

## *Remen Sinau Jawa: Improving The Manner of Javanese Language of Elementary School Students*

Meilani Nur Maghfiroh<sup>\*1</sup>, Muhammad Khoirurrosyid<sup>2</sup>, Mega Agustina Chusnul Chotimah<sup>3</sup>, Lia Novanda Fitri<sup>4</sup>, Rosya Arumi Zuharo<sup>5</sup>, Nuriyah Arina Fitri<sup>6</sup>, Azizah Azzahra<sup>7</sup>

<sup>1,2,3,4,5,6</sup>Elementary School Teacher Education, Universitas Muhammadiyah Surakarta, Surakarta Indonesia

<sup>2</sup> Universitas Muhammadiyah Kudus, Kudus, Indonesia



**Abstract**—This paper aims to: (1) Describe the idea of Remen Sinau Jawa program as an effort to preserve regional culture. (2) Describe the steps of the Remen Sinau Jawa program. (3) Describe the parties that can help preserve the language. The approach used in this paper is descriptive qualitative based on literature review and observation. Primary data includes observational data. Secondary data includes: (1) books relevant to the topic of writing, (2) scientific papers, (3) articles from the internet, and (4) research results. The data collection is secondary data in the form of relevant theories were obtained by the literature review method. The data obtained were analyzed descriptively qualitatively. The preparation of this paper has gone through systematic steps, so that the results of a complete and structured study are obtained. The steps taken in writing this paper are: (1) finding and formulating problems, (2) finding and selecting relevant literature sources, (3) analyzing data to answer problems, (4) formulating alternatives solving problems, (5) drawing conclusions and recommending suggestions, and (6) compiling written papers.. This program is try to improving manner in Javanese language with Think Pair Share discussions using scrabble game for elementary school students. This program provide some benefits, namely (1) A vehicle for character education for the younger generation. (2) Cultivating a civilized and virtuous national identity for Javanese culture. (3) The formation of national character which is characterized by attitudes and behavior based on Javanese culture and customs.

**Keywords** – Manner, Javanese Language, Scrabble Game, Elementary School.

### I. INTRODUCTION

Javanese is a regional language used by people to communicate. However, in daily life, it begins to decrease and is replaced. Along with the times and various influences from technology, science, or socio-culture, it has influenced changes in language use. For people who are open and receptive to change, they will be very happy to follow the change. These changes have caused the shift in the level standards or rules for pronouncing language in Javanese, which should be in accordance with the current order, to become irregular and ambiguous.

By preserving the use of the Javanese language so that it is maintained or sustainable, students will be interested in learning Javanese language. Besides that students can also have the character of politeness in speaking and behaving, and students can communicate well according to Javanese language manners. In elementary schools, many students are not interested in learning Javanese so that students cannot speak Javanese well. Finally students will not have the character of politeness when communicating in accordance with Javanese language manners. Java is currently starting to shift or fade, many students are not accustomed to using Javanese and instilling Javanese language education in students is less effective.

According to a survey by the Department of Education, Youth and Sports of Indonesia, less than 50% of students can speak Javanese. In addition, research shows that more than 80 million Javanese speakers have a tendency to be classified as a vulnerable language. In the global era, language use is no longer monolingual, but tends to be multilingual.

Therefore, the author proposes "Remen Sinau Jawa: Improving Manners in Javanese Language with Think Pair Share discussions using scrabble game for elementary school students" as an effort to preserve Javanese culture and familiarize students to use Javanese.

Based on this background, the problems studied in this paper are as follows: (1) How can the new program preserve the use of Javanese in elementary school age children? (2) What are the steps for the program of new ideas that will be carried out at Sinau Remen Jawa? (3) What is the role of the parties involved in assisting the program?

This paper has the following objectives: (1) To describe the idea of the Remen Sinau Jawa program as an effort to preserve regional culture. (2) Describe the steps of the Remen Sinau Jawa program. (3) Describe the parties that can help maintain the preservation of the language.

## **II. METHOD**

The approach used in this paper is descriptive qualitative based on literature review and observation. Primary data includes observational data. Secondary data includes: (1) books relevant to the topic of writing, (2) scientific papers, (3) articles from the internet, and (4) research results. The data collection is secondary data in the form of relevant theories were obtained by the literature review method. The data obtained were analyzed descriptively qualitatively. The preparation of this paper has gone through systematic steps, so that the results of a complete and structured study are obtained. The steps taken in writing this paper are: (1) finding and formulating problems, (2) finding and selecting relevant literature sources, (3) analyzing data to answer problems, (4) formulating alternatives solving problems,

## **III. RESULTS AND DISCUSSION**

### **3.1. Use of Javanese in Elementary School Children**

Elementary school children are those aged between 6-12 years or commonly referred to as the intellectual period. Children's knowledge will increase rapidly with age, the skills mastered will be more diverse. Children's interest in this period is mainly focused on everything that is dynamically moving. The implication is that children tend to carry out various activities that will be useful in their development process later.

Learning in primary schools needs to have a holistic nature. Holistic learning means that learning that respects the emotions, feelings, beliefs, needs, problems, attitudes, and skills of the learners (Jensen, 2008). With respect for emotions, feelings, beliefs, needs, problems, attitudes, and skills, meaningful learning will be created, especially for elementary school students. Meaningful learning will be more attractive to elementary school students.

Language is a communication tool in the form of a sound symbol system produced by human speech. Javanese language is a verbal communication tool used by Javanese people, especially Central Java. This language regulates how children/young people should talk to their peers and how they should talk to older people. Among their peers, they usually use Javanese ngoko, while talking to older people they use Javanese manners. The habit of using the Javanese language at this time has begun to shift or fade. The fading of the use of the Javanese language is caused by various things, including: the use of Indonesian as a sovereign or unifying language, the assumption that the use of Javanese is old school or ancient, and the emergence of new languages that are considered by a group of young people that the language is slang or current. The fading of the use of the Javanese language can be avoided if there is a strong will from the community to revitalize or revive the Javanese language.

By preserving the use of Javanese in order to maintain or sustain, students will be interested in learning Javanese language, besides that students can also have the character of politeness in speaking and behaving, and students can communicate well according to uploading Javanese language.

However, if the Javanese culture in elementary schools begins to fade, there will be many students who are not interested in learning Javanese so that students cannot speak Javanese well, eventually students will not have the character of politeness when communicating in accordance with Javanese language uploads. we know that currently the use of Javanese language is starting to shift or fade, many students are not accustomed to using Javanese language and instilling Javanese language education in students is less effective.

### 3.2. Old Ideas

To overcome the decline in the use of the Javanese language, many ideas have been implemented, such as in the Remen Jawa program for elementary school students (Priyanto, 2019). Role playing method (Suryani & Yuna, 2022; Primawan, 2013; Kurniawati, 2016; Rusyiah, 2018), scrabble game media (Ristanto, Sukardi, & Sri, 2012). Hand puppet media (Puspasari, Samidi, & Chumdari, 2015). Think pair share technique with visual media (Fauzi, 2016). Language habituation (Maghfirotn & Robik, 2021), group discussion method (Wakhidah, 2016). Android-based language game (Ramansyah, 2015). Storytelling, question and answer learning method (Yuliati, 2018).

From the old ideas that have been implemented, there are many weaknesses. First, the weakness of Remen Jawa program (Priyanto, 2019) are still students who forget to speak Javanese on Thursdays and there are still students who forget to do assignments. The weakness of role playing program (Suryani & Yuna, 2022; Primawan, 2013; Kurniawati, 2016; Rusyiah, 2018) namely students are not focused and the time period is relatively long. In the scrabble game media program (Ristanto, Sukardi, & Sri, 2012) it has a weakness that the media used is expensive and students are less enthusiastic. In the hand puppet media program (Puspasari, Samidi, & Chumdari, 2015) has a weakness, namely shy students do not want to tell stories in front of the class. In the Think Pair Share technique program with visual media (Fauzi, 2016) it has a weakness, namely it is difficult to apply for passive students and teachers have to prepare different visual media for each lesson. In the language habituation program (Maghfirotn & Robik, 2021) has a weakness, namely the way the game is not maximized.

In the group discussion method program (Wakhidah, 2016) it has weaknesses, namely students lack focus and students are busy playing alone. The android-based Krama Javanese game (Ramansyah, 2015) has a weakness, namely that the material only discusses body parts and numbers and can only be accessed on an android phone. The storytelling, questions and answers learning method (Yuliati, 2018) has a weakness, namely that children become passive and not comprehensive.

### 3.3. New Ideas Offered

To prevent the fading of the use of Javanese in elementary school students, it is necessary to have a method that can arouse the enthusiasm in learning Javanese. This program is the program "Remen Sinau Jawa: Improving Manners of Javanese Language with Think Pair Share Discussion using Scrabble Game for Elementary School Students". In the application of the Javanese language, it is hoped that the level of ability of elementary school children in Javanese will increase.



Fig.1 Activity Flyer

### 3.4. Steps To Take

Action Planning. At the planning stage, there are several activities, namely: (1) Before starting the implementation, the teacher greets students first, (2) After that the teacher checks the student attendance list, (3) Prepares tools and materials that will be used in the implementation of the program, (4) Delivering the objectives of implementing the program to be carried out on students.

Action Implementation. At this stage of implementation (Action) there are several activities. In the initial activities, namely: (1) Checking student attendance, (2) Holding apperception by asking a number of questions, (3) Delivering learning improvement objectives.

In the core activities, namely: (1) The teacher explains the material about the implementation of the Java Remen program in the scrabble game, (2) The teacher invites students to get used to using Javanese in various activities in the classroom. In the implementation of the Remen Jawa program, the teacher invites students to get used to using Javanese in the classroom when the activity begins, (3) The teacher divides into several groups. In the implementation of the Remen Jawa program, before the activity begins, the teacher divides groups first. The teacher divides the groups according to the students' attendance, (4) The teacher explains the rules of the game using Javanese Krama. In this implementation students are asked to be quiet first, after that the teacher will explain the rules of playing Scrabble using language, (5) Each group takes a sequence lottery. In this implementation, the group representatives take the lottery sequentially, (6) Each group advances in order to play scrabble. The teacher gives a time duration of 5 minutes in one group game. (7) The teacher gives a different clue in each group to arrange letters to form a word in Javanese Krama, (8) Then each group is asked to compose sentences according to the words chosen by each group, in this game do not forget to use Javanese Krama in every game.

In the final activity, namely: (1) Students present the sentences that have been made. Each group chooses one representative who is in charge of presenting the results of the team work that has been made in front of the class, (2) The teacher gives appreciation. After each group has finished presenting the work that has been made then the teacher gives appreciation, (3) The teacher evaluates learning. After all groups present the work that has been made the teacher then gives an evaluation at the end of the game as well as closing the lesson.

### 3.5. Supporting Parties and Roles

There are several parties who can assist the program, namely: (1) the Principal. In this program, the principal has a role to support the Remen Sinau Jawa program and to facilitate and motivate teachers in the implementation of Remen Sinau Jawa program. (2) Teacher. The teacher's role is big enough to implement the Remen Sinau Jawa program and evaluate the Remen Sinau Jawa program. (3) Linguist. Linguists have a role to help as language translators and evaluate the Sinau Remen Jawa program. (4) Parents In this program, parents have a role to support the Remen Sinau Jawa program and help implement the Remen Sinau Jawa program at home.

## IV. CONCLUSION

Remen Sinau Jawa is a program that can improve uploading in Javanese language by discussing think pair share using the scrabble game for elementary school students. In the application of this Javanese language lesson, it is hoped that the level of ability of elementary school children in Javanese language will increase.

The implementation of this program is divided into three, namely: (1) the initial section contains student conditioning such as the teacher checking student attendance, preparing tools and materials, and conveying the objectives of the implementation, (2) the core section contains the teacher explaining the material using Javanese Krama, after the teacher divides the group, and explains the rules of the game (3) at the end the students are asked to present the results of the group work, then give appreciation and evaluation of learning.

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