

Impact of Javanese Language Preservation on Javanese language skills in Elementary Schools

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ABSTRAK

Bahasa Jawa merupakan bahasa daerah dengan penutur paling banyak di Indonesia perlu dilestarikan, karena merupakan unsur utama dalam sebuah kebudayaan. Tujuan penelitian ini untuk menganalisis bagaimana bentuk pelestarian bahasa Jawa di sekolah dasar. Metode dalam penelitian ini adalah metode penelitian deskriptif kualitatif. Pengumpulan data dilakukan dengan cara observasi, wawancara, dan tes. Hasil penelitian menunjukkan bentuk pelestarian bahasa Jawa yang dilakukan sekolah melalui dua cara. Pertama melalui pembelajaran Bahasa Jawa dan Seni Suara Jawa, serta melalui pembiasaan berbahasa Jawa yang dilaksanakan setiap hari Kamis. Kemampuan bahasa Jawa siswa terbagi menjadi dua, dari total 10 siswa ada 60% yang menguasai bahasa Jawa yang sesuai dengan tingkatannya ketika berkomunikasi, sedangkan 40% siswa belum menguasai bahasa Jawa yang sesuai dengan tingkatannya ketika berkomunikasi. Besarnya persentase siswa yang menguasai bahasa Jawa sesuai dengan kaidahnya, menggambarkan bahwa pembelajaran dan pembiasaan bahasa Jawa di sekolah dapat digunakan sebagai sarana pelestarian bahasa Jawa serta mengembangkan kemampuan berbahasa Jawa pada siswa.

ABSTRACT

Javanese is the regional language with the most speakers in Indonesia and needs to be preserved, because it is the main element in a culture. The purpose of this study is to analyze how the form of preservation of the Javanese language in elementary schools. The method in this research is a qualitative descriptive research method. Data collection was carried out by means of observation, interviews, and tests. The results of the research show that the form of preservation of the Javanese language is carried out by schools in two ways. First, through learning Javanese and Javanese Voice Arts, as well as through Javanese language habituation this is carried out every Thursday. The students' Javanese language skills were divided into two, out of a total of 10 students there were 60% who mastered Javanese according to their level when communicating, while 40% of students had not mastered Javanese according to their level when communicating. The large percentage of students who master the Javanese language according to the rules illustrates that learning and habituating Javanese at school can be used as a means of preserving Javanese and developing Javanese language skills in students.

1. INTRODUCTION

In the Regulation of the Governor of Central Java Number 57 of 2013 concerning the implementation of Javanese language, literature and script in paragraph 10 states that the protection of the mother tongue is carried out through a process of daily communication and interaction in accordance with Javanese rules, ethics and manners. In addition to communicating, the Javanese language also functions as a means of cultivating ethics through the implementation of Javanese language uploads. Base on previous study state unggah-ungguh itself can be interpreted as a guide in Javanese to regulate someone in communicating using polite language arrangements (Arafik & Rumidjan, 2016). But now many community members are starting to leave Javanese as a means of communication. People are

starting to switch to using Indonesian as a communication tool starting from the family environment, so that children are also more accustomed to using Indonesian than Javanese (Bhakti, 2020; Mustikasari & Astuti, 2020; API Sari & Sururi, 2020).

The family environment has an important function, namely being the first place to learn Javanese, but this function has begun to disappear because many parents currently communicate actively with their children using Indonesian. The impact of this is that children will experience difficulties when communicating with other people using good Javanese (Munandar, 2016; Setyawan, 2019). If this condition is not corrected immediately, there will be more and more young people who cannot use the Javanese language according to the rules in communicating. One effort that can be made to restore the function of language as a means of cultivating ethics is through the maintenance of the Javanese language. Planting ethics through the Javanese language can be done at school, because school is a place where children get a supportive environment to learn something. Schools are a means for learning Javanese from an early age as an effort to improve Javanese language skills and inculcate ethics in students (Haryati et al., 2017; Nadhiroh, 2021). Javanese is also often used outside of class time as an effort to create an environment that supports students in using Javanese. With an environment that accommodates students' needs to learn Javanese, students will feel more confident and be able to develop their language skills to the fullest (Suherman, 2015; Widiyanto, 2018). Apart from learning, another effort that can be done is to get used to the Javanese language. This activity can be carried out from an early age, considering that more and more parents do not teach Javanese to their children and prefer to use Indonesian in daily communication (NK Dewi & Apriliani, 2019; Shari & Azizah, 2021; Trisnawati & Fauziah, 2019). Javanese language habituation activities for children can improve Javanese language skills and shape children's character so that they have good ethics. One effective way to instill ethics in children through Javanese is to teach them to use Javanese according to the rules from an early age (Fitrianiingsih et al., 2020; Maghfirotn & Robik, 2021; Nafiah & Maemonah, 2021; ED Putri & Khotimah, 2021; Putrihapsari & Dimiyati, 2021).

Language is something valuable for human life. In social life, language is a means of communication between individuals and individuals, individuals and groups, groups and groups. Language plays an important role in human life, because without language we cannot convey our goals and intentions to others (Paul et al., 2018; Rosa et al., 2017). In the world of education, the language skills of teachers and students can influence the success of learning in the classroom (Ashman & Snow, 2019; Mulyadi & Wikanengsih, 2022). In the world of language education plays an important role to keep up with the times. Especially in the 21st century, many changes and rapid developments have occurred in all fields. With language skills, a person can keep up with the times so that they can survive the changes that are happening. Language as an important aspect of education can be seen in terms of its function. The function of language is to convey thoughts and ideas to others (Nurcholis & Hidayatullah, 2019; Wilkinson & Kao, 2019). To achieve quality education, language is needed as a communication tool to convey teaching materials and information appropriately. Without language to communicate, there will be no interaction between teachers and students and students with students so that learning will not go well. In the world of Indonesian education, there are two languages that are commonly used, namely Indonesian and regional languages. The use of Indonesian is intended to facilitate communication during learning and to show our national identity. Then the use of regional languages in schools is a form of cultural preservation (Magomedkhan & Sadovoy, 2021; Widiyanto, 2018). The language which is a local cultural heritage is trying to maintain its existence through education because there are fewer and fewer speakers of the local language itself.

Regional languages in Indonesia are very diverse. This is due to the diversity of cultures in Indonesia, one of which is the local language. One of the most widely spoken regional languages is Javanese, spoken by around 75 million people (N. W. Putri, 2018; Sobrana, 2007). Javanese speakers include Javanese who still live in the area and ethnic Javanese who for some reason migrated to other areas. Although it is the most widely spoken language in Indonesia, Javanese is experiencing a crisis because many young people cannot speak Javanese well. As an element of culture, language can experience a shift or even extinction. Cultural shifts can start from small things such as changes in vocabulary as a result of social environmental conditions or the geographical conditions of society (Arnawa, 2016; Sujiono, 2020). In addition to the environmental conditions of society, language can also shift due to the development of the times. Many new language terms are accepted by society so that they can erode old language values and shift to new language values.

Local government plays an important role in the sustainability of regional culture. Local governments are institutions that are empowered to formulate and support policies in their respective regions (Abdullah, 2017; Sumayana, 2017). Together with the local government which is trying to preserve the Javanese language through educational institutions, the family also plays an important role in

maintaining this culture. The family is a small system that plays a major role in preserving the Javanese language. Communication within the family can train good use of Javanese and the family environment can encourage children's self-confidence in using Javanese (Muhammad et al., 2015; Setyawan, 2019). With the role of the family, it is hoped that the Javanese language can be preserved for the younger generation through language skills that are passed down in the family environment.

Considering that regional languages are an important aspect in the formation of national culture and character, it is necessary to preserve regional languages (Magomedkhan & Sadvoy, 2021; Triyanto et al., 2019). Forming these characters can be started by language habituation at school, such as the use of Javanese in daily communication. Parents and teachers should provide an environment where children can use Javanese comfortably and guide them when they experience difficulties or mistakes in using Javanese. Therefore it is necessary in conducting research related to this topic. The purpose of this study is to analyse how the form of preservation of the Javanese language in elementary schools.

2. METHOD

This research uses descriptive qualitative method to describe the research results. The purpose of this research is to describe the form of preservation of the Javanese language in elementary schools. Data collection is done through observation, interviews, and tests. Observations were made to see firsthand how the form of preservation of the Javanese language was carried out in schools, interviews were conducted to collect more accurate data from the school about the forms of preservation of the Javanese language, and tests were conducted to see the students' Javanese language skills as a result of the preservation of the Javanese language at school.

3. RESULT AND DISCUSSION

Result

Based on interviews that have been conducted with teachers, one of the efforts made by teachers to teach Javanese to students is through learning. One of the lessons that can be done to develop students' abilities is the Javanese language subject. Of the several lessons organized by the school, each subject has its own portion of hours. So the duration of time between one lesson and another is different. Javanese language learning which is included in the local content is carried out according to schedule, namely on Monday, with a learning time of 70 minutes. Within those 70 minutes, learning Javanese consists of 2 hours of lessons with one hour of lessons lasting 35 minutes each. The division of hours is based on the Decree of the Minister of Education, Culture.

In this lesson the teacher does not fully teach how to communicate using Javanese, because there are several materials that require students to work on written questions. Of the 70 minutes of learning time, more than 70% of that time is used by students to read and work on questions in books. Therefore, students do not master the Javanese language material as a communication tool. In learning Javanese, it does not prioritize aspects of communication, so students experience difficulties when they have to communicate with others using Javanese. Language should be the main tool for communication, so that we can convey a meaning to others. In addition, language learning as a communication tool also functions to shape the character of students who are proud to use the Javanese language, so that they can mingle more easily with the environment around them (Kinasih, 2021; Rina Devianty, 2017). Therefore, teachers need to divide priorities to teach how to understand material when learning Javanese and teach good ways to communicate using Javanese so that there is no imbalance in learning achievement in Javanese itself.

In addition to Javanese language lessons, there are Javanese Vocal Arts lessons that teach Javanese through singing. The songs sung by students are included in the "Tembang Dolanan" category, namely songs specifically for children as companions when they are playing. The song contains poetry that educates children, so that through the song it can shape the character of children who have good manners and manners. One example of a dolanan song is the following song entitled Padhang Wulan. The lyrics of the dolanan songs themselves mostly use the Javanese language at the ngoko level, because basically the dolanan songs are devoted to being a companion for children who are playing. Although not all songs use the Krama language, dolanan songs have an important role in instilling character in children. Through playing songs, children can recognize, learn, and use Javanese while expressing themselves while playing. Tembang dolanan in learning has the main function as a means of teaching Javanese. But there is also another function of the dolanan song, namely as a symbol or identity of the Javanese people (Munfangati & Handayani, 2021; Nugrahani, 2012; A. M. M. Sari et al., 2020). Therefore learning the Javanese Sound Art can be used as character education for students to foster a sense of pride as a person from the Javanese tribe.

Apart from learning, efforts to preserve the Javanese language are also carried out through the habituation of the Javanese language. Javanese language habituation at SD Negeri 5 Boyolali was held on Thursday. School educators are asked to wear traditional clothing and use the Javanese language fully, both in and outside of learning. This is done as a form of school effort in creating an environment that supports students and teachers to communicate using the Javanese language. Teacher in Javanese Traditional Dress is show in [Figure 1](#).



Figure 1. Teacher in Javanese Traditional Dress

The use of these traditional clothes serves as a supporting aspect in the implementation of the Javanese language preservation program in schools. By wearing Javanese traditional clothing and using Javanese as a means of communication, the teacher provides a comfortable environment for children to learn and improve their Javanese language skills. So that this can encourage students to train and develop students' abilities in good Javanese. This Javanese language habituation can be an important step in helping children to use Javanese. If the habituation can be developed optimally, it will form the character of students who have confidence in using the Javanese language ([Domogen, 2021](#); [Subadar, 2017](#)). After the student's character is well formed, it will be followed by the formation of Javanese-language culture as a result of students' habits in using Javanese. Javanese language habituation on Thursday at SD Negeri 5 Boyolali which has more time than learning Javanese and Javanese Vocal Arts in class. Through these activities, it is hoped that the school will be able to provide a good environment for students to learn to develop their Javanese language skills, so that in the future the school will be able to produce students with character and have good Javanese language skills.

To find out students' Javanese abilities and skills, the researcher prepared 5 questions that would be delivered orally. In this question there are two language levels that must be answered by students, the first is "Ngoko" which is the Javanese language used for communication with other people who are the same age as us or other people who are younger than us. Next is "Krama" which is the Javanese language used for communication with other people who are above our age. The existence of levels or caste in the Javanese language serves to teach unguuh or manners ([Arafik & Rumidjan, 2016](#); [Jamalin & Abdul, 2021](#)). With this caste language, children should not use language carelessly to adults, they must follow the rules of that caste. If they want to communicate with more mature people, they use Javanese with the Krama level.

Table 1. List of Questions

No	A list of questions
1	Sopo asmane Bapak lan Ibu?
2	Kepie caramu ngomong nek ameh ngajak kancamu jajan?
3	Menawa tekon marang wong tuo, kudu nganggo basa?
4	Kepie carane ngomong nek ameh pamit dolan ning wong tuamu?
5	"Bapak meh mangkat ning kantor", ukara iku nek didadekake basa krama dadine kepie?

Based on Table 1, showing different results from each student when answering them using Javanese. There are two categories made by the researcher as a benchmark for students' abilities, the first is the good category, namely students who are able to answer questions according to the caste rules in Javanese, the next is the less category, namely students who are unable to answer questions according to the caste rules in Javanese. The assessment is taken based on the students' use of language when answering questions from the teacher. The ability to use good language from someone is when they can use it in communicating (Arnold & Reed, 2019; Yamin et al., 2020). This means that a student can be said to be able to master Javanese when they are able to apply the rules of the Javanese language when communicating with other people. The following are the results of an oral test conducted by the teacher on 10 students in grade five at SD Negeri 5 Boyolali. Students' Javanese language proficiency is show in Table 2.

Table 2. Students' Javanese Language Proficiency

No	Initial Name	Language ability	
		Well	Not enough
1	IVA	✓	
2	AIBM		✓
3	DS		✓
4	IKF		✓
5	YES	✓	
6	TAS	✓	
7	FNW	✓	
8	ASPA		✓
9	DEN	✓	
10	FTJN	✓	

Based on Table 2, the test results showed that more than half of the students had good abilities in Javanese. Most of these students could use the Javanese caste, so that the results of the test showed that only four students had difficulty answering the questions. Based on these data, students' Javanese language skills can be broken down by gender in Figure 2.

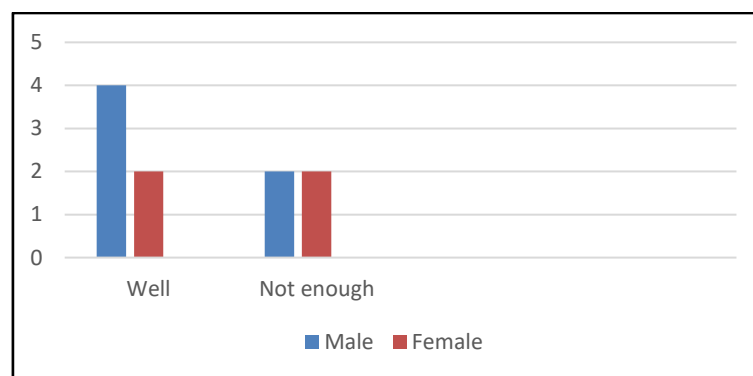


Figure 2. Students' Javanese Language Proficiency Based on Gender

Base on Figure 2, in question number four, it says "kepie carane ngomong nek ameh pamit dolan ning wong tuamu?" or in English it can be written "how do you say goodbye to your parents when you want to play?" cannot be answered by students properly. This question requires students to use Javanese at a polite level, because their interlocutors are more mature people, namely their own parents. On average, students answer using mixed levels, namely ngoko and krama, so this is not included in the correct Javanese language rules. For question number five, the teacher reads the Javanese question at the ngoko level, then students are asked to change it to the krama level. The question was "bapak meh mangkat ning kantor" or in English it can be written "father is going to the office" the students could not answer properly. Same with question number four, students answered the question using a mixed level, so that the language structure used when communicating became wrong. Student's Javanese language proficiency is show in Figure 3.

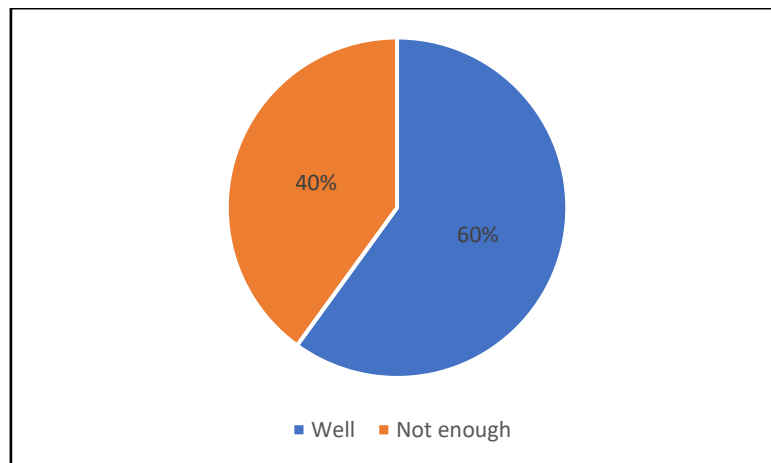


Figure 3. Student's Javanese Language Proficiency

Based on these [Figure 3](#), it shows that students who have good Javanese language skills are 60%. After receiving these results, the researcher conducted another interview with 4 students who lacked Javanese language proficiency to explore the causes of students not being able to use Javanese at the krama level. One of the main factors that causes students to have difficulty using Javanese at the polite level is the family environment. Of the 4 fifth grade students at SD Negeri 5 Boyolali who were interviewed, most of them said that their parents were used to using Indonesian at home, thus forming a communication pattern for students who were also used to using Indonesian. A family environment that does not support students in using Javanese has an impact on the low ability of the students themselves to speak Javanese. Seeing the results of the tests and interviews above, it can be concluded that not all students fully mastered Javanese. The family environment, which is one of the main factors in encouraging students to use Javanese, needs to provide a supportive environment for speaking Javanese. If the family does not teach Javanese to children, it is possible that the child cannot speak Javanese at all because the position of Indonesian is higher in the family ([Munandar, 2016](#); [Setyawan, 2019](#)).

Discussion

Javanese, which has many speakers in Indonesia, has the possibility of decreasing the number of speakers due to a shift in the use of language in communication. The phenomenon that is currently happening is a shift in the use of Javanese to Indonesian. One of the factors that most influences this shift in language is the family environment, where in one family applies multilingualism, namely Javanese and Indonesian, but the use of Indonesian is more frequent than Javanese, and there are even families who only apply the use of Indonesian in communicating because their parents not teach Javanese to their children for certain reasons ([Bhakti, 2020](#); [Mustikasari & Astuti, 2020](#); [API Sari & Sururi, 2020](#)). The family environment should be the first step in teaching children good things, one of which is communication using Javanese. However, its function is not optimal due to the lack of parents' role in teaching how to communicate using good Javanese.

The less optimal role of the family in efforts to preserve the Javanese language will have an impact on reducing Javanese speakers because the child's Javanese language ability will decrease. One of the efforts that can be made to preserve the Javanese language and improve children's Javanese language skills is through the field of education. School is a place where students can get education to develop their abilities and skills. Through learning activities in schools, the preservation of the Javanese language can be carried out. Efforts to maintain Javanese in schools will be easier to control because it is carried out based on the lesson plan that has been prepared by the teacher ([Kholidah, 2015](#); [Nadhiroh, 2021](#); [Widianto, 2018](#)). In learning Javanese, students can get complete Javanese material through textbooks, then students can apply it with other people such as teachers or friends as a form of implementing Javanese in communication. With an environment that supports using Javanese in communication, students will have confidence in using Javanese and have greater opportunities to develop their Javanese language skills.

Apart from learning the Javanese language, the preservation of the Javanese language can also be carried out through Javanese language habituation activities. Javanese language habituation is an activity that is carried out repeatedly so that it shapes student behavior in using Javanese when communicating ([Maghfirotnun & Robik, 2021](#); [Utami et al., 2019](#)). This activity is carried out to improve students' Javanese language skills outside of class hours. Javanese language habituation is carried out by schools as a support program for learning Javanese in improving students' Javanese language skills ([Fitrianingsih et al., 2020](#);

Jamalin & Abdul, 2021). Through the habit of speaking Javanese, students have more time to learn and apply Javanese in communicating. With the help of the teacher, students can find out the mistakes they are making, so they can improve their way of communicating using the Javanese language according to the rules.

Based on the results of research at SD Negeri 5 Boyolali, there is one other factor besides Javanese language learning and Javanese language habituation which plays an important role in cultivating and developing students' Javanese language skills. This factor is the role of the teacher which is very important in the success of learning and habituation programs in schools. Teachers have an important role because they have a position as educators who teach, guide, and direct students in their learning process (FS Dewi, 2022; Fadhillah et al., 2022; Riani & Ain, 2022). Success or failure of learning which will have an impact on the quality of education is determined by the role of a teacher in learning, if a teacher has high dedication to creating a pleasant learning atmosphere and is easily accepted by students, students will easily accept the material provided by the teacher.

The magnitude of the school's effort in preserving the Javanese language is due to the position of the Javanese language as a cultural heritage that needs to be maintained and has a function to instill character in students. The characters instilled through the Javanese language are manners, these characters are formed from communication patterns using the Javanese language in accordance with the rules or often referred to as unggah-ungguh (Arafik & Rumidjan, 2016; ED Putri & Khotimah, 2021; Trisnawati & Fauziah, 2019). Unggah-ungguh functions as a guide for someone in communicating with other people, considering that in Javanese there are levels of language use in communicating with other people. The language level is divided into two, the first is the ngoko level which can be used in communicating with other people who are the same age or younger, the next is the manners level which can be used in communicating with other older people. With this level of language, it can form the polite character of students in interacting with others. The implications of this study provide an overview related to the impact of Javanese language preservation on Javanese language skills in elementary schools. This research will be useful for educators, especially in elementary schools, in providing Javanese regional language learning in the learning process. This study has limitations, especially in the scope of the study. This study only involved fifth grade students at SD Negeri 5 Boyolali as participants. It is hoped that future research will be able to broaden and deepen the scope of research related to the impact of Javanese language preservation on Javanese language skills.

4. CONCLUSION

The Javanese language that is taught through learning and habituation in schools can be a provision for students when communicating with other people. Based on the results and discussion above, many fifth grade students at SD Negeri 5 Boyolali can already use Javanese well when communicating. Most of students can communicate well in Javanese. Then the rest of students experience difficulties when they have to use Javanese at the polite level. This happens because of the lack of support from the family environment to learn and practice Javanese in communicating. Based on the data obtained in this study, it shows that through learning and habituating the Javanese language at SD Negeri 5 Boyolali, it can form and develop students' Javanese language skills.

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