

# Integrating The Value of Javanese Language Education to Build Characteristics of Kindergarten Student's

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## ABSTRACT

Javanese language education is very important and urgent to be given to children from an early childhood. Javanese language is one of the cultures of the Indonesian State which is full of meaning. The variety and level of speech in the use of Javanese teaches its users to uphold the values of hospitality, courtesy, inferiority, respect and respect to others. This study aims to describe and explain the concept of Javanese language education in kindergarten to develop early childhood character and preserve culture. This research is a case study conducted at 4 kindergartens in Solo City, including Al Islam 2 Kindergarten, ABA Nurul Hidayah PK, Permata Hati Jebres Kindergarten and Alam Miftahul Jannah Kindergarten. Data obtained from the analysis of the vision of the institution, activities and programs of the institution, children's activities and the viewpoints of educators. To identify problems, analytical techniques used are interactive analysis techniques. The results showed that the vision of the 4 kindergartens developed the character of young children who have character. In addition, the internalization of the Javanese language education program is also carried out in learning activities by teachers, to create a culture of mutual respect in schools, in the family environment to the community environment by using polite and polite regional languages as a communication tool.

**Keywords :** *integration, values of Javanese language, character, kindergarten*

## 1. INTRODUCTION

Early childhood is a period of development that occurs from the end of infancy to a period of 5 or 6 years, this period is also called the preschool year. During this time, young children learn independently and take care of themselves, they also develop skills to prepare for school, and they spend hours playing with peers [1]. Early childhood education is a conscious effort to facilitate the physical and spiritual development and growth of children from birth until the age of six, carried out through the provision of experience and stimulation that develops full and integrated potential, develops children can grow and develop healthy and in accordance with the optimal norms, values and expectations of the community [2]. Based on the Ministerial Regulation No. 146 of 2014 concerning the 2013 Early Childhood Education

Curriculum which states that the curriculum was developed by taking into account the socio-cultural characteristics of the local community and supporting the preservation of cultural diversity. The existence of education, makes humans have the opportunity to add insight, knowledge to new experiences, so that it grows into a broad intellectual person. The success of education is not only from the success obtained from various achievements, but also seen from the educational agreement in growing positive characters in yourself.

Character education includes three main elements, namely knowing goodness, loving kindness and doing good [3]. Because of the importance of character education through various methods and methods, one of them is through Javanese language education. Javanese language is a communication tool used by the Javanese community, consisting of three provinces namely West Java, Central Java and East Java with their respective accents and characteristics. Javanese is one of the cultures of the Indonesian State which is full of meaning. The variety and level of narration in Javanese require users to uphold the values of competence, politeness, low self, respect and respect for others [4]. Javanese language is not just an artifact of Javanese culture, but also is the language of Javanese culture [5]. Because of Javanese language education becomes an important thing that must be introduced starting from early childhood. Especially at the time of 4.0 the use of Javanese among the people, especially children now has begun to decline. In a previous study in the Buton region, discussing cultural values on character education, showed its benefits in overcoming problems in Buton society [6]. The difference between this research and the research in Buton is the school level. If in Buton see the process of character education in high school, while this research was conducted in early childhood education institutions. This study saw that character education was implanted earlier, in kindergarten.

Parents are competing in giving English private lessons to their children. If this does not get attention, then the nation's culture will become extinct by western culture. Several factors cause the decline in language use among children in the area of Java related to the development of media, communication, technology and information, regional learning that is increasingly displaced and an increasingly unfavorable environment in the development of the use of Javanese language [7].

Javanese language functions is a cultural language in addition to communicative functions also acts as a means of manifesting cultural attitudes that are loaded with noble values. Javanese courtesy means knowing the boundaries of courtesy, knowing how to use good customs and having a sense of responsibility for the improvement of living together. In order to achieve politeness that can become a person's personal self-decoration, the conditions that must be followed are good at protecting the feelings of others in relationships, good at respecting friends and opponents, good at protecting speech, not being rude and not hurting other people's hearts [8].

Javanese language education is carried out by internalizing and reinforcing values in Javanese language in kindergartens to build a cultured character and in accordance with the norms in society. Internalization of values in Javanese is not only when learning in the classroom. But the use of language that is familiarized by the teacher, is also done outside the classroom, such as in the community environment, and most importantly in the family

environment. So it is important that there is cooperation from teachers, families and communities in the environment of children.

## **2. METHOD**

This research is a qualitative descriptive study using the case study approach. Case studies were conducted in four kindergartens in solo, namely TK Al Islam 2, ABA Nurul Hidayah PK, TKIT Permata Hati Jebres and RA Alam Miftahul Jannah Surakarta. This study aims to find out how to internalize the values of Javanese language education in building good character in early childhood. Data sources from this study were 1) informants including teachers and children, 2) events in teaching and learning activities, and 3) documents obtained from the curriculum covering learning tools in schools. The data obtained is the result of observations in four kindergartens, in-depth interviews and literature studies from several documents. This research has Leford and Gast stages, which are starting from preparation, preparation of instruments, observation in the field and then reporting each stage [9]. Data analysis using interactive data analysis techniques, predictions, groupings, relationships, discoveries with models and the existence of data processing in the assessment.

## **3. RESULT AND DISCUSSION**

The Javanese language education discussed in this study is related to the Javanese language education that was carried out in four kindergartens. Every kindergarten has special characteristics in carrying out the educational process, but every learning given has the same goal of developing character and potential in children. Java language education in kindergarten is a hidden curriculum, which is not recorded as a subject. However, the education provided is tucked in the provision of learning during class activities. The teacher accustoms children to be able to speak Indonesian and not forget Javanese language. Javanese language education provided includes rules for behaving to peers and older people. Javanese language education in these four schools has many similarities, namely the teacher uses Indonesian and then interpreted into Javanese Krama. Usually the efforts of Javanese language education are carried out on habituation activities such as when greeting good morning, when asking for help, when thanking and others.

The use of Javanese language is used on the basis of the level of speech so that in use it has different rules. Speech level is a variation of language whose difference is determined by the attitude of the speaker to the speaking partner or the third person being discussed [10]. Variety of uploads-bases are very many, but here only 2 are mentioned, namely Javanese Krama and Ngoko Javanese. In emic, really Javanese language can be divided into two namely ngoko and krama [11]. The use of Javanese is distinguished according to who we are communicating with, namely adjusting age, position and level of familiarity with the speaker. In Javanese language education teaches children to have politeness when behaving with older people by using a more polite communication language through Javanese language. While the language used when communicating with peers uses Javanese Ngoko.

One of the problems related to the Javanese language of children who are not developing is because there is no support from parents [12]. Limited vocabulary. Children who have entered

kindergarten age have generally acquired around 3000 words [13]. From the results of this study, the children of the four kindergartens still have a limited vocabulary of Javanese manners, they only get the vocabulary they have heard from those around them, especially from their respective parents. So if parents get used to using Javanese at home, then the child will be fluent in good Javanese language. Vice versa, if parents are not accustomed to using good Javanese language at home, then the child will choose another language for them to use as a communication tool. This is similar to the results of interviews conducted with 164 children from four kindergartens. On average the children revealed that their parents used them to communicate in Javanese Ngoko.

While the results of interviews with kindergarten teachers from the four kindergartens, on average have the same answer. When asked "did the teacher experience difficulties in providing Javanese language education to children?", The teacher answered that he did not get into difficulties, but the teacher needed the role of parents to provide repetition of Javanese language learning at school by making it a habit when at home. It is expected that Javanese language, especially Javanese language, is not only memorized for children, but it becomes a good habit and is inherent in the child's character.

Data from interviews and observations at Al Islam 2 Kindergarten, ABA Nurul Hidayah PK, TKIT Permata Hati Jebres and RA Alam Miftahul Jannah show that there are a number of ways TKs implement curriculum that integrates Javanese language learning, including one day a week program using Javanese language, programs implementation of the Javanese cultural festival once a semester, festival activities including the use of traditional Javanese clothing, Javanese singing competitions, presentation of Javanese special food. Then there are kindergartens who do not have special programs, they only provide Javanese language education only in habituation activities in the classroom.

The four kindergartens also use learning media in providing Javanese language education, such as picture books, picture posters, for educational game tools to improve the vocabulary of Javanese courtesy. Learning media is an effective way to introduce new information to children, for example in the introduction of Javanese.

The results of previous research conducted by Kemp and Dayton show that the positive impact of learning media for the implementation of teaching and learning processes includes, the delivery of learning becomes more standardized, learning becomes more interesting, learning material can be delivered in a relatively short time, and the role of the teacher can be changed to more positive direction [14]. In accordance with Piaget's theory, that children aged 2 to 7 years are pre-operational, so children need to learn through concrete things or can be seen, held and felt by them [15]. Javanese language will be more fun and can be accepted by young children if it is delivered by the teacher with learning methods and learning media that are interesting for children.

#### **4. CONCLUSION**

Javanese is one of the regional languages in Indonesia, which when viewed from the largest number of users compared to other regional languages [16]. Learning Javanese in early childhood, especially in kindergarten has the main goal that is that children enjoy using

Javanese [17]. Kindergarten education must implement and internalize the concepts of Javanese language education values for children from an early age. The learning program arranged by the teacher must adjust the child's needs. If Javanese language education is applied with fun and easy methods, children will feel comfortable accepting learning and able to apply it well. Character education in Javanese can develop a polite and respectful attitude towards others. Basic uploads are very important to teach early childhood at school and habituating at home. In addition to preserving Javanese culture, it also functions as the application of courtesy in communicating with others, so that children grow in character [18].

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