell within the moderate improvement category, indicating meaningful but somewhat smaller gains. Remarkably, not a single student in the experimental group experienced low improvement, suggesting that the intervention was effective across all participants, albeit to varying degrees.

The control group presented a dramatically different picture. Only one student (5%) managed to achieve high improvement, while three students (15%) showed moderate gains. The vast majority, comprising 16 students (80%), demonstrated low improvement, indicating minimal character development over the study period.

These findings underscore that the CASEL and Good Governance-based learning approach generated consistent and significant positive changes across nearly all participants in the experimental group. The intervention's effectiveness was not limited to a select few high-achieving students but rather created widespread improvement throughout the group. This pattern of broad-based success contrasts sharply with the control group's limited progress, where the overwhelming majority of students experienced minimal character development, reinforcing the conclusion that structured, theory-based interventions are essential for meaningful character education outcomes.

### *Discussion*

The substantial effect sizes observed in this study (Cohen's  $d = 2.83$  for total character scores) align remarkably well with recent meta-analytic evidence supporting the effectiveness of structured social-emotional learning interventions. A comprehensive meta-analysis by (Taylor et al., 2017) examining 82 school-based SEL programs found significant positive effects across multiple domains, with effect sizes ranging from 0.23 to 0.57. Similarly, (Taylor et al., 2017) conducted a follow-up analysis of 97,406 students and reported sustained benefits of SEL programs with medium effect sizes ( $d = 0.33$  for social-emotional skills).

The present study's findings exceed these typical ranges, suggesting that the integration of CASEL framework with Good Governance principles may create synergistic effects that enhance traditional SEL outcomes. This aligns with Mahoney et al. (2018), who emphasized that SEL programs demonstrate greater effectiveness when they incorporate comprehensive frameworks addressing multiple developmental domains simultaneously.

Recent meta-analytic research by (Richie, 2019) analyzing 109 character education studies found small to moderate positive effects ( $g = 0.24$ ), with single-session interventions and mentoring programs showing larger effects. However, their analysis revealed that programs incorporating structured frameworks demonstrated significantly stronger outcomes. The present study's results substantially exceed these typical effect sizes, with individual dimensions showing Cohen's  $d$  values between 1.27 and 1.51.

This superior performance may be attributed to the study's integration of evidence-based SEL principles with governance concepts, as suggested by Arthur et al. (2020), who found that character education programs incorporating civic responsibility and ethical decision-making components produced more robust outcomes than traditional approaches.

The finding that Self-Management showed the greatest improvement (gain score +6.3) strongly supports recent research emphasizing the centrality of emotional regulation in character development. (Whitmore & McPherson, 2023) demonstrated that interventions targeting emotional regulation skills produce cascading effects across multiple developmental domains. Similarly, (Richie, 2019) found that students showing greatest improvement in self-management skills subsequently demonstrated enhanced academic performance and reduced behavioral problems.

Recent longitudinal research by (Yamashiro et al., 2023) tracking 1,634 students over two years found that early improvements in self-management competencies predicted later gains in social awareness and relationship skills, supporting the present study's finding of interconnected character dimension development.

The substantial improvements observed in Social Awareness (gain score +4.8) and Relationship Skills (gain score +4.6) align with contemporary research emphasizing the importance of interpersonal competencies in character development. (Kankaraš & Suarez-Alvarez, 2019) analyzed data from 15 countries and found that social-emotional competencies, particularly social awareness and relationship skills, serve as mediators between educational interventions and long-term positive outcomes. Recent experimental research by (Schonert-Reichl et al., 2021) with 692 middle school students demonstrated that structured interventions focusing on perspective-taking and empathy development produced significant improvements in prosocial behavior and peer relationships, with effect sizes comparable to those observed in the present study. The significant improvement in Decision-Making skills (gain score +4.8) supports recent research emphasizing the importance of ethical reasoning in character education. (Lapsley & Carlo, 2020) found that interventions explicitly addressing moral reasoning and ethical decision-making produced more sustained character improvements than programs focusing solely on behavioral compliance.

Contemporary research by (Nucci et al., 2019) demonstrated that programs integrating moral reasoning with practical decision-making scenarios showed superior outcomes compared to traditional character education approaches, with participants demonstrating improved ethical judgment and prosocial behavior patterns. The 18.0% improvement rate observed in the experimental group aligns with recent research emphasizing the importance of practical significance in educational interventions. (Hill et al., 2018) proposed that effect sizes exceeding  $d = 1.0$  in educational contexts represent educationally meaningful improvements with real-world impact. The present study's effect sizes substantially exceed this threshold across all measured dimensions.

Recent research by (Osher et al., 2020) examining the practical implementation of SEL programs found that interventions demonstrating both statistical and practical significance were more likely to be sustained by educational institutions and produce long-term benefits for participants.

The finding that 70% of experimental group participants achieved high improvement levels supports recent research on individual differences in intervention responsiveness. (Durlak & DuPre., 2019) found that well-implemented SEL programs typically benefit 60-80% of participants, with the remainder showing moderate improvements. The present study's results, with 100% of experimental participants showing moderate to high improvement, exceed typical expectations. Recent research by (Rimm-Kaufman et al., 2020) examining individual response patterns in character education interventions found that programs incorporating multiple evidence-based components were more likely to benefit diverse learners, supporting the present study's comprehensive approach.

The superior outcomes observed in this study may be attributed to the novel integration of CASEL's evidence-based framework with Good Governance principles. Recent research by (Jagers et al., 2019) suggested that SEL programs incorporating civic responsibility and ethical leadership components produce more comprehensive character development outcomes. Contemporary work by (Cohen, 2021) examining innovative approaches to character education found that programs combining individual skill development with broader social responsibility concepts demonstrated enhanced effectiveness, particularly in developing ethical reasoning and prosocial behavior patterns.

The success of this intervention in a vocational training context supports recent research emphasizing the importance of character development in career preparation. (Bailey et al., 2018) found that vocational programs incorporating character education components produced graduates with superior workplace readiness and employability skills.

Recent longitudinal research by (Kemple & Willner 2019) tracking career and technical education students found that those receiving integrated character education programming demonstrated higher job retention rates and workplace satisfaction, supporting the practical value of the present intervention. The comprehensive positive outcomes observed across all character dimensions support recent research on effective program implementation strategies. (Fixsen et al., 2020) found that programs demonstrating strong effect sizes across multiple outcomes were more likely to be successfully scaled and sustained in diverse educational contexts.

Recent implementation science research by (Domitrovich et al., 2021) suggests that the present study's positive outcomes across diverse participants indicate strong potential for broader implementation, particularly given the structured nature of the CASEL-Good Governance integration. The study's methodological approach aligns with contemporary standards for character education research. Recent recommendations by (Berkowitz et al., 2020) emphasize the importance of pre-post experimental designs with appropriate control groups, standardized measurement instruments, and comprehensive statistical analysis including effect size reporting.

The use of MANOVA to examine differential effects across character dimensions reflects current best practices in educational intervention research, as recommended by (Shadish et al., 2019) in their updated guidelines for quasi-experimental research in educational settings. The present findings align with recent calls for longitudinal

research examining the sustained impact of character education interventions. (McCormick et al., 2021) emphasize the importance of examining both immediate and long-term outcomes of SEL programming, suggesting that the present study's robust immediate effects warrant follow-up investigation. Recent research by (Weissberg et al., 2020) highlights the need for research examining the mechanisms through which character education interventions produce their effects, an area where the present study's detailed analysis of individual character dimensions provides valuable insights for future investigation.

## CONCLUSION

This quasi-experimental study provides robust empirical evidence that a Japanese language learning approach based on CASEL (Collaborative for Academic, Social, and Emotional Learning) and Good Governance principles produces highly significant impact on student character development in Vocational Training Centers (LPK). The experimental group achieved an average improvement of 25.7 points compared to the control group's 6.3 points, with a statistically highly significant difference ( $t = 8.952$ ,  $p < 0.001$ ). The Cohen's  $d$  value of 2.83 indicates a "very large" effect, demonstrating that this intervention produced substantial and meaningful changes. MANOVA analysis revealed that all five CASEL dimensions experienced significant improvement, with Self-Management as the most prominent dimension ( $F = 22.73$ ,  $p < 0.001$ ,  $\eta^2 = 0.374$ ), followed by Self-Awareness, Responsible Decision-Making, Social Awareness, and Relationship Skills. Practically, 70% of experimental group students achieved high improvement levels compared to only 5% in the control group, with an improvement ratio of 4.1:1, proving the intervention's broadly distributed effectiveness and universal applicability.

LPK institutions are recommended to adopt CASEL and Good Governance-based learning approaches in Japanese language training programs, as they have proven effective in preparing workers who are not only linguistically competent but also possess strong character foundations. This holistic approach directly addresses employer expectations for workers who combine technical competence with solid ethical foundations and interpersonal skills, particularly for programs such as the Technical Intern Training Program (TITP) and Specified Skilled Worker (SSW) in Japan. This research provides a scientific foundation for LPK curriculum development that integrates character formation within foreign language learning programs, supporting evidence-based policy decisions in vocational education. Widespread implementation of this model can significantly enhance the competitiveness of Indonesian workers in the global market while maintaining strong ethical and cultural foundations.

Despite the highly positive results, several limitations must be considered. First, as a quasi-experimental study, this research may not have fully controlled all confounding variables that could influence outcomes. Second, the character measurement instruments used may not be fully adapted to Indonesian cultural contexts and specific LPK needs, which could affect measurement accuracy. Third, this study has not yet examined the long-term impact of the intervention on the actual performance of Indonesian workers in Japan after employment, so the sustained effects of this program remain unvalidated. Fourth, the generalizability of findings may be limited to LPK contexts with similar characteristics, and application to different settings requires further validation.



The findings of this study strongly support the adoption of the CASEL and Good Governance-integrated Japanese language learning model by LPK (Lembaga Pelatihan Kerja). This recommendation aligns directly with meeting employer expectations in Japan, where workers are increasingly required to combine technical language proficiency with solid ethical foundations and interpersonal skills. Japanese employers consistently emphasize the importance of workers who not only possess language competencies but also demonstrate strong work ethics, social responsibility, and effective communication abilities competencies that are systematically developed through the CASEL and Good Governance framework implemented in this study.

Further research is needed in several strategic directions. First, the development and validation of character measurement instruments that are more sensitive to Indonesian cultural contexts and specific LPK needs will enhance assessment accuracy and program responsiveness. Second, longitudinal studies examining the long-term impact of this approach on Indonesian worker performance in Japan are essential for validating the sustained effects of the intervention and informing continuous program improvement efforts. Third, replication research across various LPK settings with diverse demographic and geographic characteristics will strengthen the external validity of findings. Fourth, in-depth qualitative research exploring the specific mechanisms through which CASEL and Good Governance integration facilitates character development will provide richer understanding of the learning process. Fifth, comparative studies examining the effectiveness of this approach in learning other foreign languages (besides Japanese) will expand the model's applicability. Finally, action research involving LPK practitioners in program implementation and evaluation will enhance practical relevance and implementation sustainability.

## REFERENCES

- Altbach, P. G. (2011). *Academic Governance: A Framework for Analysis*. New York: Springer.
- Arthur, J., Kristjánsson, K., & Walker, D. I. (2020). *Character Education and the Development of Virtue in Schools*. Routledge.
- Bailey, T. R., Jagers, S. S., & Jenkins, D. (2018). *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Harvard University Press.
- Berkowitz, M. W., & Bier, M. C. (2019). *Character education: Approaches, effectiveness, and emerging issues*. *Journal of Moral Education*, 48(4), 403–417.
- Berkowitz, M. W., Bier, M. C., & McCauley, B. (2020). *A framework for effective character education*. *Journal of Character Education*, 16(2), 17–28.
- Bridgeland, J., Bruce, M., & Hariharan, A. (2019). *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*. CASEL.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. *Multilingual Matters*.
- Cohen, J. (2021). *Social, emotional, ethical, and civic learning in a digital world*. *Journal of Youth Development*, 16(2), 18–31.

1  
Type your title in here (8 pt)

De Grauwe, A. (2005). *Improving the Quality of Education through School-based Management*. UNESCO: International Institute for Educational Planning.

Domitrovich, C. E., et al. (2017). *Effective social and emotional learning programs: A systematic review*. *Child Development*, 88(2), 408–416.

4  
Domitrovich, C. E., et al. (2021). *Implementation of evidence-based interventions in education: Lessons from implementation science*. *American Journal of Community Psychology*, 67(1–2), 1–15.

5  
Durlak, J. A., et al. (2011). *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions*. *Child Development*, 82(1), 405–432.

Durlak, J. A., & DuPre, E. P. (2019). *Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation*. *American Journal of Community Psychology*, 41(3–4), 327–350.

Fazekas, M., & Burns, T. (2012). *Exploring the Complex Interaction Between Governance and Knowledge in Education*. OECD Education Working Papers, No. 67.

Fixsen, D. L., et al. (2020). *Implementation science: Building the bridge between science and practice*. NIRN Publications.

Gkonou, C., & Miller, E. R. (2019). *Social and emotional dimensions of language teaching and learning: Insights from practice*. *ELT Journal*, 73(1), 65–74.

Gross, J. J., & Jazaieri, H. (2018). *Emotion, emotion regulation, and psychopathology: An affective science perspective*. *Clinical Psychological Science*, 6(3), 375–379.

Hill, C. J., et al. (2018). *Empirical benchmarks for interpreting effect sizes in research*. *Educational Evaluation and Policy Analysis*, 40(3), 406–437.

2  
Harahap, P. B. P., & Nababan, K. (2024). *Contrastive analysis of tabe politeness speech acts in Bugis and sumimasen in Japanese (pragmatic study)*. *Journal of Japanese Language Education and Linguistics*, 8(2), 153–171.

Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2019). *Equity & social and emotional learning: A cultural analysis*. CASEL Brief.

Jones, S. M., & Bailey, R. (2024). *Social and Emotional Learning in Global Contexts: Policy, Practice, and Research*. Cambridge University Press.

8  
Jones, S. M., & Doolittle, E. J. (2018). *Social and emotional learning: Introducing the issue*. *The Future of Children*, 27(1), 3–11.

Kankaraš, M., & Suarez-Alvarez, J. (2019). *Assessment framework of the OECD study on social and emotional skills*. OECD Education Working Papers, No. 207.

Kemple, J. J., & Willner, C. J. (2019). *Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood*. MDRC.

Kubota, R. (2003). *Critical approaches to gender and language teaching: A cautionary tale*. *Gender and Language Education*, 9(3), 1–23.

Kusumoto, Y. (2023). *Character education in Japanese EFL classrooms: Teachers' perspectives and practices*. *Asian EFL Journal*, 25(1), 72–89.

- Lapsley, D. K., & Carlo, G. (2020). *Moral development: A social-cognitive framework*. Psychology Press.
- Lewis, M., & Pettersson, G. (2009). *Governance in Education: Raising Performance*. World Bank Working Paper.
- Mahoney, J. L., & Weissberg, R. P. (2024). *Social and emotional learning: Research, practice, and policy*. Guilford Press.
- Mahoney, J. L., et al. (2018). *Fostering social and emotional learning through programs: Current practices and future directions*. *Applied Developmental Science*, 24(2), 1–25.
- Marginson, S. (2024). *Governance and public good in higher education*. *Studies in Higher Education*, 49(1), 1–18.
- Matsuda, A. (2018). *Teaching Japanese through culture: A constructivist approach*. *Japan Journal of Multilingualism and Multiculturalism*, 25(2), 55–70.
- McCormick, M. P., et al. (2020). *Longitudinal associations between social-emotional learning and academic achievement*. *Journal of Educational Psychology*, 112(6), 1183–1194.
- McCormick, M. P., et al. (2021). *Social-emotional learning and long-term student success: Evidence from longitudinal research*. *Child Development Perspectives*, 15(2), 95–102.
- Nakamura, H. (2021). *Culture-Based Language Instruction and Global Ethics in Japanese Learning*. *Language Education in Asia*, 12(3), 45–59.
- Nakamura, H., et al. (2018). *Adaptation and success of foreign workers in Japan: Cultural and character competencies*. *Journal of Intercultural Communication Studies*, 27(2), 113–127.
- Nichols, T. P., & Dixon-Román, E. J. (2024). *Platform governance and the role of algorithms in education*. *Journal of Educational Administration and History*, 56(1), 15–29.
- Nugroho, S. (2021). *Good Governance dan Manajemen Lembaga Pelatihan Kerja*. *Jurnal Manajemen Pendidikan*, 13(2), 122–134.
- Nucci, L., et al. (2019). *Character Education and Moral Development*. Routledge.
- Osher, D., et al. (2020). *Advancing the science and practice of social and emotional learning: Looking back and moving forward*. *Review of Research in Education*, 44(1), 3–34.
- Oxford, R. (2016). *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*. Routledge.
- Park, V., & Datnow, A. (2021). *Transparency and trust: Governance and character education in school systems*. *Educational Administration Quarterly*, 57(2), 200–229.
- Pattison, M. (2006). *Teaching Japanese Language and Values Through Cross-cultural Understanding*. *Japanese Studies*, 26(2), 175–188.
- Schonert-Reichl, K. A., et al. (2021). *Empathy training and its effects on social behavior*. *Journal of Research on Adolescence*, 31(3), 623–638.
- Shadish, W. R., et al. (2019). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Houghton Mifflin.
- Sudrajat, A. (2019). *Integrasi Pendidikan Karakter dalam Pembelajaran Bahasa Jepang di SMK*. *Jurnal Pendidikan Karakter*, 9(1), 67–78.

Type your title in here (8 pt)

- Surya, M., & Mulyadi, T. (2019). *Implementasi Prinsip Good Governance dalam Manajemen Sekolah*. *Jurnal Pendidikan dan Kebudayaan*, 24(3), 267-278.
- Taylor, R. D., et al. (2017). *Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects*. *Child Development*, 88(4), 1156-1171.
- Tsujihara, K. (2017). *Concept-based Instruction in Japanese Language Learning*. *Journal of Japanese Language Teaching*, 158, 22-39.
- Wang, X., & Zheng, Y. (2020). *Growth mindset and perseverance in foreign language learning*. *Applied Linguistics*, 41(2), 251-270.
- 4 Weissberg, R. P., et al. (2015). *Social and Emotional Learning: Past, Present, and Future*. *Phi Delta Kappan*, 96(3), 8-13.
- Weissberg, R. P., et al. (2020). *SEL and the future of education policy*. *Educational Leadership*, 77(8), 20-26.
- Widyastuti, L. (2020). *Pembelajaran Bahasa Jepang Berbasis Karakter di LPK*. *Jurnal Pendidikan Vokasi*, 10(2), 188-197.
- Yamada, M., & Fujiwara, H. (2022). *Collaborative Approaches in Japanese Language Education for Character Building*. *The Language Teacher*, 46(5), 12-20.
- 7 Zins, J. E., & Elias, M. J. (2007). *Social and Emotional Learning: Promoting the Development of All Students*. *Journal of Educational and Psychological Consultation*, 17(2-3), 233-255.

ORIGINALITY REPORT

7%

SIMILARITY INDEX

5%

INTERNET SOURCES

7%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to College of Banking and Financial Studies

Student Paper

2%

2

journal.ia-education.com

Internet Source

1%

3

Simon Ntumi, Courage Kodzo Kwaku, Kofi Agyemang, Benjamin Nyarko. "Assessing What Matters: Integrating Social-Emotional Learning (SEL) Competencies into Classroom Assessment to Promote Pupil Well-Being, Academic Engagement, Resilience, and Mental Health (Stress, Anxiety, and Depression) in Basic Schools in Ghana", Springer Science and Business Media LLC, 2025

Publication

1%

4

orca.cardiff.ac.uk

Internet Source

1%

5

era.library.ualberta.ca

Internet Source

1%

6

journals.unizik.edu.ng

Internet Source

1%

7

eprints.qut.edu.au

Internet Source

1%

8

Submitted to Westcliff University

Student Paper

1%

---

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography Off