

THE URGENCY OF LEARNING JAVANESE LOCAL CONTENT AS THE PRESERVATION OF JAVANESE CULTURE IN INDONESIA

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Abstract: Javanese is one of the regional languages in Indonesia. But in fact, the use of the Javanese language is currently experiencing a decline and shift. This requires conservation efforts so that regional languages do not become extinct. The purpose of this study is to describe: (1) Factors causing the shift in the Javanese language, (2) Ways to deal with the fading of the Javanese language, and (3) The role of schools in preserving the Javanese language. This type of research is qualitative descriptive research. Data collection techniques using observation techniques, interviews, and documentation. Sources of research data are journals, informants, and events in which Javanese language learning takes place at school. Data analysis techniques using descriptive analysis techniques and document analysis. The results of the study show that there are several reasons why the Javanese language has begun to fade, such as the globalization of technology, the habits of students who use Indonesian more often, language interference, and the notion that Javanese is an ancient language. The way to overcome this is by getting used to the Javanese language in the family and community environment, holding competitions related to the Javanese language, and learning Javanese at school. The school's role in maintaining the Javanese language includes carrying out Javanese language learning with innovative learning methods and media, setting aside one day a week to communicate using only the Javanese language, holding Javanese language competitions, and having extracurricular activities regarding Javanese culture. It can be concluded that learning Javanese local content in schools plays a vital role in maintaining Javanese so that one element of Javanese culture, namely language, is maintained.

Keywords: Learning, local content, regional languages, Javanese, cultural preservation

Introduction

Indonesia is an archipelagic country consisting of various tribes and languages. One of the largest ethnic groups in Indonesia is the Javanese, most of whom live in Central Java, East Java, the Special Region of Yogyakarta, and DKI Jakarta. However, the Javanese people do not only live on the island of Java, many also live on the islands of Sumatra, Kalimantan, Sulawesi, Bali, NTT, NTB, and other islands. This happened because of the migration of people who came from the island of Java to these islands. Evidence that the Javanese are the largest ethnic group in Indonesia can be seen from the distribution table of ethnic groups in Indonesia below.

Table 1. Distribution of Ethnicity in Indonesia according to Ranking in 2000

| Ranking order | Ethnic group | Amount | Percent | Ranking order | Ethnic group | Amount | Percent |
|---------------|--------------|------------|---------|---------------|-----------------------------|-----------|---------|
| 1 | Jawa | 83.865.724 | 41,71 | 14 | Cirebon | 1.890.102 | 0,94 |
| 2 | Sunda | 30.978.404 | 15,41 | 15 | Tionghoa | 1.738.936 | 0,86 |
| 3 | Melayu | 6.946.040 | 3,45 | 16 | Gorontalo/Huidanaio | 974.175 | 0,48 |
| 4 | Madura | 6.771.727 | 3,37 | 17 | Aceh | 871.944 | 0,43 |
| 5 | Batak | 6.076.440 | 3,02 | 18 | Toraja | 750.828 | 0,37 |
| 6 | Minangkabau | 5.475.145 | 2,72 | 19 | Nias/Kono/Niha | 731.620 | 0,36 |
| 7 | Betawi | 5.041.688 | 2,51 | 20 | Minahasa | 659.209 | 0,33 |
| 8 | Bugis | 5.010.421 | 2,49 | 21 | Buton, Butung, Butong | 578.231 | 0,29 |
| 9 | Banten | 4.113.162 | 2,05 | 22 | Atoni-Metto | 568.445 | 0,28 |
| 10 | Banjar | 3.496.273 | 1,74 | 23 | Manggarai | 566.428 | 0,28 |
| 11 | Bali | 3.027.525 | 1,51 | 24 | Bima | 513.055 | 0,26 |

Source: Suyadinata, et al. in Pitoyo and Triwahyudi, 2017

The table is data on ethnic distribution in Indonesia in 2000. From the table, it can be seen that the population of the Javanese tribe was 83,865,724 people, or 41.71% compared to other tribes in Indonesia. This number is certainly very large and there is a possibility that it will continue to increase.

Javanese is the language used to communicate with the Javanese people daily. Javanese is widely used in Central Java, East Java, and the Special Region of Yogyakarta. The Javanese language has several dialects, each of which has its characteristics, including the Solo-Jogja dialect, the Pekalongan dialect, the Wonosobo dialect, the Banyumas dialect, and the Tegal dialect. Javanese also has levels whose use is adjusted to the speaker's opponent. This level of language is called the Javanese *unggah-ungguh*.

Javanese *unggah-ungguh* is generally divided into two levels of speech, namely *ngoko* and *krama*. The *ngoko* speech level is divided into two, namely *ngoko lugu* and *ngoko alus*. The speech level of *krama* is also divided into two, namely *krama lugu* and *krama alus*. Each level of speech has its function of use. The *krama* speech level is generally used when speaking to people who are older or who are more respected.

Currently, many young people are starting to not understand the use of the Javanese speech level. In addition, many do not memorize some Javanese vocabulary, especially vocabulary at the *krama* speech level. Therefore, to avoid mistakes in using unfamiliar vocabulary, young people often seek safety by using Indonesian to communicate.

As a result of this, the use of Javanese in Javanese society has decreased, especially at the speech level of *krama*. For daily communication with peers, many still use Javanese, because it uses the *ngoko* speech level which is common and easier when compared to the *krama* speech level. Besides this, several other things cause a decrease in the use of the Javanese language.

The problem of the decline in the use of the Javanese language is a problem that must be handled together. All elements, namely family, community, and the school where students study have a role in efforts to preserve the use of the Javanese language.

In the world of education, Javanese local content subjects are compulsory subjects in Central Java, East Java, and the Special Region of Yogyakarta. This is stated in the regulations of the governors of Central Java, East Java, and the Special Region of Yogyakarta. It is undeniable that schools have an important role in shaping the younger generation who love and want to preserve the Javanese language.

This study aims to describe: (1) the factors causing the shift in the Javanese language, (2) ways to deal with the fading of the Javanese language, and (3) the role of schools in preserving the Javanese language. These three points will be explained in detail from the results of literature studies and research in the field.

Methods

This research uses a qualitative descriptive research type. The form of data from this type of research is in the form of a description of the research object. The data from this study are in the form of information from journal articles and data from observations and interviews regarding the factors causing the shift in the Javanese language, ways to deal with the fading of the Javanese language, and the role of schools in maintaining the Javanese language. The journal articles used journal articles that are relevant for the last ten years maximum.

Sources of research data are journals, informants, and events in which Javanese language learning takes place at school. The journal used is a journal related to research data. The research informants were from the general public and Javanese language teachers at schools. The data for the events in which the learning activities took place were the results of observations at one of the schools where Javanese language subjects were included in the curriculum.

Data collection techniques using observation techniques, interviews, and documentation. From the results of data collection, it is then processed and analyzed in the research results. Data analysis techniques using descriptive analysis techniques and document analysis. Descriptive analysis techniques were carried out to describe the events of learning Javanese in class. Document analysis techniques are carried out by reading journal articles related to research.

Data validity testing technique uses data source triangulation. The form is by digging up the truth from documents in the form of journal articles, the results of interviews with informants, and observations about learning Javanese at school.

Results and Discussion

A. Factors Causing the Shift in the Javanese Language

As is known, the use of Javanese in the younger generation is experiencing a shift. The factors that led to this shift include the following.

1. The existence of technological globalization

Currently, the flow of globalization is increasingly unstoppable and reaches all levels of society. The characteristics of globalization include 1) changes in the concept of distance, space, and time; 2) interdependence in the economic and trade fields; 3) an increase in cultural interaction; and 4) problems that exist in a country are of concern to the world community (Nurpratiwiningsih and Maknun, 2020, p.5). One of the things that are affected by the current globalization is interaction in terms of culture.

Wahyudi and Sukmasari (2014, p.14) state that the influence of technological advances on the cultural values of society is enormous, both in urban and rural communities. As a result, all positive and negative information can be easily accessed by the public. The globalization of technology has penetrated various circles of society. Now everyone can easily access information only through mobile phones, from school-age children to adults.

Internet technology connected to mobile phones makes it easier for people to access information around the world. Cultures from outside can easily enter people's lives through easy access to the internet. As a result of this, many young people think that foreign culture is cool and must be a role model, and assuming that local culture, including Javanese culture, is an ancient culture and does not need to be appreciated.

The consequence of this is that fewer and fewer young people are enthusiastic about learning their own culture and language. They are more excited and enthusiastic about learning a foreign language and are more proud when using a foreign language in communicating.

Learning a foreign language also needs to be done so that we can communicate easily with people around the world, but this should also be accompanied by learning the local culture and language itself. Learning a foreign language does not necessarily reduce enthusiasm for learning the local language.

It's even better if we can introduce our culture and language to people in other countries so that they are better known. This of course can also increase revenue from the tourism sector in a country.

2. Habits of students who use Indonesian more often

The national language is a unifying language that unifies the nation. Indonesian is the national language of the state of Indonesia, this is stated in article 36 of the 1945 Constitution which reads "The state language is Indonesian". Learning Indonesian is an obligation for Indonesian citizens.

Currently, in schools, the language of instruction used is Indonesian, so students use Indonesian more often. Especially in big cities, the use of Indonesian is more dominant, including in the family environment. Parents get used to using Indonesian as the language for daily communication at home. Thus, the child's mother tongue is not his regional language, but Indonesian. The mother tongue is the first language a child acquires (Fatmawati, 2015, p.74). In the past, Javanese was still a child's mother tongue. Currently, the use of the Javanese language is starting to experience a shift even within the family environment.

Even at school, regional languages including Javanese are rarely used as a language for communication. Indonesian is more often used. Aside from being the language of instruction in classroom learning, Indonesian is also widely used as a language of student communication outside the classroom, especially in big cities.

When communicating with teachers, students also use Indonesian more often than Javanese. This is because students feel that using Javanese is difficult. Most students do not master Javanese *krama* vocabulary. In addition, students are also accustomed to using Indonesian when learning in class, so even outside the classroom, students prefer to use Indonesian when communicating with the teacher.

3. Language interference

The definition of language interference is a situation when a language user borrows an element from the user's source language (mother tongue or one that is more mastered) to then be used as an aid in using a second language (Firmansyah, 2021, p.48). According to Ardilla, *et al.* (2018, p.652) language interference is an error due to the tendency of the pronunciation of a language towards another language which includes vocabulary, grammar, and sound units. The occurrence of interference is caused by a habit of using the mother tongue in the second language. Hidayat and Setiawan (2015, p.158) state that the occurrence of interference is the result of mastering one language which is more dominant than other languages. So it can be concluded that language interference is the use of some mother tongue vocabulary that is applied when using a second language as a result of a lack of mastery of the second language.

Factors causing interference to include 1) the bilingual nature of the speech participants; 2) insufficient vocabulary of the recipient language; 3) thin loyalty of recipient language users; 4) omission of words that are rarely used; 5) carried away by habits in the mother tongue; and 6) the prestige of the source language can encourage interference (Mustofa, 2018, p.148-149). Some of these factors can cause language interference in a person. Language interference can occur either intentionally or unintentionally.

Currently, the younger generation is more likely to use Indonesian in communicating. The shows that are consumed by students daily, such as watching on television or YouTube, also use the Indonesian language, so the mindset of the language that is formed in them is the mindset of the Indonesian language. As a result of this, when speaking in Javanese, there is language interference in the form of mixing Javanese with Indonesian due to their ignorance of some vocabulary in Javanese. When they haven't found the right equivalent word in a Javanese sentence, they usually prefer to use Indonesian vocabulary that is more familiar to them, instead of looking for the right equivalent word in Javanese.

This indirectly also reduces their mastery of Javanese vocabulary. The habit of interference in the Javanese language also results in errors in the use of the Javanese language. Several Indonesian vocabularies are forced into Javanese sentences, but they are not correct. Of course, this can be corrected by mastering a broader Javanese vocabulary.

4. The assumption that Javanese is an ancient language

Currently, regional languages including Javanese are often considered old-fashioned, especially by the younger generation. Learning the local language is considered out of date. They are more proud when they can learn a foreign language. Even though the local culture and language contain noble values that should be learned to make the younger generation have good manners.

The use of the Javanese *unggah-ungguh*, contains meaning and philosophy regarding manners, namely having to respect older people by using the *krama* speech level. The *krama* speech level is a subtle level of speech, so when speaking to elders, they use courtesy and subtle words as a form of respect. When they can use good and correct Javanese, the younger generation should feel proud, because this indicates that the younger generation cares about the preservation of their local language.

B. Ways to Overcome the Fading of the Javanese Language

1. Getting used to the use of the Javanese language in the family and community environment

As a Javanese person, it is best to teach and familiarize the use of the Javanese language with future generations. Javanese should be used as the mother tongue. The family is the first environment in which a child learns language. This must be used as best as possible by the family environment to introduce the language of their tribe. Teaching Javanese language means teaching *unggah-ungguh* or politeness, because in Javanese there is the use of speech levels in the form of *krama* and *ngoko*. Children should be taught to use Javanese *krama* by their elders.

In the community environment, children should also be accustomed to speaking Javanese *krama* when communicating with older people. This can be done by teaching children to speak Javanese *krama* by example. Children are great imitators, so if they are used to hearing and seeing good examples, those good things will certainly be imitated. Childhood is also the age when it is easy for humans to perceive things around them, so they will more easily memorize the vocabulary they usually hear.

2. Competitions related to the Javanese language

Contests related to the Javanese language and culture need to be held frequently, starting from competitions at the village, sub-district, district, and local culture offices. The competitions can be

in the form of *sesorah* reading competitions (Javanese speeches), writing or reading *geguritan* contests (Javanese poetry), *nembang macapat* (sing *macapat* songs) competitions, writing or reading Javanese script competitions, and others. Participants in the competition are not limited, people from all walks of life can take part, and there are separate categories.

For example, agencies that have held Javanese language competitions, namely the Yogyakarta Culture Service, and several universities have also held competitions and festivals related to the Javanese language and culture. In Yogyakarta, there is an FKY (Yogyakarta Arts Festival) which has been held regularly several times (Nurhayati, *et al.*, 2013, p.163).

It is necessary to socialize the competition so that more and more participants take part. This is an appreciation of the Javanese language and culture. With so many people enthusiastic about participating in the competition, it means that many are also learning the Javanese language and culture again so that it becomes more noticed and ultimately sustainable.

3. Through learning Javanese at school

Learning Javanese at school is one way to preserve the Javanese language. The school environment is a conducive environment for students to learn from competent teachers. The Javanese local content curriculum has also been arranged in such a way by experts in their fields. Learning at school is a means of introducing the Javanese language and culture which is quite effective because learning Javanese is also mandatory.

In addition to the several advantages of learning Javanese at school, of course, there are also some drawbacks, such as there are still schools whose Javanese teachers do not come from graduates of the Javanese Language Education study program, so they are still incompetent in teaching. School facilities and infrastructure are still inadequate so they are not optimal for learning the Javanese language and culture, and so on.

However, many schools carry out innovations so that learning Javanese is of higher quality for students. Among them is by implementing Javanese language learning with innovative learning methods and media, one day a week is devoted to communicating only in Javanese, Javanese language competitions, and having extracurricular activities regarding Javanese culture. In these ways, it is hoped that learning Javanese in schools will run better and more effectively.

C. The Role of Schools in the Preservation of the Javanese Language

1. Carry out Javanese language learning with innovative learning methods and media

The definition of a learning method according to Maesaroh (2013, p.155) is a tool used in the implementation of learning, the tool is used to convey learning material. Meanwhile, according to Aditya (2016, p.167), the learning method is a method or strategy carried out by the teacher so that there is a learning process for students so that they can achieve learning objectives. So, it can be concluded that the notion of the learning method is a method or tool used in the learning process to achieve a learning goal.

Many innovative learning methods can be used by teachers in the classroom. Among them is the drilling method, think pair and share, team games tournament, roll playing, talking stick, six

thinking hat, and other learning methods that can be used by teachers according to learning materials. Various learning methods certainly make learning more fun and make students more enthusiastic. Monotonous methods such as the continuous lecture method make students quickly bored and sleepy. So these learning methods must be mastered by the Javanese language teacher so that later they can apply these methods in the classroom.

In addition to varied learning methods, creative and innovative learning media are also needed. Learning media that can be used can be in the form of visual, audio-visual, computer-based learning media, PowerPoint, e-learning, and others. Teachers must master various means of making learning media. Increasingly advanced technology can be a means for teachers to be creative using innovative computer-based and internet-based media. Various learning media certainly make students more enthusiastic and not bored with learning activities. In the end, innovative learning methods and media can increase student activity and learning outcomes for the better.

2. Set aside one day a week to communicate using only Javanese

There needs to be one special day a week for all school members to communicate in Javanese. Fellow students communicate using Javanese *ngoko*, students communicate with teachers using Javanese *krama*, and so on. This is also done when learning in class. This habituation can make students inevitably learn Javanese *krama* which is usually rarely mastered by students. Students will find out more about Javanese *krama* which is suitable for communicating with the teacher because they will be embarrassed if they are wrong or even don't know the Javanese *krama* vocabulary that should be spoken to the teacher.

The teacher in the class must also set an example of good Javanese *krama* so that students can imitate and add new vocabulary to students. So teachers automatically have to master Javanese *krama* so that when speaking in class they can convey material smoothly. Of course, this also adds to the sense of pride in the Javanese language. The closer and more frequently the Javanese language is used, the more students' love for the Javanese language will be added.

3. Javanese language contests

Contests based on Javanese language and culture also need to be held frequently for students to participate, at the school, sub-district, district, and provincial levels. At school, when final exams are finished, class meeting activities are usually held in the form of inter-class competitions. Javanese language competitions need to be included, such as *sesorah* reading competitions (Javanese speeches), *geguritan* writing or reading competitions (Javanese poetry), *macapat nembang* (sing macapat songs) competitions, writing or reading Javanese script competitions, and others.

With this competition, students become more familiar with and train themselves in their abilities in these Javanese language activities. This can also increase students' appreciation and love for the Javanese language and culture. If previously students considered normal skills in the Javanese language and culture, after participating in the competition, even if students win the competition, of course, there will be a positive impression on the Javanese language and culture.

4. Extracurricular activities regarding Javanese culture

Extracurricular activities related to the Javanese language and culture need to be held so that students can practice their skills on matters related to the Javanese language and culture. Various extracurricular activities can be held such as *macapat* song, *karawitan*, Javanese dance, *kethoprak* (Javanese drama), *wayang* (puppet), and others. Professional teachers and trainers need to be present who can train students' abilities according to their talents and interests in the field of Javanese language and culture. Teachers who are experts in their fields can certainly train students well so that students' abilities become honed in the field of Javanese language and culture.

Students who take part in extracurricular activities in the field of Javanese language and culture are certainly more proficient in these fields, and when they are proficient they can teach it to friends, younger siblings, or relatives, so that many people can practice and preserve skills related to the Javanese language and culture.

Conclusion

Javanese language and culture, which are starting to experience a decline in their use in the younger generation, can be overcome in several ways, one of which is by learning Javanese at school. The existence of Javanese language subjects in schools influences increasing the appreciation and skills of the younger generation for the Javanese language and culture. With some things implemented in schools such as carrying out Javanese language learning with innovative learning methods and media, one day a week is devoted to communicating only in Javanese, holding Javanese language competitions, and extracurricular activities regarding Javanese culture, students' activity and students learning outcomes in language learning can increase. In addition, students' love and appreciation for the Javanese language and culture also increase.

The results obtained from this are that the Javanese language and culture are given more attention so that their sustainability is maintained. If not the younger generation who take care of and maintain their culture, then who else will care? National culture is an invaluable asset and must be cared for properly. So various ways need to be pursued so that the nation's culture does not disappear with time.

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Declaration of Interest Statement

The authors declare that they have no conflicts of interests.

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