

Structuring of Javanese Teaching Materials for Junior High School Language Themes Grades 1-3

Avi Meilawati | Siti Mulyani | Endang Nurhayati, Mulyana

Universitas Negeri Yogyakarta

Received 19-06-2024

Revised 21-06-2024

Accepted 09-07-2024

Published 12-07-2024



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Abstract:

This research is one of the follow-ups of previous years' research, namely the structuring of teaching materials on the theme of Language in Elementary School. The results of previous research show that Javanese teaching materials for elementary school classes still leave a number of problems both in terms of format / form, as well as content and language use in it. While the preparation of teaching materials still requires indicators of the preparation of teaching materials in accordance with the curriculum targets and the level of difficulty of the teaching material. The overall research objective is to create a standardized teaching material product on the theme of Language from elementary to high school level that can be used as a guide for the preparation of teaching materials in the DIY region. Whereas in this year, the research objective is to review the Javanese teaching materials for the theme of Language at the junior high school level for grades 1-3 used in DIY as well as to organize the pattern of teaching materials according to language competence. The theory used as the basis of research is the theory of linguistic competence, linguistic performance along with the theory of language psychology. This research is a descriptive research using data from a junior high school Javanese textbook entitled "Mardika Basa lan Sastra Jawa" by Tukijo, et al (Erlangga, 2019). Data analysis was conducted using reading and note-taking techniques. The validation used was content validity while the reliability used expert judgment. The results showed that the Javanese language aspects in the research subject's book still left difficulties and lack of conformity with the Merdeka curriculum. Meanwhile, the indicators for preparing teaching materials must be adjusted to two fundamental things, namely the level of language ability, and conformity to curriculum demands.

Keywords: linguistic competence, Javanese teaching materials, curriculum

1. Introduction

Javanese is one of the regional languages in Indonesia which has a very important status and position. Therefore, Javanese has the full right to be respected and maintained by the state. In its realization, one form of respect and maintenance of the language is by including Javanese as a subject in (formal) schools whose areas include Javanese speakers. Based on previous surveys and research (2021-2022), Javanese at the elementary

school (SD) level, becomes the language of instruction from grade I to grade III (Directorate of Pre-School Education /SD. 1968: 17-20). This policy is necessary considering that preschool children - especially in rural areas - mostly speak Javanese. Thus it is natural that the local language is still needed as a means of delivering students to understand science, before they are fluent in Indonesian. Meanwhile, grades IV-VI of primary

schools already use Indonesian as the language of instruction. However, in reality, based on observations in rural primary schools, there are still relatively many teachers who use (insert) the local language (Javanese) as a means of helping to explain a problem (Nurhayati, 1991: 4). This can be due, among other things, to the difficulty of finding the right words in Indonesian, so that the local language is still considered to play a role in helping to open students' understanding.

Based on the above view, it can be seen that local language is culturally very close to the lives and cognition of students. But in reality, the classic problem of Local Language (Javanese) as a subject that is difficult and disliked by students is still continuously complained about by teachers, parents, and students themselves. Based on observations that have been made, corroborated by the results of Hadiatmaja's research (1998), the emergence of these problems is caused by: (1) The current curriculum for the field of regional language studies has not yet provided a clear picture of the relevance of the curriculum and the objectives to be achieved, (2) GBPP for the field

of regional language studies still tends to refer to the GBPP framework for the field of Indonesian language studies (even though the teaching of regional languages is not the same as the position and objectives of Indonesian language teaching), (3) The passion for learning local language of primary school students is generally low, both intrinsic and extrinsic motivation (scarcity of books, the status of local language which is considered less important, and so on), (4) Local language teaching materials taught are less based on the experience and needs of the students themselves, and (5) teachers, as teaching figures, are mostly unable to carry themselves and appear as individuals who are loved by students.

Apart from the format and content, further problems can be seen from the overlapping language varieties used as an introduction in the textbooks. In upper grade elementary schools (grades 4-6), students have been introduced to the manners used in the textbooks. Polemics arise when the textbooks used in junior high schools use an introduction to the ngoko variety of Javanese as seen in the picture below.

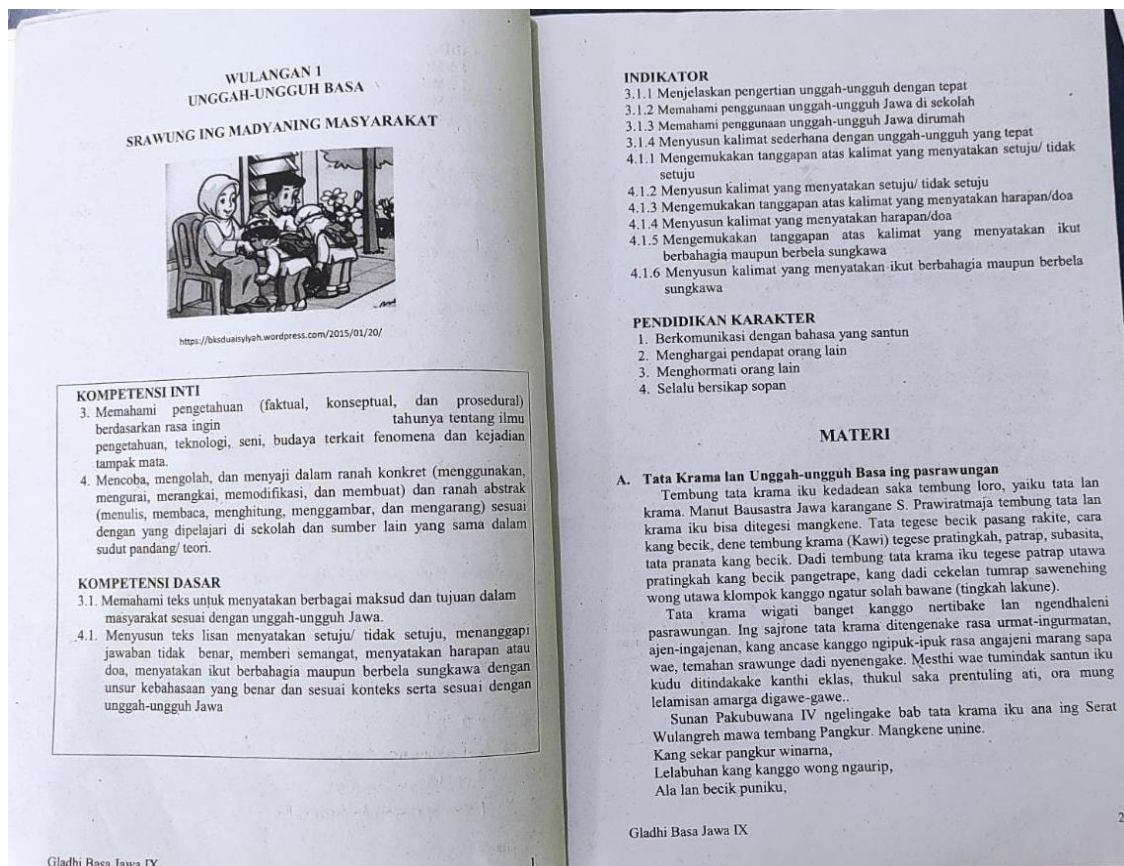


Figure 1. Ninth grade materials

The use of ngoko language is a kind of decline in competence considering that the teaching materials in elementary schools already use a variety of manners as an introduction. A number of problems, complaints and criticisms from various parties continue to emerge related to Javanese language learning that are viral and hotly discussed in various media, meetings of teachers and parents of students, workshops, and so on. The dominance of complaints that are more appropriate as problems: the most important is "the difficulty of Javanese language materials". In other words, Javanese teaching materials are considered difficult and troublesome. Therefore, Javanese language learning at the secondary school level, it seems, still needs to be reviewed more carefully. What is the problem? Based on observations that have been made in a number of studies by a team of lecturers of the Javanese Language Education Department of FBSB UNY, accordingly, the teaching materials and the learning process have not been synchronized or not in accordance.

First, teaching materials do not or have not shown suitability between classes and their targeted competencies. This means that the teaching materials for class VII, for example, do not reflect the suitability of the competencies that should be achieved by class VII students. Actually, the curriculum has shown relatively clear targets and competencies (although the actual curriculum questions also still need to be reviewed); but what happens in practice is that teaching materials or Javanese language learning books do not fully refer to the "direction" of the curriculum used. This is where the initial problem of the complexity of learning Javanese language since the basic level).

Regional-Javanese language has been taught in primary and secondary schools in all places where the population uses regional languages in daily communication. Unfortunately, the current conditions and patterns of learning local languages still place local languages as materials or materials to be LEARNED rather than USED. As a result, Local Language becomes a subject matter that is not integral to the lives of the students themselves. Although the communicative approach has been

developed since the 1988s, the reality is that local languages have not been integrated with students (Wibawa, 1993: 3). Students feel distant and do not recognize their own language. Even though they are the original owners of the local language.

Meanwhile, teaching materials for Javanese language subjects or Javanese Language Teaching Materials (hereinafter abbreviated as BA-BJ) can be firmly assessed as still not in accordance with curriculum demands, the level of difficulty, and the continuity of material from primary to secondary classes (elementary to high school). The main factor causing this is that the compilers of teaching materials have not fully developed BABJ based on the curriculum; conversely, curriculum compilers also do not or have not fully discussed the formulation of targets and competencies with teachers or compilers of teaching materials.

As a result, these problems arise. Therefore, if it is to be successful, the three main agents of learning (curriculum developers, teaching material developers, and teachers), must synergize and collaborate intensely and continuously in monitoring the learning process.

Facts about the difficulty and lack of clarity of student competency targets related to BABJ at the elementary to high school level have been very often uploaded and discussed by the wider community. Even on a workshop occasion (BJ Learning Extension, 2019), a participant regretfully revealed that Javanese is considered more difficult to learn than English. Linguistic competence must indeed be measured precisely and clearly, as said Filtering opinions from experts regarding language competence, it is known that:

Linguistic competences involve a set of skills, knowledge, and attitudes that are interrelated and mutually supported in order to conduct a successful scientific communication that may be destined to different communities or audiences (scientific or the general public), who will be able to understand the communicated knowledge and even use

it, provided that they have been correctly materialized from a linguistic point of view (www.sciencedirect.com).

This explains that language knowledge and skills require the unity of skills, knowledge and actions that support each other so that communication can be said to be successful, which the listener understands correctly from the point of view of linguistics. In this case, shared knowledge of general and specific background experience is needed, which is linked in the interpretation.

Based on these conditions, it is very feasible and urgent to conduct research on the problem. The most important target of this research is to improve the teaching materials for Javanese language subjects at the middle school level (SMP) grades VII to IX. The reason for taking the 3 classes is actually only because of the opportunity and effectiveness of research in one year. While the forms and types of teaching material studies in this third year are: 1) review of teaching materials, 2) preparation of teaching material indicators in accordance with the curriculum (Basic Competencies). The results of this study are expected to open the insights of textbook writers (teaching materials) in compiling teaching materials, and MPBJ educators in teaching teaching materials that are suitable for the classes they teach. If the target of this research is achieved, it is expected that Javanese language learning at the secondary level (SMP) will certainly be more focused and in accordance with the expectations of many parties.

In this study, the problem is discussed How are the teaching materials for Javanese language subjects at the junior high school level at the present time? And how is the preparation of Javanese teaching material indicators according to the curriculum and the level of linguistic competence? The results of this study are expected to be important recommendations for all parties who manage the learning process and the world of education in general.

2. Research Methods:

This research was designed using a descriptive research framework; namely trying to describe the condition of teaching materials based on the format and linguistic content used in the book. The results of the description focus on the use of language in conveying the material or content. While the second description focuses on the preparation of grids or indicators of the preparation of teaching materials according to the school and grade level. The research data is in the form of linguistic units used in the selected data sources. The teaching material selected and used as a data source is the Javanese Language Book entitled "MARDIKA BASA LAN SASTRA JAWA" for junior high school grades 1-3 by Tukijo, et al, Erlangga publisher (2019). This data source is obtained from Javanese language textbooks that are developed and used in Yogyakarta. The research instrument used in this research is human instrument (researcher as an instrument); in addition, this research also uses data analysis cards as a tool for data classification. Example of research instrument:

Tabale 1. Teaching Material Review Research Instrument

Data	Linguistics Competence	Linguistics Performance	Outcomes Learning	Compatibility
Class				

Data were collected using reading and note-taking techniques. Data in the form of teaching materials were read carefully and collected classically

according to predetermined theoretical indicators; relating to the unit of linguistic aspects and analysis of teaching materials as a whole. Furthermore, the

data is recorded or documented according to research needs. The validity of the data used is content validity; namely testing and analyzing the content/content of teaching materials as research material. Furthermore, data reliability is developed with expert judgment; namely, intense discussion with colleagues.

3. Results and Discussion:

A. Result

The results of research based on review activities of Javanese teaching materials for grades 1-3 of junior high school have shown that there are problems that need to be addressed in two ways; namely the language field and the formulation of indicators for the preparation of teaching materials. Both problems are illustrated in the following table of research results.

Tabel 1. Review of teaching materials and teaching material preparation indicators

No	Teaching Material Aspects	Review Results
1	Content and Language Aspects	(1) There is still content that is not in accordance with student competencies (2) content and language use tend to be less thorough, there are still inconsistencies in competency.
2	Aspect Indicators of Teaching Material Preparation	(1) The curriculum has not been utilized as the basis for preparing teaching materials (2) the level of difficulty of the material has not been fully measured

B. Discussion

The existence of teaching materials in the learning process must be optimized so that students can really take advantage of the existence of these teaching materials. The validity and suitability of teaching materials can be measured from two indicators, namely the language used and the agreed curriculum, following the results of the Content and Language Use Review:

1. Use of Javanese Language Variety

In the book *Mardika Basa lan Sastra Jawa*, the language of writing teaching materials used two varieties, namely Ngoko and Krama. However, it appears that the use of the Ngoko variety is more dominant. This is actually quite confusing for students; the reason is that in the review of

Javanese teaching materials at the elementary level, the Krama Javanese language raga has been used. When entering at the junior high school level, the dominant variety of Ngoko is used, which means that there is a degradation of Javanese language learning communicatively.

The teaching materials are divided into 7 (seven) themes, namely technology, education, kabudayan, kekancaan, kahanan lingkungan, kapribaden Jawa, saha kasetyan ingkang kadhapuk saking knowledge of essay types, tembang pangkur, crita rakyat legendha, crita cekak, pawarta, Javanese script and crita wayang. The flow of the language competency map contained in the book can be detailed in the table below.

Chapter	Knowledge	Language Skills Competence			
		Listening	Reading	Speaking	Writing
1.	Grammar : <i>Rura basa</i>		exposition	exposition	exposition
2.	Words of <i>yogyaswara</i>				Words of <i>yogyaswara</i>
3.	Words of <i>sanepa</i>		fiction		
4.	<i>Pepindhan</i>				
5.	<i>Ukara pakon</i>		<i>Pawarta 'news'</i>	<i>Isi pawarta 'content of news'</i>	Write an ideas
6.	<i>Tembung pitakon</i>	Short story			Short story
7.	<i>Tembung garba</i>				Write an idea in the text

On the language content and how this book reflects the use of Javanese language for the learning process can be described as follows:

(1) In the purwaka section using the level of speech krama alus, good and standard language, there is a misprint that should be written tulisen written tulisana.

(2) In the material mapping, there is still the use of Indonesian mixed with Javanese which is the topic of teaching material. There are two teaching topics in the word interference, namely *bener-bener raja* (p.15) and *telu pitakenan*, as well as in the table of contents.

From the observations, the use of introductory language and material in this textbook is summarized as follows.

1. The Javanese manners used in this textbook are krama alus and krama lugu. The Javanese krama language used in this textbook is classified as very good or in accordance with the rules, and only a few interferences are found such as the words: *prastawa*, *ancur*, *diancurke*, and *kenali*.
2. The Javanese ngoko language used in this textbook is classified as very good and in accordance with the rules of *unggah-ungguh*

basa. The types of ngoko bases used are ngoko lugu and ngoko alus.

3. Code mixing also occurs in this textbook. Code mixing occurs in materials that raise the theme of technology and general science. The code mix that occurs is the type of absorption and adaptation. For example: setting, point of view, stage blocking, manager, director, laptop, LCD and so on.

2. Language Structure of Javanese Language in Junior High School Teaching Materials

The results of the review of the structure and linguistic aspects of this teaching material contain two main things, namely (1) the nature of language in teaching materials, and (2) diction and sentence structure in texts and questions. Teaching materials (teaching materials, articles, books), require appropriate and accurate means of delivery. Language is the key. The accuracy and greatness of a work must also be conveyed scientifically and objectively. Language in teaching materials must be firm, straightforward, and pithy (contained). There are at least 3 (three) characteristics of scientific language; namely objective, effective, and denotative.

Meanwhile, the preparation of appropriate and targeted teaching materials requires accuracy in preparing everything that is a requirement for teaching materials. For elementary to high school levels, teaching materials must meet the indicators of conformity with the curriculum and the level of difficulty of the material.

The nature and aspect of the language reviewed is a matter of diction. This aspect appears in various reading texts or questions presented. Diction is the selection and use of words used in various purposes. The diction in the teaching materials of *Mardika Basa lan Sastra Jawa* (2019) tends to be less contextualized in the student's environment. In addition, the diction chosen is also dominated by cognitive aspects that focus more on memorization. This can be seen in the following example.

Gamane Arjuna yaitu.....

Upacara grebeg diadani ing wulan.....

The diction of *gaman*, *Arjuna*, *grebeg*, is almost never mentioned or used by students in their daily communication. Therefore, diction and questions like this can only be answered by students who diligently memorize without understanding what they mean. Therefore, language aspects that still use a memorized and non-contextual model should begin to be reduced, and replaced with diction that is more popular and contextual.

3. Indicators and Signs for Preparation of Teaching Materials

The preparation of Javanese teaching materials at the junior high school level should follow and be guided by the appropriate teaching material preparation indicators and actually develop teaching materials for a successful learning process. These indicators include: 1) Compatibility with the Curriculum; 2) The level of language difficulties of junior high school students; 3) The purpose of preparing teaching materials

a. Indicators Based on Junior High Curriculum

Governor regulation of Yogyakarta special region number 64 of 2013 concerning Javanese language subjects as compulsory local content in

schools/madrasas. *) attachment to the regulation article 4 Javanese local content in schools/madrasas aims to enable students to:

- 1) communicate effectively and efficiently in accordance with good and correct ethics and grammar;
- 2) appreciate and use Javanese as a means of communication, a symbol of pride and regional identity;
- 3) use Javanese to improve intellectual ability, emotional and social maturity;
- 4) utilize and enjoy Javanese literature and culture to refine character and increase knowledge; and
- 5) appreciate Javanese language and literature as a cultural and intellectual treasure of Indonesian people.

The Javanese language curriculum as a compulsory local content in Yogyakarta is stipulated in PERGUB number 64 of 2013 concerning Java Language Lessons as Mandatory Local Content in Schools/Madrasah.

Article 31 paragraph (1) of Law Number 13/2012 on the Specialty of the Special Region of Yogyakarta mandates that cultural authority be organized to maintain and develop the results of copyright, taste, *karsa*, and work in the form of values, knowledge, norms, customs, objects, art, and noble traditions rooted in the people of the Special Region of Yogyakarta. Local language is used as a medium for norms and values in the noble traditions of the people of Yogyakarta. The Governor Regulation also explains the definitions and limitations of matters relating to the Javanese language as mentioned in article 1, namely:

1. Javanese is a local language used by the Javanese community as a means of communication.
2. Compulsory local content is local content that must be implemented by all schools/madrasas and must be followed by all students.
3. Javanese Language Teacher is a teacher who is qualified as a subject teacher who has the authority and educational background of

Javanese Language in accordance with his/her specialty and plays a role in Javanese Language learning.

4. Local government is the government of Yogyakarta Special Region.
5. District/city government is the district/city government in the Special Region of Yogyakarta.
6. Regional Office is the Education, Youth and Sports Office of Yogyakarta Special Region.
7. District/City Office is the office that takes care of education in districts/cities throughout Yogyakarta.
8. School/Madrasah is a formal education institution for SD/MI/SDLB, SMP/MTs/SMPLB, SMA/MA/SMALB and SMK.
9. Learning outcomes assessment is the process of collecting and processing information to measure the achievement of student learning outcomes.

The results of the review of the language aspect and its suitability for the curriculum in each class (1=7; 2=8, 3=9) are as follows:

In grade 7, Javanese is understood as the mother tongue and a means of increasing emotional and social maturity. Departing from these indicators, Javanese is placed as a means of communication for students so that they can absorb the social values of society. The thing that is studied is *unggah-ungguh basa* in the activity of answering and asking questions to others. By knowing the Javanese language *unggah-ungguh basa* to answer and ask questions to others, students will be able to know the politeness of asking questions and answering questions. The thing that must be considered is the context of speech, in this case students are introduced to all varieties of speech both *ngoko* and *krama* based on the background of the speech. The elaboration of appropriate indicators is to learn the vocabulary of asking and answering in various varieties, the introduction of speech situations and interlocutors to determine the appropriate variety. For example, distinguishing, matching, finding, and analyzing varieties with the question words *apa*, *ngapa*, *kapan*, *sapa*, to the

question variety of manners *menapa*, *sinten*, *kenging menapa*, and so on.

In grade 8, Javanese language carries the demands of being a mother tongue and a means of learning ethics. The language materials used in grade 8 are descriptive texts about natural events and customs and *unggah-ungguh basa* to convey invitations to others.

Even at this stage, learning the speech context and variety is also needed. The material taught is the vocabulary to invite according to the language variety. At first, invitations in unofficial varieties are introduced, such as the introduction of the word *ayo*, to official invitations using the *mangga*, *krama* variety.

In grade 9, Javanese serves as the mother tongue and regional identity. In this description, students should also be invited to distinguish cultural and linguistic diversity as regional identity. The linguistic materials that form the basis of learning are descriptive texts about museums and historical relics and *unggah-ungguh basa* for visiting and simple interviews. The learning of *unggah-ungguh* has moved to a higher level because it has reached the level of visiting, so the language and level of politeness are targeted to be more refined. For entertaining, an understanding of the politeness of time, how to entertain, and the politeness of attitude in entertaining is given. In addition, the language used in visiting includes greetings, asking about business so as not to disturb, asking how you are, and expressing the purpose of arrival. The variety of language used in visiting is usually included in the *krama* or subtle variety. Meanwhile, simple interview activities require a more complex level of understanding because students must have a basic language variety to ask first.

Based on the study, description and description of the Indicators for the Preparation of Teaching Materials for Javanese Language at the junior high school level above, it appears that the teaching materials circulating and used in the DIY area are partly "**still not in accordance**" with what is expected. A number of problems that arise in the content of teaching materials are still found here

and there. More focus on the use of Javanese language which still seems inappropriate; for example, there are still vocabulary that does not have a glossary, terms that are still foreign, and Javanese language structures with Indonesian flavors.

4. Conclusion:

The results of this study can be concluded as follows. Javanese teaching materials for junior high school grades 1-3, show aspects that are still not in accordance with the direction, target, and content of the curriculum used in DIY. The lack of suitability basically starts from the lack of compilers or writers of teaching materials who pay less attention to psychology and learning content in junior high school. Moreover, the authors generally do not use material tests before teaching materials are used. In terms of the language problems used in the teaching materials, it shows a higher level of linguistic difficulty than the targeted class.

Indicators of Teaching Material Preparation that can be put forward in this study include: a) adjustment of teaching materials with the direction and target of the curriculum, b) the level of difficulty and achievement of mastery of Javanese language at the junior high school level is not adjusted appropriately; c) the purpose of preparing teaching materials. This mismatch resulted in the teaching materials for Javanese language at the junior high school level, grades 1-3 in the DIY area, still need to be revised and rearranged with appropriate accuracy and relevance. Writing junior high school Javanese teaching materials must always be oriented to two important things, namely: language aspects that are in accordance with the linguistic competence of students, and curriculum signs agreed upon by the education unit.

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