Blended Learning on Listening Learning Based of Local Wisdom in the Javanese Language Education Study Program

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Abstract: Local wisdom is an important element that should be known and learned by Javanese Education Study Program students as a basic science of Javanese culture. This research is a qualitative research that aims to describe the implementation of blended learning in Javanese-listening skills based on local wisdom in the Javanese Education Study Program. The data in this study is the implementation of blended learning listening skills in Javanese. Data collection methods used are observation and interviews. Data validation techniques used are data source triangulation techniques and methods. The results showed that the implementation of blended learning had a positive effect on learning and were able to make students access local wisdom values and more effective in the use of time. Facilities and infrastructure can also be utilized properly and support the implementation of blended learning.

Keywords: Javanese language listening skills, blended learning, base of local wisdom

INTRODUCTION

One of the local culture in Indonesia is the Javanese culture. As one of the local culture in Indonesia, Javanese cultural function is to strengthen national culture. That function should be kept alive so that the Indonesian people do not lose their identity. Especially Javanese culture contains a wide range of value adiluhung. There are many moral values and education that are valuable both in the components of language, literature, and culture. Seeing the important side of Javanese culture, the government included Javanese as one of the lessons taught from the elementary school to college level.

Regional languages have been established as one of the local content required to be taught to students ranging from elementary to high school level. The implementation of Javanese language education is based on the Governor's Decree in three provinces using Javanese. The Governor of East Java issued East Java Governor Regulation Number 19 of 2014 concerning subjects in regional languages as mandatory local content in schools / Madrasah; Governor of D.I Yogyakarta issued a regulation of the governor of Special Region of Yogyakarta Number 64 of 2013 concerning subjects of javanese language as mandatory local content subjects in schools / madrasah; and the Central Java governor issued Central Java Governor regulation number 55 of 2014 concerning language, literature and javanese script. The Javanese Language Education Study Program is a significant place to prepare Javanese teachers. Therefore, learning at the university level must be given comprehensively so that it can be used as a means to transfer local wisdom values.

Quality learning material will provide good knowledge input to students. In language learning, the focus of learning is directed at mastering language skills. Self-language skills consist of listening skills, speaking skills, reading skills, and writing skills. These four skills are interrelated and influence each other. At the stage of mastering "ability", these four language skills are obtained sequentially. The ability stage starts from birth to pre-school age. At the stage of mastering "skills", these four language skills are also taught together. At the stage of

mastering "skills", these four language skills are also taught together. That is, no language skills should not be taught. Learning these four skills schools should also be balanced and nothing is ignored.

Listening skills are part of the language skills that occupy the most basic level. In addition, most of the time in human life is used for listening. This is in line with the opinion (Burely-Allen, 1995) via Miller (2003) which states that "More than forty percent of our daily communication is spent of listening, thirty-five percent on speaking, sixteen percent on reading, and only nine percent on writing". Listening skills are the first language skills mastered by humans. As a foundation for various other language skills, listening skills have an important position.

Seeing the large portion of listening activities in everyday life, listening to Javanese actually can be used as a place to maximize students' listening skills. But unfortunately the listening skills learning is most often ignored and gets the smallest portion of attention compared to other language skills. Listening learning materials have not been arranged properly.

In addition to the material, another obstacle is about teaching methods that are teacher centers and learning materials that only take from youtube which causes listening learning to tend to be stagnant or not increase. Javanese Language teachers and lecturers usually take listening skills to learn about taking ingredients on youtube. Even though the Javanese language actually has many sources of recitation that deserve to be appointed as listening material for Javanese speaking such as shadow puppet shows, kethoprak, Javanese skits, and others. The source of the recitation contains a lot of Javanese cultural values. Moreover, students now have very rarely witnessed shadow puppet shows or kethoprak because of their lack of interest and the assumption that this is not interesting. it would be great if students were introduced and given the material. But unfortunately, the source of the recitation is long so that if presented in a traditional class it will be very time consuming and spend time learning in the classroom. Students complain of boredom and perfunctory material that does not support Javanese language skills according to basic uploads.

Seeing such conditions is certainly very much needed learning innovations that are in line with the times. Technology becomes one of the benchmarks as well as a solution to problems of distance and time. Technology is presented in the classroom to facilitate the limitations of teaching materials and instructors. technology is also used to provide solutions to feed ingredients which usually take a lot of time when given in class.

Blended learning that has online and offline classes is considered to be the right solution for the class with many teaching material. Etymologically the term blended learning consists of two words, namely blended and learning. The word blend means mixed, and learning has general meaning which means learning. Thus, blended learning implies learning patterns that contain elements of mixing or combining one pattern with another. Cheung & Hew (2011: 1319) describes blended learning as a combination of face to face learning and online learning.

UNS is one of the university that has begun to promote online based learning with the SPADA UNS platform developed by the Center for the Development of Information Technology for Learning (PPTIuP) UNS Education Development and Quality Assurance institutions. The Javanese Language Education Study Program participated using SPADA UNS in the implementation of learning. One of the subjects that utilizes the UNS SPADA is Keterampilan Menyimak II taught by Ms. Tya Resta Fitriana, S.Pd., M.Pd. In the current era, blended learning can provide a solution to the limitations of time and place. Bates (1995) and Wulf (1996) in Susilana and Riyana (2009: 28) explain several advantages of Blended Learning based Learning Management System are as follows : 1) increase the level of learning

interactions between students and teachers or instructors (enhance interactivity); 2) allows the interaction of learning from anywhere and at any time (time and place flexibility); 3) reach a wide range of students (potential to reach a global audience); and 4) facilitate the improvement and storage of learning material (easy updating of content as well as archivable capabilities).

This study aims to describe the implementation of listening skills learning by using blended learning In the discussion, it will be explained about the technical implementation of listening skills learning using the blanded learning model. In addition to learning models that are innovative, the use of shared media is also something that is considered by lecturers in the course. Innovative learning makes students interested in learning. When students are interested in their learning, internalization of values in learning is easier. in this study, the internalization of the expected value comes from the radio drama which contains the values of local wisdom. In addition, efforts to introduce students to folklore also become an additional point. The lecturer uses radio drama recordings which are based on folklore with the title Jaka Tarub. Simulated materials are also packaged in such a way by lecturers that students are interested in listening to the story in full.

RESEARCH METHOD

This research is a qualitative research because this research will produce data in descriptive form in the form of written or oral words from the people observed (Sevilla, 2001: 3). This study aims to describe the implementation of blended learning in Javanese language listening skills based on local wisdom in the UNS Javanese Education Study Program. The data in this study is the implementation of blended learning listening skills in Javanese. The subjects of this study were second semester students who took Keterampilan Menyimak II. Data collection methods used are observation and interviews. Data validation techniques used are data source triangulation techniques and methods.

DISCUSSION

Listening Skills Learning with UNS SPADA Blended Learning

Higher education which opens a Javanese Language Education program in Indonesia, there are a number of universities including UNESA, UNS, UNNES, Univet and UMP. The Javanese language study program not only focuses on language learning but also on culture, literature and education.Discussing about Javanese Culture, until now the Javanese people still try to preserve the culture and traditions that have been handed down from the Javanese ancestors. This is because in the tradition of the Javanese people there are many values of local wisdom and symbols of philosophy about life.

The many noble values contained in culture need to be strengthened through education. the use of technology in education, especially in the learning system has changed the conventional pattern learning system into the modern mediated patterns Information and Communication Technology. The phenomenon of education that is developing now is more directed to the use of internet network technology. Technological advances provide many conveniences in supporting the learning process so that learning becomes more effective and efficient. Technological advancements and increasingly rapid development of science have become special challenges in efforts to strengthen the cultivation of the noble values of Javanese culture through the educational process. For this reason, the need for integration between education and technology

is no exception in the subject of listening to Javanese. The chosen learning model is blended learning.

Blended learning has the advantage of an online-offline system. The online system can be used to convey long-term, Javanese-speaking sources. Meanwhile, the offline system can be used by lecturers to provide reinforcement and clarification of local wisdom values contained in the source of resources that have been listened to by students. The use of blended learning method is expected that students will easily access lecture material without being limited to space and time, but lecturers still have the opportunity to confirm the material and provide reinforcement to students.

Javanese language courses become one of the courses taught in universities that open Javanese language study programs. Considering the material given thoroughly on Javanese culture through language receptive activities, it is expected that this subject can be one way of introducing, planting, and strengthening local wisdom values for the younger generation by utilizing technological sophistication that is familiar with the lives of the younger generation. The current advances in time and technology will undoubtedly bring changes to cultural works, but the ideas and messages contained in them should be utilized to preserve the local wisdom that is owned by the Javanese community.

One of the subjects that has used the blended learning model is the subject of listening skills in Javanese taught by Ms. Tya Resta Fitriana, S.Pd., M. Pd using SPADA UNS. This lecture of listening skills uses a blended learning model. The use of blended learning in this lecture aims to time efficiency and the application of contemporary learning models combined with the content of learning based on local culture. Implementation lecture listening skills with blended learning models are twice as online meetings and six meetings classical or face to face in the classroom. Online classes in subjects Keterampilan Menyimak II can be accessed by using SSO account student. Students enter the https://spada.uns.ac.id/my/ page by entering the student SSO account username and password. Next is the front page view and the online Keterampilan Menyimak II class.

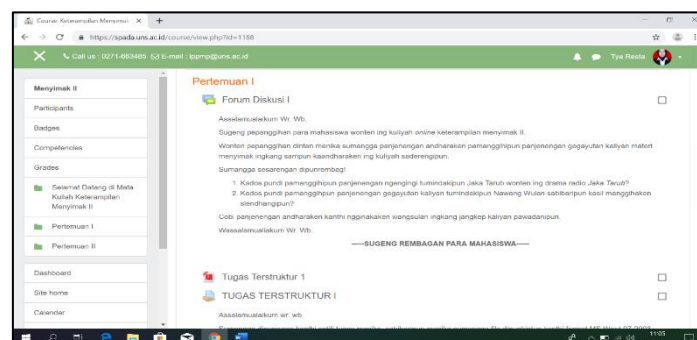**Figure 1.** Online Class of Keterampilan Menyimak II

Figure 2. Student Assignments

Online lectures were held in 2 meetings out of a total of 8 lecture meetings held by lecturer. This is in accordance with instructions from the university that online learning or learning blanded carried a maximum of 25% of the total face meetings in a semester or 4 times a meeting in the classroom online. So in its implementation, online lectures are held twice and the classical class is held 6 times. Before conducting an online class, the lecturer determines the rules that must be known and obeyed by students, so that the implementation of learning can run smoothly. Online class access is limited only to second semester students who program listening skills. This is done to make it easier for lecturers to assess the discussion and learning process in online classes. Students who want to take part in the lecture must enter the enrollment key that has been made by the lecturer.
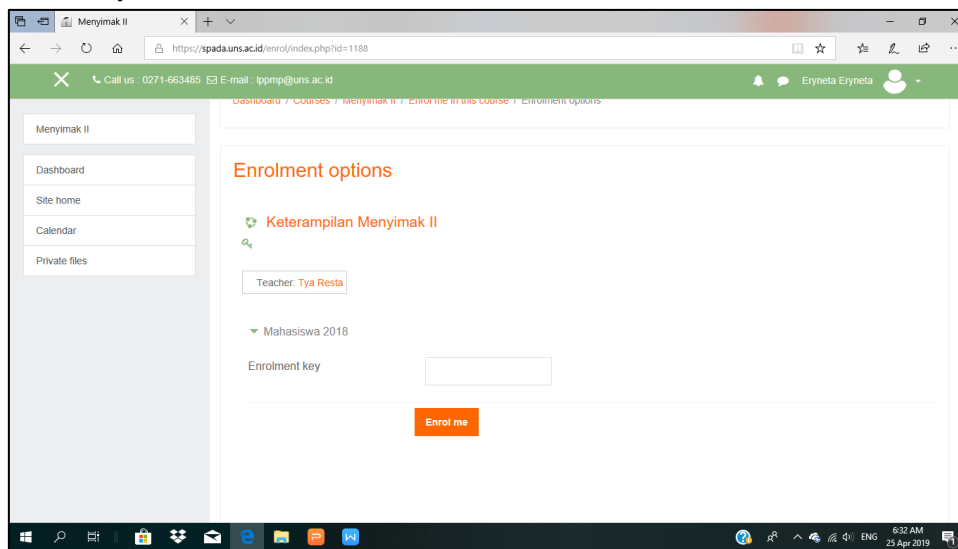
Figure 3. Enrolment Key

Listening Skills Learning in the UNS SPADA Blended Learning

Learning skills emphasis on the practice than theory. The selection of learning models must be appropriate so that student learning outcomes are in accordance with the targets to be achieved in the curriculum. The blanded learning model has advantages in terms of flexibility in the time and place of students in accessing online classes.

Online learning is conducted in 2 meetings. The first meeting in the online class uses the method of discussion while the second meeting uses a structured task method. Material refer to using radio drama recordings based on folklore entitled Jaka Tarub. The duration of the radio drama is approximately 1 hour, so the selection of the blanded learning model is very suitable to be applied given the learning time is only 2 credits or 100 minutes face to face in class.

The listening material given in online learning is concentrative listening material. Listening concentrative is kind of listening skill that requires students to be highly concentrated in listening to radio drama. The aim is to obtain complete information related to the material. At the first meeting students discussed the contents of the radio drama they had seen in class. In a discussion forum, students discuss about matters related to the story. The types of questions in this discussion forum are made open so as to enable the emergence of various opinions from students. Questions in the discussion forum can be seen in the Figure 4 below.
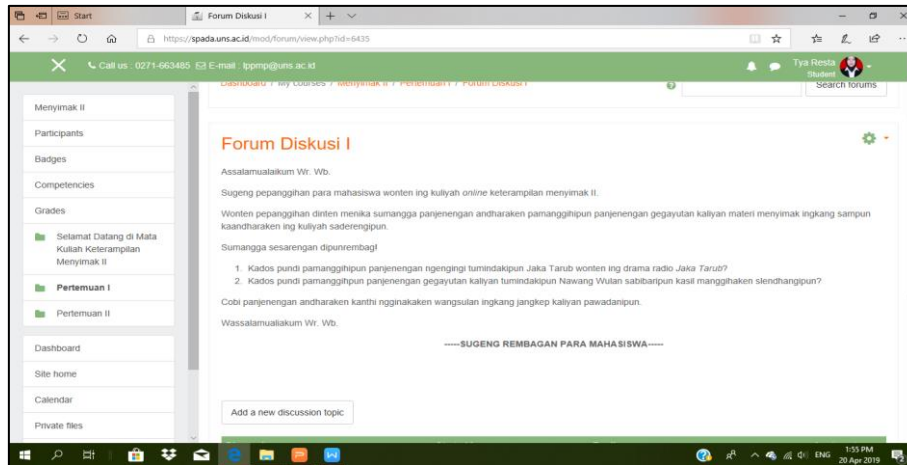
Figure 4.

Students can write down their opinions by adding a new discussion topic then writing their opinions in the message column such as the display.
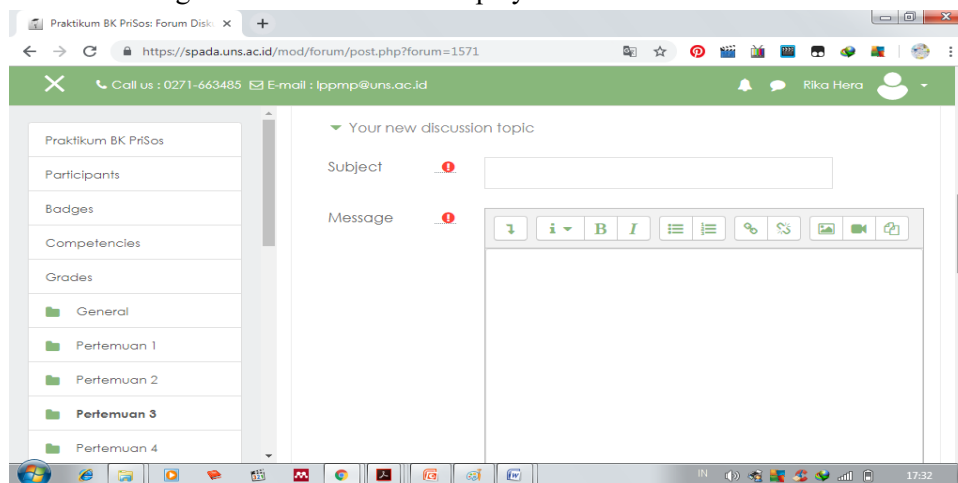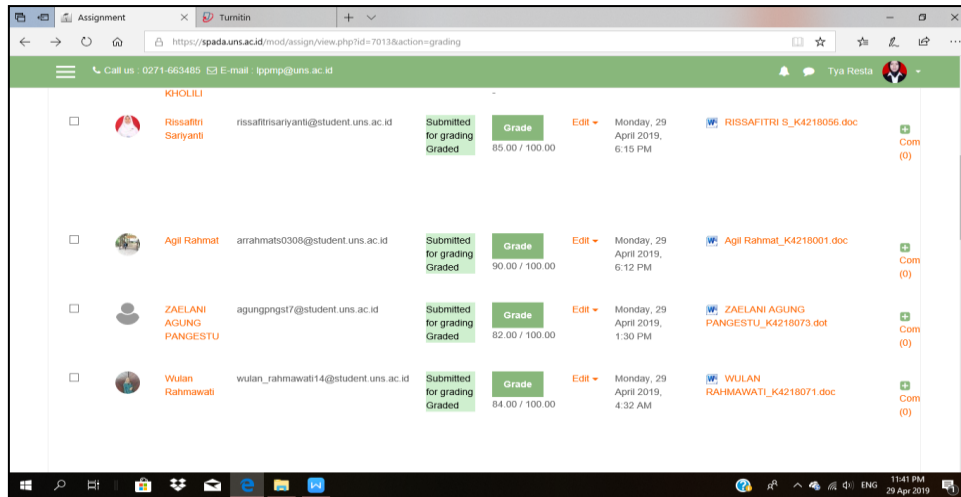

Figure 5. Display the Student Discussion Column

The second meeting, student activities is to upload structured assignments into online classes. The settings in uploading structured task files have also been determined by lecturers, the aim being that students are orderly and disciplined in collecting assignments even though the implementation of online learning. Student participation in lecturing will also be recorded by the system so that lecturers can provide an assessment of their discussion activities.

Figure 6. Student Participation

The implementation of online lectures shows a positive impact on student learning outcomes. Students are enthusiastic in participating in learning, this can be seen from their activeness in discussion forums. This positive influence can also be seen from the learning outcomes obtained by students in online lecture activities.

Figure 7. Student Value

The integration of moral values in the ingredients is also the purpose of this lecture. Therefore good recitation materials and local culture based become alternative choices so that students can be honed cognitively, sensitivity to moral values can also be obtained. So that the values derived from local wisdom can be integrated in the lives of students who are actualized in their daily actions.

CONCLUSION

Blended learning has the advantage of an online-offline system. The online system can be used to convey long-term, Javanese-speaking sources. Meanwhile, the offline system can be used by lecturers to provide reinforcement and clarification of local wisdom values contained in the source of resources that have been listened to by students. The use of blended learning methods is expected that students will easily access lecture material without limitation of space and time, but permanent lecturers have the opportunity to confirm the material and provide reinforcement to students.

The implementation of listening skills using the blended learning model had a positive influence on learning. In addition to a fun learning model, the selection of recited materials in listening subjects is also a matter that determines the success of learning in listening classes. The positive impact of this learning is seen from the enthusiasm of students in the discussion activities and good learning outcomes. It is expected that the innovative learning model can facilitate students in understanding the moral values contained in the recitation material whose source is folklore. The disadvantage of using blended learning is that attitude assessment cannot be observed directly.

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