

Building the Character of Elementary School Students through Javanese Language Learning

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Abstract

Education is still considered as a pillar for young generations in undergoing a millennial era. Intellectual and character are a complete package that must be had by young generations in undergoing the millennial era. So in other words, school is an institution that is given the responsibility to produce young generations who are intellectual and have character. It can be realized through providing locality-based subject or local wisdom such as Javanese language which requires special attention, so that the quality of learning increases. In order to support Governor Regulation of East Java number 19 year 2014, learning local subject of Javanese language in East Java is taught by paying attention to the pragmatic, attractive, recreational, and communicative aspects from elementary to high school levels. As for the training targets are elementary school teachers in Magetan with a focus on the planning, implementation, and evaluation of Javanese language learning.

The training is expected that teachers will be able to apply quality Javanese language learning especially in elementary schools. Elementary school teachers were chosen because they have a strategic role in preserving and introducing Javanese philosophical values. The purpose of conducting training with elementary school teachers in Magetan district is to provide insights and knowledge about the importance of improving the quality of Javanese language learning, which has so far been overlooked. Javanese language learning in order to build student character is mediated with fairy tale material, tembang dolanan (kid's song), the use of a variety language, and others. This paper is an agreement on community service that we will carry out.

Keywords: *quality, Javanese language learning for elementary school, fairy tales, community servis*

I. INTRODUCTION

A. Background of the Study

The character building for children such as life values to moral values should be the responsibility of all parties. However, as a representative of parents in the realm of institution in the form of school, the teacher ultimately becomes the person who holds the responsibility. So that the teacher must be able to provide the media used in the

teaching and learning process in order to realize the character of students. It can be a new problem if the teacher does not prepare or even master the material.

Learning problems, especially learning Javanese language in elementary schools, are very complex such as the problem of teacher competence, student learning activities, academic environment, and etc. Like the quality of Javanese language learning for elementary school students in Magetan district, it needs to be improved especially through a variety of training in the form of regular debriefing. A considerable distance, approximately 200 Km from the capital city of East Java and far from tertiary institutions is very possible for this district still rarely gets training from tertiary institutions that have regional language education major.

Improving the quality of education in school can be pursued through various ways, including improving the provision for new students, increasing teacher competence, increasing curriculum content, improving the quality of learning and assessing student learning outcomes, and providing learning facilities. From all of these methods, improving the quality of learning through improving the quality of educators occupies a very strategic position and will have positive impacts. These positive impacts include: (1) increasing the ability to solve educational problems and learning problems faced in real terms; (2) improving the quality of input, process, and learning outcomes; (3) increasing professionalism of educators; and (4) application of research-based learning principles (Ministry of National education, 2007: 1).

Improving the quality of Javanese language learning in elementary school students in the Magetan district focuses on teacher performance in planning, implementing, and evaluating learning activities. Aspects of planning learning activities include curriculum workshops and preparation of lesson plans that are in accordance with the curriculum. In the implementation aspect of activities, it targets on the Javanese language materials that are in accordance with the curriculum. At the end or learning evaluation, the material preparation of worksheets and assessment of correct learning are given to the teacher. Some teachers, in fact, do

not know what kind of curriculum and planning are used. Likewise, the lack of access to increase the competence of teachers based Javanese language skills causes the obstacles and quality of learning in the classroom gets less optimum. Therefore the quality of learning Javanese language for elementary school students in Magetan district needs to be improved through comprehensive training.

The Improving of learning quality in the form of training and mentoring for elementary school teachers is expected to be able to optimize the quality of teaching and learning process. The partner problems encountered include the lack of such training to improve the learning quality, especially focusing on the skills of elementary school teachers in the field of Javanese language subject. So far, the skills of elementary school teachers, especially Javanese language subject, have not been well accommodated, so that they are not able to improve the quality of learning in the classroom. Teacher's lack understanding of the applicable curriculum is the basis for the quality of learning plans needs to be improved. Some teachers do not understand the applicable curriculum, so when they are teaching, they target the material that is less substantive and far from what is expected. Likewise in the case of preparing learning plans that are in accordance with the curriculum, at present there are not many elementary school teachers who make lesson plans well.

B. Research Problems

Partner issues are as follows:

1. Lack of teachers learning plans based character education.
2. Lack of training regarding Javanese language learning materials.

II. TRAINING METHOD

The method used in improving the quality of Javanese language learning for elementary school students in Magetan district is carried out by speech, discussion, and presentation methods. In accordance with Directorate General of Higher Education Decree Number 38 year 2002 article 5 that in the learning methodology, the form of learning process activities should be carried out in a variety of ways, speech, creative dialogues (interactive discussions), inquiry methods, case studies, independent assignments, small seminars, and other various academic activities that emphasize more on the learning experience to make it more meaningful.

The discussion method is suitable for training and mentoring with elementary school teachers in Magetan district. Discussion according to Taniredja (2012: 23) is a process of seeing two or more individuals who interact verbally and face to face with respect to goals and objectives that have been determined through the exchange of information, maintain opinions, or problem solving. While the discussion method is a way of presenting learning material in which the teacher gives the opportunity for students to hold scientific talks to gather opinions, make conclusion, or arrange various alternative solutions to a problem (Hasibuan and Moedjiono, 2008: 20). The discussion method can be preceded by a presentation from

several presenters (teacher or team of Student Creativity Program) to get feedback.

The simulation method was also applied in carrying out training with elementary school teachers in Magetan district, especially materials related to practical material such as song or etiquette in speaking. The simulation method according to Hasibuan and Moedjiono (2008: 27) is an imitation or act that is only pretending (from the word 'simulate' which means to pretend or act as if; and 'simulation' means imitation or faking act).

III. DISCUSSION

In optimizing the learning quality, elementary school teachers as class teachers must be able to educate students according to the applicable curriculum. The material that must be taught by the teachers must be in accordance with the curriculum. Based on Governor Regulation number 19 year 2014 at the fourth part of article 10 stated that the Javanese language material can be enriched in terms of contextual matters with the circumstances and the development of culture and values in each district. Likewise Javanese language teaching material is selected and emphasized on material that is practical, communicative, recreational, and efficient for students' lives. Teaching material sourced from culture and values which developed in the community as a thematic integration that utilizes local wisdom.

Elementary school teacher competencies in Magetan district need to be improved in order to improve the learning quality. In the Javanese language curriculum at the elementary level there are materials such as early introduction of Javanese alphabet, *tembang dolanan*, *tembang Macapat*, and etiquette in speaking. Not all teachers master Javanese language material well, some material is even skipped because teachers lack of understanding the material. Javanese language material is considered to have a high complexity, especially in contact with other fields of science such as the art of sound or song, the art of music (*karawitan*), even in terms of language not all teachers master the level of Javanese speech.

Some of these reasons underlie the need to improve the quality of Javanese language learning, especially at the elementary school level in Magetan district. The most important component of learning quality besides student activities and learning outcomes is teacher skills. The skills of elementary school teachers to support Javanese language learning activities that must be possessed include performing or singing *tembang Macapat* and *tembang dolanan*, etiquette in speaking, fairy tales, speeches and even performing as master of ceremony using Javanese language, so that the quality of learning can improve.

A. Character Education in Javanese Language Learning

In the case of character education that is embedded in this training is the internalization of moral values from the outside which is formed, fostered, and developed consciously and deliberately through education and environmental influences. So that it is etched into a part of the personality that underlies the thoughts, attitudes, and behaviors displayed steadily. A teacher has a very important

role in directing the learning process and goals in class. Learning objectives require clear direction in order to achieve educational goals that have been previously designed. Over time the quality of learning is expected to increase in accordance with the times.

Education is still a hope to become a pillar for young generation who are intellectual and character. Intellectual and character are complete package that young generation must have in undergoing the millennial era. So in other words, school is an institution that is given the responsibility to produce young generation who are intellectual and have character. This can be realized through providing locality-based subject or local wisdom such as Javanese language which requires special attention so that the quality of learning increases. In order to support Governor Regulation of East Java number 19 year 2014, learning local subject of Javanese language in East Java is taught by paying attention to the pragmatic, attractive, recreational, and communicative aspects from elementary to high school levels.

Therefore, through this training the teachers are expected to be able to apply quality Javanese language learning especially in elementary school. Elementary school teachers are chosen because they have a strategic role in preserving and introducing Javanese philosophical values. The purpose of conducting training for elementary school teachers in Magetan district is to provide insights and knowledge about the importance of improving the quality of Javanese language learning, which has so far been overlooked. As for the training objectives are elementary school teachers with a focus on the planning, implementation, and evaluation of Javanese language learning. In addition, through State University of Surabaya community service activities with elementary school teachers in Magetan district can provide benefits for the development of professional competence and teacher pedagogy on an ongoing basis. Through this training the teachers will be provided with the provision of fairy tale learning materials which are carried out with intensive training methods. The activity involves the active participation of teachers to improve the learning quality, especially Javanese language in the elementary school level through fairy tale material.

B. Javanese Language as a Media of Student Character Building

Language is communication, educational, and cultural tools. Javanese language as one of the communication tools that contains the value of respect and courtesy. That is because the Javanese language has level or strata, that is, etiquette in speaking. It is interesting because Javanese language is distinguished based on its function, namely *ngoko*, *krama*, and *krama inggil* Javanese language. Javanese language is also used as an educational tool that has Javanese local values education. Language fulfills cultural functions to re-explore Javanese cultural values in an effort to build national identity. The learning of Javanese language implicitly shapes the noble character and

personality of students in realizing the morality of mercy through manners and etiquette.

Javanese has unique language etiquette. Etiquette is a manner language procedure in accordance with manners, namely the procedures for talking to others and the behavior that are good and right. Javanese language education can be applied especially to Javanese language subject. Javanese language is considered appropriate because the language is very differentiating the etiquette of speaking utilities between the speaker and the interlocutor. Language variations that differ from one another are determined by differences in the manners of the speaker to the interlocutor. All school members are expected to use Javanese *krama* when interacting and communicating. So that the cultivation of character values can run well as one of the backgrounds of Javanese people who own and use them seriously in daily life.

Etiquette itself means good manners; this is reflected in the existence of procedural rules in the use of Javanese language, for example the rules of using fine Javanese language / manners to older people. These rules teach us to respect older people. In learning at school, students gain knowledge related to information on the use of Javanese language taught by the Javanese language teacher every 2 hours each week.

Through Javanese language lesson students can learn the concepts of courtesy characters written theoretically in class or even verbally through sentences delivered by their teacher. Students who are not proficient or do not even know the use of Javanese language can get to know more and then they can put it in their memory. Student character building for by using Javanese *krama* language by teaching the students to always use Javanese *krama* language variety in daily life in the context of usage to older people or others with the aim of respecting others. This can help in building the character of courtesy in students.

C. Fairy Tales as a Characterized Learning Media

Many ways can be done by the teacher in the learning process so that the intended message can be achieved well, one of them by storytelling. Storytelling is a creative activity of a teacher to convey a message to his students, because elementary students have not been able to understand the pure advice given. They need learning that is not patronizing, so as to create a cheerful and pleasant atmosphere. Storytelling becomes successful when students can focus on paying attention to the contents of the story and getting to know the characters being told, and then students remember the contents of the story and store in the memory of their brains that one day can be retrieved when needed. Then, students translate the memory of the story in their brain in the form of behavior that shows the positive character and cultural value of the nation; moreover it is also entertaining. This idea was delivered by Agus Triyanto in Rusyanti (2013).

A fairy tale is a story that does not really happen about ancient events (KBBI.we.id). whereas according to James Danandjaja in Rusyanti (2013), fairy tales are short stories that are conveyed orally which can also be said to be people's prose stories that are considered not really happening. In this case it is concluded that fairy tales are as simple fantasy stories and serve to convey educational moral teachings.

Fairy tale media is very appropriate to be used to strengthen the character of elementary school students. This is based on the delivery of fairy tales to hone students' imagination. When students listen to and watch a fairy tale then they will visualize the story in accordance with their imagination. Then the students will have a strong communication bond with the storyteller. The moral message contained in the fairy tale can make students emulate it. Another important thing in fairy tales is through the language. Moral conveyance can be well received by students if the teachers use simple and communicative language. Daily language tends to be easily understood by students. Students in Magetan still mostly use Javanese language. So that elementary school teachers more easily convey moral messages in fairy tales through simple Javanese language.

Fairy tales are also able to develop vocabulary in students. The vocabularies that are tended to be used by elementary school children in Magetan are *Ngoko* Javanese language. In the strata, *Ngoko* Javanese language is the simplest Javanese language that is used every day. *Ngoko* Javanese language according to its usage function is used for conversation of parent to child, parent to young children, or to friends of the same age. So that through this Javanese language, the delivery of values, ethics, and morals in an effective fairy tale can be emulated by elementary school students in Magetan.

D. Tembang Dolanan as a Media of Elementary School Students' Character Building

One form of oral folklore is *tembang dolanan*. *Tembang dolanan* or *dolanan* song is a work of art that contains of a lot of beauty, moral values, and moral character. Language games that exist in *tembang dolanan* effectively create a cheerful feel that is good for students. It can be seen when the song is sung with students' games.

Javanese society has three forms of games or *dolanan*. The first is games or *dolanan* in the form of games without songs, such as playing marbles (*nekeran*), playing trades, *Gobag Sodor* and others. The second is *dolanan* which are combined the games and songs such as *jamuran*, *riuri*, and *cublak suweng*. The third is games or *dolanan* in the form of a means of expression or song without a game, but accompanied with body movements such as the *kidang talun* and *menthog-menthog*.

These kinds of *tembang dolanan* can also be said as

one part of children's literature. This is of course different from adult literature. Besides being simpler in terms of content and language, children's literature also has characteristics.

The characteristics include high fantasy and strong imagination games. They can directly please themselves when imagining during playing *tembang donalan*, for example *menthog-menthog*, directly the child will imagine the *menthog's* shape and its way of life.

Nurhayati (2013) added, when noting that the world of children is relevant to the form of song, then children's songs play a role in the process of children's education. Anatomically, songs can be distinguished in several dimensions, namely songs as a language of entertainment, educational tool, and informative tool. These three basic characters of a song form the basis for the children accommodating role. The intensity of song recognition, both from the media and the role of parents, is important for the children's educational process. This constructive dimension of interaction ultimately makes it easy for children to memorize poetry, especially songs that have educational dimensions. The continuity of this introduction will indirectly be closely related to the ability to memorize, as well as the abilities to interpret poetry, and also to achieve meaning that are relevant to the children's psychology.

In line with government policy to prioritize character education in the education of its citizens, character education is more appropriate given through formal and non-formal education. One of them is through *tembang dolanan*. *Tembang dolanan* can be given both at school and at home. *Tembang dolanan* can play a role in the children character building. The moral value contained in it can be used as advice for children to be more ready to be virtuous human beings, and to become fully Indonesian.

Javanese *tembang dolanan* is one of the means of communication and socialization of children (Javanese children) with their environment. Through the *tembang dolanan*, children can have fun and play in their spare time. *Tembang dolanan* is an interesting thing for children. Although loaded with moral messages that educate, Javanese *dolanan* songs are delivered in simple language so that they are easily memorized and digested according to the level of psychological maturity or mental development of children who still like to play. The message and moral values of character in the *tembang dolanan* are delivered through parables and analogies, which are packaged in simple language but still beautiful (aesthetic).

IV. CONCLUSION

Building character of elementary school students is the task of parents and teachers as representatives of parents in institutions such as school. Elementary school

teachers in Magetan are one of the out there teachers as well as one who is tasked with building the character of students through teaching and learning activities. So thus teachers must be observant in preparing and delivering material in order to build the character of students.

The choice of media in building the character of students to have character, nationality value, and cultural values is very important. Javanese language is chosen as one of the materials that can mediate the continuation of the effort to form these characters. In the process, Javanese language is chosen because it is unique and very effective in striving for the realization of student characters. That is because the Javanese language has etiquette in speaking.

Through etiquette in speaking, students can learn how to respect, how to be polite, and how to speak well. Based on its functions, the Javanese language is also used as a medium for delivering humanitarian and moral values through fairy tales, *tembang dolanan*, and others.

Training is needed to help teachers in preparing themselves and also the materials in an effort to build the character of students namely elementary school students in

Magetan. Activities in this training include the preparation of learning plans, teaching materials, and also its practice.

ACKNOWLEDGMENT

Thank you to the State University of Surabaya for funding the community service activities through the fund of Non-Tax State Revenue (locally known under the acronym PNBPN).

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