

Implementation of Javanese Krama Learning in Improving Students' Ability to Speak Politely at MIMA 35 Nurul Ulum Ambulu

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Abstract

This study examines Javanese Krama's learning in improving students' ability to speak politely at MIMA 35 Nurul Ulum Ambulu. This research approach is a descriptive qualitative approach, and the type of research used is phenomenology. Data collection techniques using interviews, observation, and documentation. While the data analysis using the model of Miles, Huberman, and Johnny Saldana consists of data condensation, data presentation, and conclusion. The results of this study are 1) Planning for learning the Javanese Krama language to improve the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu, namely: the teacher prepares a Learning Implementation Plan, prepares to memorize material for the Javanese Krama language vocabulary for students. 2) Implementation of Javanese Krama language learning in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu, namely: opening, core, and closing activities. Then the habit of using Javanese manners during learning hours and outside the classroom. 3) Evaluation of Javanese Krama language learning in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu, namely: in the classroom using daily questions, PTS and PAS. Meanwhile, habituation outside of learning hours is by assessing students' speech and manners. 4) The implications of learning Javanese Krama in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu have a positive impact on students becoming accustomed to using Javanese Krama when communicating with teachers both in attitude and speech.

Penelitian ini mengkaji mengenai pembelajaran bahasa Jawa Krama dalam meningkatkan kemampuan peserta didik berbicara sopan santun di MIMA 35 Nurul Ulum Ambulu. Pendekatan penelitian ini adalah pendekatan kualitatif deskriptif dan jenis penelitian yang digunakan adalah fenomenologi. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Sedangkan analisis data menggunakan model Miles, Huberman dan Johnny Saldana terdiri dari kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini adalah 1) Perencanaan pembelajaran bahasa Jawa Krama dalam meningkatkan kemampuan peserta didik berbicara sopan santun di MIMA 35 Nurul Ulum Ambulu, yaitu: guru menyusun Rencana Pelaksanaan Pembelajaran, menyiapkan materi hafalan kosa kata bahasa *Jawa Krama* bagi peserta didik. 2) Pelaksanaan pembelajaran bahasa Jawa Krama dalam meningkatkan kemampuan peserta didik berbicara sopan santun di MIMA 35 Nurul Ulum Ambulu, yaitu: kegiatan pembuka, inti, dan penutup. Kemudian pembiasaan berbahasa jawa krama didalam jam pembelajaran dan diluar kelas. 3) Evaluasi pembelajaran bahasa Jawa Krama dalam meningkatkan kemampuan peserta didik berbicara sopan santun di MIMA 35 Nurul Ulum Ambulu, yaitu: di dalam kelas menggunakan soal harian, PTS dan PAS. Sedangkan, pembiasaan di luar jam pembelajaran yaitu dengan penilaian berkaitan dengan tutur kata dan sikap sopan santun peserta didik. 4) Implikasi pembelajaran bahasa Jawa Krama dalam meningkatkan kemampuan peserta didik berbicara sopan santun di MIMA 35 Nurul Ulum Ambulu membawa dampak positif pada peserta didik menjadi terbiasa menggunakan bahasa Jawa Krama saat berkomunikasi dengan guru baik dalam sikap dan tutur kata.

Keywords: *Learning; Speaking Ability; Politeness; Javanese language*

Introduction

Learning is a process of student interaction with education and learning resources in a learning environment. Learning is assistance provided by educators so that acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. Learning that is taught in schools should be directed to change students' behavior in a better direction. Learning is done at school to change the attitude and speech of students with courtesy to anyone, both at school or in their social environment, when hanging out with their friends.

Courtesy is an important part when socializing in everyday life with other people because by showing a polite attitude, a person can be appreciated and appreciated for his existence as a social being. Courtesy is a picture of morality that can be achieved by children through the learning process in schools or madrasas. According to Azyumardi Azra that educational success must be aimed at changing the quality of student behavior, including polite behavior; one example of polite behavior is speaking politely or speaking well, especially to older people.¹

One way to judge a person's character is seen from how he speaks with the other person. In the Qur'an, it has also been ordered to always speak good words. As in Surah Al-Ahzab verses 70-71:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا يُصْلِحْ لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ
وَمَنْ يُطِعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا عَظِيمًا

Meaning: " O you who have believed, fear Allāh and speak words of appropriate justice. He will [then] amend for you your deeds and forgive you your sins. And whoever obeys Allāh and His Messenger has certainly attained a great attainment."²

The above verse explains that Allah SWT commands His believing servants to say the right words, which are honest, not crooked, or deviated. Allah promises them a reward for improving their deeds, namely by giving taufiq to do righteous deeds, the forgiveness of their past sins, and what will happen to them in the future.

In polite behavior, there are indicators to measure the achievement of competence. Indicators of polite behavior include speaking softly and politely, respecting elders, and greeting in a friendly manner. The formation of polite behavior can be done through the local culture that exists in the community, one of which is through the culture of using the Javanese

¹ Azyumardi Arza, *Moral Peserta Didik*, (Jakarta: Pustaka Zahra, 2006), 34.

²Departemen Agama RI, *Al-Hikmah Al-Qur'an dan Terjemahnya*, (Bandung: CV Penerbit Diponegoro, 2010), 427.

Krama language.³ When talking to people who have a higher position, they must speak Javanese Krama. Meanwhile, when talking to people who have the same level of position or with people younger than use the Javanese Ngoko language.

Culture and language are two aspects that are interrelated and cannot be separated. Language describes the cultural qualities of its speakers, including ethics and moral values. Speaking using polite and refined language and using the correct Javanese manners will satisfy the hearts of those who hear. A person will be rewarded not from rank and wealth but from the speech he uses. It is unavoidable that language politeness significantly affects behavior towards others.⁴

However, in this increasingly modern era, the Javanese language has begun to decline among the younger generation. Therefore, the Javanese language needs to be grown from an early age so that the language and characteristics of the Javanese people, who are known to have good manners and manners, are maintained.

In line with this, MIMA 35 Nurul Ulum, one of the madrasah in the Jember district, precisely in the Ambulu sub-district, which has 300 students, has taught the Javanese language from an early age in the classroom during Javanese learning hours and outside of learning hours. The way to instill the Javanese language outside of learning hours is with the programs owned by MIMA 35 Nurul Ulum Ambulu. The program includes; 1) Use of Javanese Krama language in the introduction of each subject, 2) Use of Javanese Krama language as communication between teachers and students every day, and 3) Habituation of Javanese Krama language every Friday from the entrance bell to the school bell.⁵

³Nurul Zuriyah, *Pendidikan Moral Dan Budi Pekerti Dalam Perspektif Perubahan*, (Jakarta: Bumi Aksara, 2007), 2.

⁴Umi Kuntari, *Unggah-Ungguh Basa Jawa Tata Cara dan Etika Penggunaan Bahasa Jawa*, (Jogyakarta: Pustaka Widyatama, 2017), 2.

⁵ Observasi di MIMA 35 Nurul Ulum, Ambulu, 8 April 2021.

The programs at MIMA 35 Nurul Ulum help students get used to speaking in Javanese Krama. Those who can't become able and those who can become more fluent. In the first program, it is intended that students have a new vocabulary in the Javanese Krama language obtained from the teacher. In this second program, it is intended that students practice their abilities when communicating with teachers because they must communicate with teachers in daily life using the Javanese Krama language. And the third program has almost the same goals as the second program, but in the third program, not only with teachers but also with all school members and their peers, they must speak politely using good language even though they do not use Javanese Krama when talking to friends. the same age because Javanese Krama is used for someone who is older or someone who has a higher rank.

This is the result of the researcher's interview with Mr. Solkhan, a Javanese language teacher. He stated that the program owned by MIMA 35 Nurul Ulum was able to improve the ability of students to speak Javanese well with older people, as well as with peers in order to form polite behavior.⁶

Learning Javanese at MIMA 35 Nurul Ulum Ambulu has a different way because it is not only in terms of theory but also in practice. The theory is taught in class, and the training is carried out outside of learning hours with various programs owned by MIMA 35 Nurul Ulum Ambulu. With this program, the level of politeness of students to teachers and peers is getting better. Students respect the teacher more, speak subtly and politely to the teacher and greet them in a friendly manner. Not only the teacher, when the researcher came for the first time to the school, but the students also greeted

⁶ Moh. Solkhan, *Wawancara*, Ambulu, 22 April 2021.

him in a friendly manner and showed their politeness and courtesy by bowing when passing the researcher.⁷

Research Methods

The research approach used in this research is descriptive qualitative because this research produces conclusions in the form of data that describes in detail, not data in the form of numbers. The qualitative approach reveals certain social situations by describing reality correctly, formed by words based on relevant data analysis techniques obtained from natural conditions.⁸ Data collection techniques in this study used observation, interviews, and documentation techniques with data analysis qualitative analysis of the Miles and Huberman and Johnny Saldana models consisting of data condensation, data presentation, and concluding. And the validity of the data using triangulation of sources and techniques.

Results And Discussion Of Findings

Planning for Learning Javanese Manners in Improving Students' Polite Speaking Ability at MIMA 35 Nurul Ulum Ambulu

Based on the findings through observations, interviews, and documentation that the implementation of Javanese manners learning in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu has three stages, namely planning, implementation and evaluation. One of the planning for learning Javanese manners to improve the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu is that the teacher prepares an RPP (Learning Implementation Plan) in advance, which is based on the syllabus. RPP is used as a teacher's guide in carrying out learning that includes the steps of learning the Javanese language. Education will run well and be directed if the lesson plans are arranged systematically.

⁷ Observasi di MIMA 35 Nurul Ulum, Ambulu, 8 April 2021.

⁸Lexy J. Moloeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2008), 14.

This is in accordance with the opinion of Mukni'ah, who revealed that planning is an important step that must be done by teachers before they carry out teaching and learning activities and to achieve the ultimate goal of learning.⁹ RPP has several components, including 1) school identity, subject, and class/semester, 2) subject matter, 3) time allocation, 4) learning objectives, 5) learning materials, 6) learning methods, 7) media, tools, and learning resources, 8) learning steps and 9) assessment.

In addition, in preparing the RPP before teaching and learning activities, other preparations need to be made to design the Javanese language learning manners to improve the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu so that learning can run smoothly. Preparations that need to be done by the teacher include: (1) Studying the syllabus, carried out before making the RPP which contains learning objectives to achieve language politeness in accordance with the various Javanese etiquette rules contained in the Competency Standards (SK), Basic Competencies (KD), indicators, subject matter and time allocation included in the syllabus. (2) Prepare learning materials that present examples of good and correct language according to the rules of Javanese etiquette, both in the form of stories, reading books, and so on. (3) Determine learning media that can arouse enthusiasm and make students feel comfortable in participating in Javanese language learning activities. In this case, the teacher uses video media that contains stories in Javanese. (4) Choose a learning method that is adapted to the learning material and the condition of the students, such as the method of role-playing, question, and answer, and so on, that attracts children to speak Javanese in accordance with Javanese manners. In the learning process, the teacher uses the question and answer method using Javanese Krama.

⁹Mukni'ah, *Perencanaan Pembelajaran Sesuai Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Kurikulum 2013 (K-13)*, (Jember : IAIN Jember Press, 2016), 11.

Based on the findings that have been adapted to the theory, it can be concluded that the planning of Javanese language learning in class has been implemented properly according to the lesson plans that have been prepared by the teacher. This is indicated by the learning steps listed in the lesson plans. However, the preparation of the lesson plans did not include the learning methods used by the teacher. The method itself is a method used to make learning run effectively. So, so that learning Javanese manners to improve the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu can run smoothly, teaching methods that are adapted to the conditions of students should be used, and also the methods used by teachers must be included in the lesson plans because lesson plans are references or guidelines used by teachers during learning activities.

Meanwhile, outside of learning hours, it can be concluded that planning for the habit of speaking in the Javanese Krama language outside of Javanese learning hours has drawbacks because it does not have special plans in its programs. Planning itself is a plan used so that activities can run according to predetermined goals. So, in order for the program to run according to its objectives, a plan should be prepared that serves as a guide for implementing the program.

Implementation of Javanese Krama Language Learning in Improving Students' Ability to Speak Politely at MIMA 35 Nurul Ulum Ambulu

The implementation of Javanese manners learning in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu when learning in the class includes preliminary activities, core activities, and closing activities. Primary activities in learning aim to generate motivation and increase the concentration of students to participate in the learning process actively. The core activity in implementing Javanese language learning is to deliver learning materials using learning media which aims to make it easier to convey the material. The teacher's closing activity in learning Javanese is that students listen to the reinforcement and

conclusions of today's lesson delivered by the teacher. At the same time, the implementation outside of learning hours is that the program's implementation outside of learning hours is carried out according to the program, such as the Friday base program, which is carried out every Friday. Then, the Javanese language program, which is used as an introduction to all subjects, is implemented in all subjects. The communication program implementation between teachers and students using the Javanese Krama language is carried out every day.

The implementation above is in line with the opinion of Gilang, who argues that an action or implementation of a plan that has been prepared carefully and in detail is implemented after the project is considered ready. In simple terms, implementation can be interpreted as application. Meanwhile, Browne and Wildavisky argue that implementation is an expansion of activities that adjust to each other.¹⁰

Implementation of Javanese language learning activities, which include preliminary, core, and closing activities. The primary activity here begins with greetings from the teacher, praying before learning activities, the teacher provides an overview of the material to be studied and does not forget the teacher gives an ice breaker which is useful to raise the enthusiasm of students and increase their concentration. Then, the core activity here contains the delivery of material by the teacher, who is supported by methods and media that have been determined so that the learning process goes well. Finally, the closing activity here contains a review from the teacher about the material that has been studied and strengthened.

Evaluation of Javanese Krama Learning in Improving Students' Ability to Speak Politely at MIMA 35 Nurul Ulum Ambulu

¹⁰R. Gilang K, *Pelaksanaan Pembelajaran Daring Di Era Covid-19*, (Banyumas: Lutfi Gilang, 2020), 71-72.

Evaluation of learning Javanese manners in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu during class learning that assessment of the implementation of Javanese language learning is carried out by assessing Javanese language learning in order to know the level of understanding and knowledge of students. The assessment is in the form of daily questions, Mid-Semester Assessment (PTS), and Final Semester Assessment (PAS). At the same time, the evaluation outside of learning hours is in the form of matters relating to speech using the Javanese language and the polite attitude of the students. As a benchmark of whether the program can run in accordance with the objectives. In this case, some words and attitudes were evaluated as follows: Using Javanese Krama when communicating with the teacher, Respecting the teacher, Speaking gently and politely to the teacher, Dressing politely, Not speaking dirty and rude.

According to Suchman, evaluation is a process of determining the results that have been achieved by several activities that are planned to support the achievement of goals. And as for the notion of evaluation, the opinion of Worthen and Sanders states that evaluation is an activity of looking for something valuable about something in the search, which also includes finding helpful information in assessing the existence of a program, production, procedure, and alternative strategies proposed to achieve predetermined goals.¹¹

Based on the findings that have been adapted to the theory of evaluation activities through daily test activities, PAS and PTS, which are intended to see the results achieved by students in the Javanese language learning process, it can be concluded that the evaluation of the habituation program inside and outside Javanese language learning hours is appropriate. to see the results of learning activities and evaluation can also be a reference

¹¹Ajat Rukajat, *Teknik Evaluasi Pembelajaran*, (Yogyakarta: Deepublish, 2018), 1.

for teachers in subsequent learning activities in making alternative decisions.

Implications of Learning Javanese Krama in Improving Students' Ability to Speak Politely at MIMA 35 Nurul Ulum Ambulu

Based on the results of observations, interviews, and documentation, it can be seen that the implications of learning the Javanese language of manners in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu have a positive impact on the ability to speak politely. This is proven when researchers come to school. They greet politely, and when they pass in front of researchers, they bow their bodies while saying "nuwun sewu," which means excuse me.

Islam, which has been described again by Andewi Suhartini, suggests that the implications are everything that the policy formulation process has produced. In other words, implications are the consequences and consequences arising from implementing specific policies or activities. Meanwhile, according to Silalahi, which has been described again by Andewi Suhartini, implications are the consequences arising from implementing a program or policy, which can be good or bad for the parties who are the targets of implementing the program or policy.¹²

With the application of using the Javanese Krama language, especially when communicating with the teacher, students become accustomed to using the Javanese Krama language. The Javanese Krama language has become a mandatory thing to use to communicate at MIMA 35 Nurul Ulum. The program is expected to bring good consequences for students when they enter the community. They are accustomed to using the Javanese Krama language when communicating with older interlocutors. Because the Javanese Krama language habituation program must be carried out from an early age. Indicators are behaviors that can be measured or observed to

¹²Andewi Suhartini, "Belajar Tuntas: Latar Belakang, Tujuan, Dan Implikasi", *Jurnal Pendidikan Makassar*: Vol 10, No 1, 2007), 42-43.

realize the achievement of competency. In the context of attitude assessment, indicators are signs raised by students that can be observed by the teacher as a representation of the attitude being assessed.

Examples of politeness indicators according to Mulyasa are as follows: 1) respecting older people, 2) loving younger people, 3) using soft words in speech, 4) throwing trash in its place, 5) respecting people's opinions different ways, 6) express gratitude for the help of others, 7) greet with a smile and a greeting, 8) ask permission to enter other people's rooms or use other people's belongings, 9) treat others as you would like to be treated.¹³

Based on the opinion above, the observed politeness indicators are respecting the teacher, greeting when meeting with the teacher, speaking softly and politely to the teacher, greeting kindly to the teacher, respecting friends, receiving things with the right hand, dressing well, not saying dirty words. and rude, Respect other people's opinions, Don't spit anywhere, Say thanks after receiving help from others, Use polite language when expressing opinions, Use polite language when criticizing friends' views, Don't interrupt the conversation of teachers and friends, Ask permission from the teacher when will leave the classroom during learning and when using other people's belongings.

Based on the findings that have been adapted to the theory, it can be concluded that the implications of learning Javanese manners in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu have a positive impact on changes in behavior and the ability to communicate well between students and teachers. Changes in behavior include students bowing their bodies when passing in front of older people while saying "nuwun sewu," which means excuse me, respecting teachers, greeting when meeting teachers inside and outside the school, and so on.

¹³Mulyasa, *Implementasi Kurikulum 2013 Revisi*, (Jakarta: PT Bumi Aksara, 2018),183.

Meanwhile, changes in students' speaking abilities include using polite language when talking to teachers, using Javanese Krama, not saying dirty and rude, etc. With this good impact, it is hoped that other schools can follow the habit of using Javanese so that more children have the behavior and ability to speak politely to older people.

Conclusion

Based on the above discussion results, namely: (1) Planning for learning Javanese krama in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu, namely: the teacher prepares a Learning Implementation Plan, prepares material for memorizing Javanese Krama vocabulary for students. 2) Implementation of Javanese manners learning in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu, namely: opening, core, and closing activities. Then the habit of using Javanese manners during learning hours and outside the classroom. 3) Evaluation of learning Javanese manners in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu, namely: in class using daily questions, PTS and PAS. Meanwhile, habituation outside of learning hours is by assessing students' speech and manners. 4) The implications of learning Javanese manners in improving the ability of students to speak politely at MIMA 35 Nurul Ulum Ambulu have a positive impact on students becoming accustomed to using Javanese Krama when communicating with teachers with polite attitudes and spec.

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