



LOCAL CULTURE AS A MEDIA FOR LEARNING JAVANESE AND CHARACTER FORMATION

**K., Kustyariniⁱ,
Peni Puspitasari,
Dimas Singgih W.**

Universitas Wisnuwardhana Malang,
Indonesia

Abstract:

Children's games that are born and rooted in the community as a product of local culture are rarely played. Efforts to counter it are often presented but only stop at concepts, for example publishing books about children's games, establishing children's playhouses, and providing training on the importance of preserving games, so that real action is needed, such as the use of local culture, including children's games. Learning from the experience of the Javanese people who developed the concept of children's games as a potential to lead to a learning process towards reducing and preventing the risk of decreasing children's moral, then we can adopt this concept to be implemented in the use of children's games in Indonesia. The result is to design children's activities so that they are easy to use as an effective medium for learning the Javanese language as what this research aims to achieve.

Keywords: character education, Javanese language, children's games

1. Introduction

The development of an increasingly modern era will lead to progress. However, the development of modern times has caused a decline in the character of a person, especially the younger generation. This character setback can be seen from the behavior of students who are individualistic as a result of the development of science and technology. The fading of the national identity begins with the erosion of local culture, one of which is the disappearance of children's games. Children's games that are born and rooted in the community as a product of local culture are rarely played. Whereas in children's games there are cultural and traditional values which are full of simplicity moral upbringing rather than modern games. On the other hand, children's play patterns begin to shift to patterns of play in the house. Some forms of games that are mostly done are watching television shows, games via games stations, and computers, and most recently is cell phones. The rapid flow of foreign cultures through electronic media, internet online games, feels vicious and has a grip on culture transfer in society, especially for

ⁱ Correspondence: email kustyarinireinanda@yahoo.com

the generation of children. Such a sustainable condition creates certainty about the loss of Indonesian culture and is replaced by the flourishing of a foreign culture.

The negative impact of the silting of the Javanese language among Javanese youth is now beginning to be felt. Many teens or young people do not know how to apply courtesy to those who are older, or who should be respected. The fading of the Javanese language has made the quality of character and manners of the youth in Java decrease. Because they tend not to speak fine Javanese, they prefer to speak Indonesian which is considered easier. The rules for using language must be obeyed. Javanese ethics refers to Javanese culture which has values and is based on what is appropriate and inappropriate when applied in everyday life. If someone speaks Javanese with other people at the wrong level used, then the association with other people becomes disturbed, becomes incompatible, becomes not (Purwadi, 2011).

National education functions to develop abilities and shape the character and civilization of a nation with dignity to educate the nation's life aims to develop the potential of students to become human beings who believe and have devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Pupuh Fathurrohman, et al. 2013). Efforts to counteract this are often highlighted but only stop at concepts, for example publishing books about a collection of children's games, establishing children's playhouses, and providing training on the importance of preserving games, so real action is needed such as the use of local culture which includes children's games. Learning from the experience of the Javanese people who developed the concept of children's games as a potential to lead to a learning process towards reducing and preventing the risk of decreasing children's moral, then we can adopt this concept to be implemented in the use of children's games in Indonesia. The aim is to design children's activities so that they are easy to use as an effective medium for learning the Javanese language as is being achieved through this research.

The rules for using language must be obeyed. Javanese ethics refers to Javanese culture which has values and is based on what is appropriate and inappropriate when applied in everyday life. If someone speaks Javanese with other people at the wrong level used, then the association with other people becomes disturbed, becomes mismatched, becomes disharmonious (Purwadi, 2011). The level of the Javanese language is used as a social system, namely upload-upload. The method of respecting others in communicating in Javanese by Clifford Geertz said that the term upload-upload is also called and as, which is an attitude of modest self-respect and is the right behavior that must be shown to everyone equal or higher (Setyanto, 2015).

The existence of the use of the Javanese language today is felt to be fading away. Increasingly, less and less Javanese are willing to use Javanese in their daily life, let alone be used in a broader scope as the language of knowledge. This result is supported by the results of observations made by Setyanto et al. (2015) showing that there is a strong tendency that Javanese people have started to abandon the use of Javanese as the language of everyday conversation. This has an impact on the world of educational institutions. The use of krama language in educational institutions can certainly illustrate the value of student politeness towards people who communicate with students. Most of the parents complained that their children could not use proper language well. This is in line with the results of observations made by Saputro (2017) at MI and SD in Banyumas, there are problems related to the ability of children to speak using appropriate regional languages, especially when speaking inappropriate regional languages.

Based on the background explanation above, the research problem is that there is a relationship in endeavoring to preserve children's play as one of Indonesia's local cultural heritage with its use as a medium for learning the Javanese language. First, can children's games be optimized in an educational institution as a medium for learning Javanese? Second, how to develop various forms of children's games and design them as an effort to preserve local culture as a medium for learning the Javanese language? Some of the problems raised above are expected to reveal awareness from an early age about efforts to preserve local cultural products, one of which is in the form of children's games. Besides that, it can also be used as a medium for learning the Javanese language. Thus, children can master the Javanese language and also preserve children's games.

In connection with efforts to make children's games as a medium for learning Javanese language, departing from the assumptions put forward by J. M. Roberts and E. Sutton Smith (1975) stated that the types of games have a very big influence on the quality of children's cultural development activities in the community. This means that children are more able to receive knowledge quickly through play. Because in children's play there are educational values that are not directly visible but are protected in a symbol of values of various dimensions, including a sense of togetherness, honesty, discipline, courtesy, and other aspects of personality (Arikunto, 1993). Moreover, psychologically, games for children are interesting and fun activities. The limitation in this study is that elementary school children (grades 1-6) are then given Javanese language material through children's play media which is focused on increasing language acquisition skills. Meanwhile, the research site was conducted in Malang City, East Java.

2. Literature Review

2.1 Javanese Language

Javanese is the everyday language used by Javanese people, especially Central Java and East Java. Javanese people use Javanese to communicate. Javanese people are required to use the Javanese language appropriately, according to one's position, social status, dignity, and age. The level of the Javanese language in Javanese society is used as *unggah*, which means courtesy (Purwadi, 2011). Saputro (2017) states that the words or language shown to other people are called *unggah-unggah* bases which are divided into three, namely *ngoko*, intermediate and *krama* languages. Each has deep meaning and manners. Besides, according to Rochayanti (2012) the Javanese language that is often used in Javanese society includes Javanese *ngoko* which means that Javanese is not smooth, but the language that is often used to communicate with parents is *Jawa Kromo*, either *Kromo Madya* or *Kromo Inggil*. Setyanto (2015) states that the Javanese language can be used as a vehicle for the formation of character and manners because it is rich and complete with vocabulary as a language which includes: functions, rules or linguistic norms, variations or levels of language, ethics, and high cultural values. with all its functional roles. Javanese has a communicative function which acts as a means of introducing noble values and courtesy by recognizing boundaries and fostering a sense of responsibility so that the value of courtesy can shape a person's personality (Setyanto, 2015).

2.1 Children's Games

Children's games are often referred to as folk games, namely games that grew and developed in the past, especially rural communities. The game grows and develops based on the needs of the local community (Yunus, 1981: 1). In general, children's play is influenced by the natural environment, so it is always interesting and entertaining according to the conditions of the community at that time.

Children's games are generally recreational because they require a lot of children's creations. These games usually reconstruct various social activities in society. Like the market that mimics buying and selling, the event or so-called cooking, which is generally played by girls to imitate cooking activities, and singing regional songs, all of which contain educational, moral, and social values. Children's games have a strong influence from a local culture so that they change, both replacement, addition, and reduction according to local conditions. Even though children's games have different names between regions, they have similarities or similarities in how they are played

This children's game can be used as a medium in developing the concept of Javanese learning media, because in children's games generally use regional languages so that the characteristics of their local culture become very clear (Kartika, 2010). The use of regional languages in children's games allows modification to use Javanese. Besides, children's games are learned when individuals are still children so that what is in these games can enter quickly and then settle strongly in the subconscious of an individual. Thus, in the perception of preserving local culture through the use of children's games using the method of introduction and development of Javanese language learning media can be achieved.

3. Method

In the world of education, the concept of communication is not much different except in the context of the communication itself. In the learning process, the sources of information are teachers (teachers), students/students), other people, and reading materials. The recipient of the information may be a teacher, student, or someone else. Only in this case, the media gets a more specific definition, namely messenger technology (information) which can be used for learning purposes or physical means to convey learning content or material (Prastati & Irawan, 2015). However, apart from that, there is another component that also needs to have a place in the learning process in the classroom, namely the learning method. According to Heinich, the learning method is a procedure that is deliberately designed to help students learn better, to achieve learning goals. If described, the communication that occurs in the world of learning is like this.

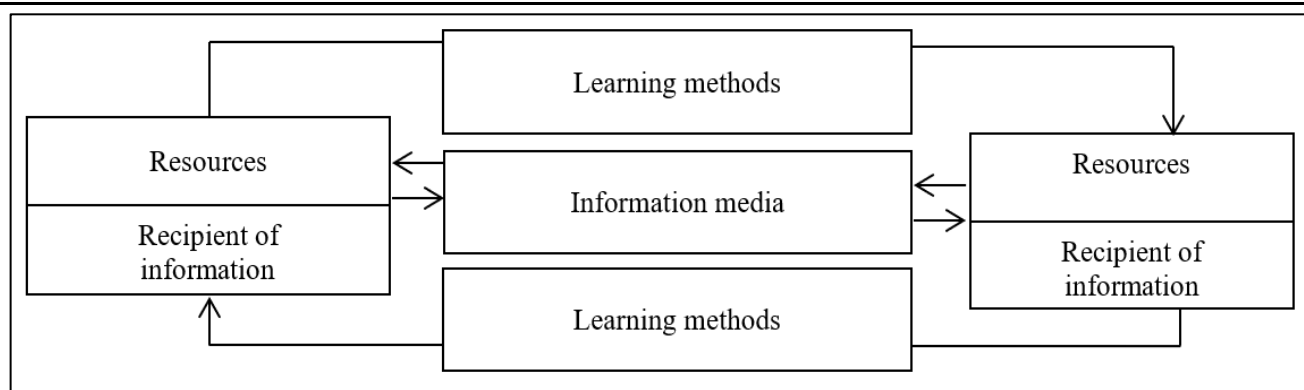


Figure 1: Communication Process in Learning

This investigation is research and development accompanied by trials (experiments) using qualitative methods in data collection. The necessary research data is obtained from various new sources of reference books, research journals, research reports, and electronic information such as the internet related to children's games. Due to the wide range of games, this research focuses on children's play related to language skills improvement, namely reading, writing, listening, and speaking.

The work steps of this research are as follows (1) Identifying various kinds of children's games related to language mastery through literature review (2) Focus Group Discussion (focus group discussion) by involving the research team to discuss the phenomenon of increasingly shifting children's games, then continued by researching educational institutions that are the object of research (3) Choosing market children's games that mimic buying and selling and cooking events or so-called cooking which can be used as a medium for learning the Javanese language which can then be mastered and demonstrated (4) Selecting and determining SD in Malang City to be the research sample.

4. Results and Discussion

Games are a means of entertainment that are in demand and played by many people, including children, adolescents, and adults. In the game, there are traditional games and modern games. The game comes from the word "play" which means doing an activity to please the heart, whether using tools or not. Playing is an activity that is very close to the world of children. This activity can be done individually or in groups. The type of game, the number of participants, and the length of time allocated to play, depend on the wishes and agreements made by the participants. Play is used as a term that covers a wide range of activities and behaviors and may act as a variety of age-appropriate goals.

Children's games are generally recreational in nature because they require a lot of children's creations. These games usually reconstruct various social activities in society. On this occasion, the research is focused on market games that mimic buying and selling and inviting or what is commonly called cooking which is generally played by girls to imitate cooking activities, all of which contain educational, moral, and social values. Besides, it is also associated with improving language skills, namely reading, writing, listening, and speaking.

In preserving local culture, one of them is by packaging children's games into a medium for language learning. Age Children was chosen because it is easier to master a second language. The Javanese language is compared to adolescents and adults (Santrock, 2007). In short, the child becomes more fluent and faster at mastering the second language by repeating each word. This is also done so that the local values contained in children's games remain sustainable. Furthermore, this children's game is used as a medium in developing the concept of learning the Javanese language, because in children's games generally use language as a very clear characteristic of their local culture.

In the simulation activity, basic vocabulary related to market games is given which imitates buying and selling and encouragement or what is commonly called cooking. The introduction of basic vocabulary is intended to support Javanese language teaching and learning activities. The language used to simulate the child's traditional games uses simple Javanese conversation accompanied by reading using the alphabet and the meaning in Indonesian. The next activity, through mastering simple vocabulary that has been learned, is simulated using market games.

4.1 Javanese Vocabulary

4.1.1 The Vocabulary for Yotro, Market, and Events

Yotro in Indonesian is money. The introduction of currency as a medium of exchange and sale. The following is a table of units of money in Javanese accompanied by meanings in Indonesian and how to read using the alphabet. Likewise, with market vocabulary. In Indonesian, it is a game as if it were an actor in the market. So that yotro or money is needed in the buying and selling process in the market. The imagination (money) generated by children will vary. They each have different creative powers when it comes to yotro or money. Furthermore, the term event-Langan is an activity to eat using a plate in Indonesian vocabulary. Dishes are always used as a tool for human eating. Here's the explanation.

4.2 Simulation Games

a. Market and Event Simulation Games

Children's games are recreational because they require a lot of children. These games usually reconstruct various social activities in society. Among the children's traditional games is the market. The market is a game that mimics the buying and selling activities that are often carried out in shopping centers. This market game was chosen and used as a medium for learning Javanese because it includes speaking, listening, counting, writing, and bargaining activities. The five components are supporting components in learning a language using children's play media. On this occasion, the market game is simulated as follows: (1) The conversation is conducted by two or more people (2) Someone acts as a seller and some other people act as a buyer (3) There are goods (merchandise) that are traded (4) There is money as a means of buying and selling in the form of toys (not original) (5) Conversation (in-game activities) using simple Javanese.

The behavior of imitating adults in real life when engaging in activities in the market makes children very happy to do the same. They are proud, feel as if they have experienced a real-life process.

b. Simulated Multi-game Games

Children's games are recreational because they require children's creations. These games usually reconstruct various social activities in society. Among the children's traditional games are events. Event is a game that mimics cooking activities that are often done in the kitchen with mothers, friends, relatives, and others. These games were chosen and used as a medium for learning Javanese because they included speaking, listening, and interpreting activities to the interlocutor. This component is a supporting component in learning a language using children's play media. On this occasion, the game event is simulated as follows (1) The conversation is conducted by two or more people (2) One person acts as a mother (who cooks) and several others act like a child (who makes or helps the cooking process) (3) There are ingredients (dishes) that are cooked (4) There are cooking utensils in the form of toys (5) Conversation (in-game activities) using simple Javanese.

4.3 Javanese Language Conversation

The conversation in this market simulation game uses the Javanese language with simple sentence patterns. The conversation consists of reading in Javanese accompanied by the meaning in Indonesian. The results of the research and discussion have been described clearly above through the identification stage of children's games. Determine the game of the market that mimics buying and selling and prompts or so-called cooking. Next, introduce basic Javanese vocabulary. Practicing in the form of simulated game activities using simple Javanese conversations related to market games and events. "Come on, look at the market, crash the yotro (money) snack". All of these activities can be concluded that Javanese as a second language after Indonesian can be easily mastered by elementary school students. The development of the concept of children's games as a medium for learning the Javanese language is very effectively applied to students. The development of this concept needs to be developed so that it can then be applied to the elementary school level curriculum.

Playing for children is a reflection of soul liberation and attachment to the rules. During play, children can share stories of the heart, cheerfulness of the soul, and joy and capture the meaning of interactions with their friends. So that children can simultaneously learn to get along, socialize, get environmental experiences, control feelings, and as a process of self-development. Playing is a learning process. The experiences gained while playing can be applied to the life to come.

Learning that is loaded with moral content in shaping the character of students, with a very small portion in school, must be able to be developed in real-life processes in the home environment. Within the limitations of time, mastery, and techniques, development must be carried out to utilize them effectively and efficiently. The scope of culture is very broad, talking about life, about the problems of human life, about life around humans, all of which are expressed in a unique way and language, including the children with their world.

In addition to the elements of imagination and humanity, games also contain elements of motivation, can arouse interest, so that new enthusiasm arises because it contains good principles (teachings). Efforts to instill these values are not the first focus in a game, but rather the development of his imagination which takes precedence. Children generally do not know

these values consciously. Perhaps the values of togetherness, philosophical values, character education values are most important collectively in it.

Not many people pay attention to the local culture with the nuances of this game. Although there has been some documentation, an assessment of the aspect of developing local cultural learning tools has not been carried out. It is still rare to reveal the development of playing techniques so that they become a presentation that touches children's feelings, is liked by children, impresses, imparts several life values, but is not burdened with "tedious" and burdensome theories. That is the concept that will be built in this research. Thus the product of this research can be used to evoke local culture in the world of education, especially children at an early age and low class

5. Conclusion

Children's games as a medium for language learning have characteristics that have a positive impact on children's development. First, the game tends to use or utilize tools or facilities in our environment without having to buy it, so it requires high creativity and imagination. Many game tools are made/used by plants, soil, tiles, stones, or sand. Second, dominant traditional children's games involve relatively many players. Third, games have noble values and certain moral messages such as togetherness, honesty of responsibility, generosity, drive for achievement and obeying rules.

Conflict of Interest

The authors declare no conflicts of interest.

About the Author(s)

Kustyarini is a doctor at the Faculty of Teacher Training and Education, Wisnuwardhana University Malang, Indonesia.

Peni Puspitasari and **Dimas Singgih W.** are working as teachers at the Faculty of Teacher Training and Education, Wisnuwardhana University Malang, Indonesia.

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