

## Developing Cultural Character Through the Habit of Using Krama Language in Surakarta City Elementary Schools

Retno Susiyani<sup>1,\*</sup>, Harun Joko Prayitno<sup>1</sup>, Fitri Puji Rahmawati<sup>1</sup>, Sutama<sup>1</sup>, Laili Etika Rahmawati<sup>1</sup>

<sup>1</sup> Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

\* Corresponding author: [q200230024@student.ums.ac.id](mailto:q200230024@student.ums.ac.id)

### Abstract

*Purpose:* The purpose of this study is to explore teachers' efforts in developing cultured character through the habituation of Javanese krama language.

*Methodology:* This research is a qualitative descriptive method research, the subjects of the research were the principal, grade V teachers, and grade V students totaling 28 people, consisting of 13 male students and 15 female students. The data collection techniques for this research were participatory observation, in-depth interviews, and document analysis. The data analysis method used the steps of data collection, data reduction, data presentation, verification and drawing conclusions.

*Results:* The results of students' krama language skills are divided into two categories, from 28 students, 65% of students were in the good category and 35% of students were in the poor category.

*Applications/Originality/Value:* Teachers' efforts in developing cultured characters through the habit of using krama language are carried out with two solutions. First, utilizing multimedia learning media (Si Bawa) as a form of teacher innovation in introducing krama language to students. Second, the habit of communicating in krama language every Wednesday, as a stimulus for students to get used to communicating in krama language and strengthening cultured characters in everyday life.

### Introduction Section

Indonesia's cultural heritage and artistic richness are very diverse. Various arts and cultures in Indonesia have varying characteristics (Retnoningsih, 2019). Politeness in speaking and language is the most essential part in the formation of students' character. Language plays an essential role in shaping humans to be better and more cultured (Prayitno et al., 2022). The Era of Revolution 4.0, is a turning point in the development of globalization which has a significant influence on the shift in language and cultural character (Abidin, 2020). From a global communication perspective, character education becomes crucial when selecting and developing learning materials for students (Prayitno et al., 2020). However, on the other hand, global changes cause a lack of understanding among children of language and art culture (F. P. Rahmawati et al., 2023). In line with (Nurhasanah et al., 2016) mentioned that one of the problems caused by the influence of globalization is the decline in the use of regional languages by Javanese people, especially Javanese. As time goes by, fewer and fewer families, especially Javanese people, choose to communicate daily using Javanese (Ardiansyah & Yulya, 2022). This is reinforced by the results of observations (Yulianti, 2018) that Javanese society has a strong tendency to abandon the use of Javanese in everyday conversation.

The use of manners in an educational environment is certainly able to illustrate the values of politeness in students' communication (Yuliyani & Mukminin, 2020). Politeness strategies in elementary schools are the foundation for character building (Prayitno et al., 2018). However, most parents complain about their children's inability to use good language and manners (Wahyuni, 2021). On the other hand, children's character education can be strengthened by closeness and harmonious relationships between parents (Prayitno et al., 2019). The shallowness of knowledge among children makes them unfamiliar with the use of Javanese as a form of politeness to older people. On the other hand, language plays a role as a means of communication between individuals (F. P. Rahmawati & Rusdiyani, 2020). Therefore, the development of children's manners needs to be trained from an early age by teaching good speech and behavior, one of which is using Javanese Krama. Lack of mastery of Javanese Krama by children is the main factor causing the decline in children's morals and character (Nisa et al., 2023). This can have an impact on deviant behavior such as rude speech, disobedience to elders, and low child ethics. Meanwhile, the younger generation as the future successors of the nation must be introduced to positive behavior in order to form a strong and good character (L. E. Rahmawati et al., 2020).

Existing studies on the habituation of Krama language have been able to develop children's cultured and polite character. In line with the opinion of several experts that literary works always contain implicit educational messages (F. P. Rahmawati et al., 2024). The existing study explains 3 things. First, the study that explains the application of Javanese language communication, especially krama language in early childhood, concluded that the application of krama Javanese

language is able to improve cultured character in early childhood (Ratnawati, 2024). Second, a study that explains the implementation of the habit of using Javanese krama language at SD Muhammadiyah 2 Cimanggu. The conclusion of this study is the implementation of the habit of politeness in speaking and behavior that reflects a polite personality (Erika & Azizah, 2024). Third, research on Javanese krama language in Elementary School 5 Boyolali. The results of this study, there are several students who have difficulty when using krama language. There are other factors that are crucial for the development of students' Javanese krama language skills. An important factor that creates the effectiveness of learning and habituation programs in schools is the role of teachers (Rahman et al., 2022). Based on several previous studies above, it can be concluded that the habituation of Javanese krama language is able to develop cultured character for students. However, in fact, in Purwoprajan State Elementary School, many students are still found to be not accustomed to using Javanese krama language.

Based on these problems, it is necessary to have a habit to improve students' krama language skills. Teachers need to provide innovation in Javanese language learning to be easily accepted by students and not seem monotonous. This statement is supported by (Endryanti et al., 2020) that teachers need to create fun and innovative learning through the development of learning media. One of the efforts is to implement the Si Bawa (Sinaw Bahasa Jawa) program as a multimedia-based krama language learning media. Referring to several research results that have been discussed, the purpose of this study is to explore teachers' efforts in developing cultured characters through the habituation of krama Javanese. This study involved the principal, class teachers and students at Purwoprajan Elementary School.

## Research Methods

This research is a qualitative descriptive method research. Qualitative research is a research method used to understand and describe phenomena in a deeper, more complex context. (Sutama et al., 2017). Focuses on understanding the meaning, interpretation, and social context of data (Sutama et al., 2022). This research was conducted at Purwoprajan State Elementary School 2023/2024. The research was conducted for approximately two weeks, starting from October 8 to October 22, 2024. The subjects of the study were the principal, grade V teachers, and 28 grade V students, consisting of 13 male students and 15 female students. All respondents were directed to learn Javanese krama language with the aim of exploring teachers' efforts in developing cultured characters.

The data collection techniques for this study were participant observation, in-depth interviews, and document analysis. Participant observation was conducted by observing and recording the daily activities of participants. In-depth interviews were conducted with teachers and children to explore participants' views in more detail. Document analysis involved relevant documents and was able to provide additional understanding of the activities being studied. The data analysis method used the steps of data collection, data reduction, data presentation, verification and drawing conclusions (Sugiyono, 2015).

Data reduction is done by correcting and assessing the results of students' test work, where the test results will be used as considerations for determining subjects and interview guidelines. Furthermore, data presentation is done by presenting data in the form of students' visual mathematical thinking ability test results and in-depth interviews. Data verification is done to explain in depth the data presented, and drawing conclusions is done by drawing the core findings of facts that are linked to the underlying theory.

## Research Results and Discussion

### Result

Based on the results of interviews and observations conducted on the learning process, it was obtained that teachers' efforts in developing cultural characters through the habit of speaking Javanese by implementing multimedia learning media Si Bawa (Sinaw Bahasa Jawa). Si Bawa is a multimedia media designed to help the process of introducing krama language to students. Through interactive power points containing krama language materials, it is expected to be able to develop students' interest in learning krama language more deeply. Furthermore, it is able to accustom students to communicating in Javanese, especially krama language to respect older people.

Based on the results of the interview with the class teacher (Mrs. WNS) said: "As many as 65% of the total 28 students at Purwoprajan Elementary School class V do not have good communication skills in Javanese krama, even though they have lived in Central Java since birth". The results of this interview are reinforced by the results of direct observations obtained by the researcher. The interview process 1 and 2 can be seen in Figure 1.



Figure 1. The interview process



Figure 2. The interview process

Observations were carried out during Javanese language learning during May 2024. The high percentage of students who are not yet familiar with the krama language requires teachers to make efforts to develop students' language and cultural character. The use of multimedia learning media (Si Bawa) as an effort by teachers to introduce krama language to students, the Si Bawa media is able to contain examples of krama language skills and polite behavior. Mrs. WNS said that: "the help of multimedia learning media is able to focus students' attention, compared to conventional lecture methods". The Si Bawa media can be seen in Figure 3.

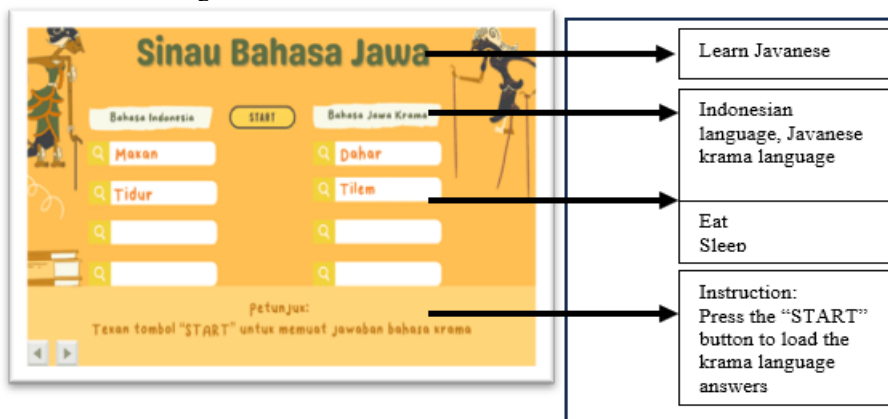


Figure 3. Krama Language Learning Media "Si Bawa"

Some children experience challenges in applying Krama language in daily communication. This is because there is no habit formed in the students. There needs to be a stimulus to get students used to communicating with Krama language. Based on this, the teacher tries to implement the habit of Krama language every Wednesday while simultaneously developing the students' cultural character. As a form of follow-up that can measure students' krama language skills, the researcher prepared 4 questions that will be delivered orally in an interview. The questions will be delivered in Ngoko Javanese and students are asked to answer in Krama Javanese. This is important to do to find out how much development the students have after learning Krama language with the “Si Bawa” learning media and the habit stimulus that is implemented. The questions can be seen in table 1. The process of working on the questions can be seen in figure 4 and 5.

**Table 1.** Questions on Krama language

No	Pertanyaan	No	Pertanyaan
1	Kepie cara ngomong marang wong tuo?	1	Kepie cara ngomong marang wong tuo?
2	Kepie carane ngomong nek ameh pamit sekolah marang wong tuo?	2	Kepie carane ngomong nek ameh pamit sekolah marang wong tuo?
3	“Simbah bubar adus, terus mangan karo aku”, ukara iku nek didadekne Bahasa jawa krama kepie munine?	3	“Simbah bubar adus, terus mangan karo aku”, ukara iku nek didadekne Bahasa jawa krama kepie munine?
4	“ibu lunga ing pasar numpak sepeda”, ukara iku nek didadekne Bahasa jawa krama kepie munine?	4	“ibu lunga ing pasar numpak sepeda”, ukara iku nek didadekne Bahasa jawa krama kepie munine?

Table 1 shows the questions that are compiled focusing on the use of Javanese krama language as a form of polite and courteous communication in everyday life, especially in the context of speaking with parents or elders. Based on the questions in Table 1 and interviews with students and teachers, different results were obtained from each student in answering the questions given. There are two categories as a benchmark for students' abilities in krama language speech. First, the good category is a group of students who are able to answer questions well and correctly. Second, the less category is a group of students who have not been able to answer questions with the right answers. This assessment is taken based on the answers given by students verbally in communicating using Javanese krama language. The oral assessment process can be seen in figures 4 and 5.

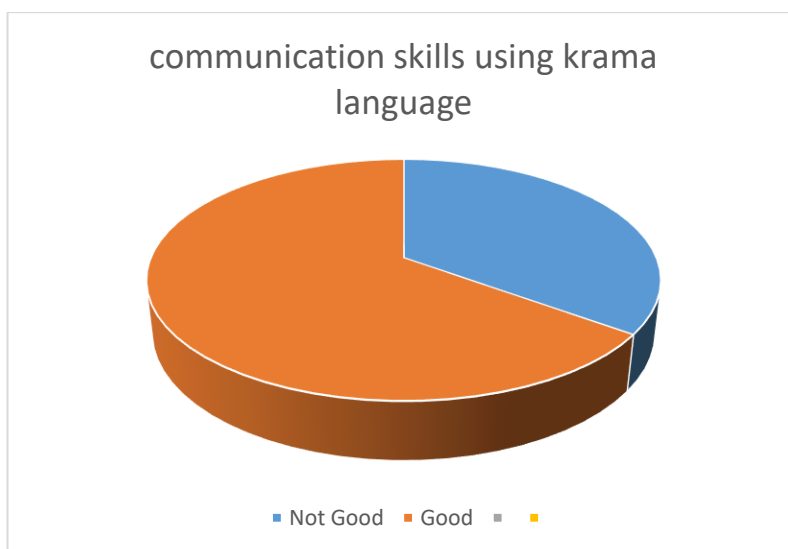


**Figure 4.** The process of working on the questions



**Figure 5.** The process of working on the questions

Based on document data obtained from 28 students, there were 18 students who were in the good category and the rest were in the less category. Based on the results of the implementation of Teachers' efforts in developing cultured character through the habit of using krama language, multimedia learning media (Si Bawa) was utilized as a form of teacher innovation in introducing krama language to students. In addition, the habit of communicating using krama language was carried out every Wednesday, as a stimulus for students to get used to communicating using krama language and strengthening cultured character in everyday life. the percentage of students who are lacking in the ability to speak krama language in Javanese is 35%. This shows an improvement from the initial interview data which recorded that 65% of students were less able to communicate in krama language. Students' krama language abilities are shown in Figure 6.



**Figure 6.** Results of students' language proficiency test

Based on the results of the students' krama language ability test, it can be concluded that there is an increase in the number of students who are able to have krama language skills. Initially, the percentage of students who were able to use krama language was only 35% to 65%. Based on participatory observation and in-depth interviews, it can be concluded that students who are able to use krama Javanese well and correctly tend to be better able to control their speaking manners. This means that learning provided through direct examples and habituation can provide a positive influence on the development of students' cultural character, especially in the school environment. Meanwhile, there are still students who are not able to apply krama language communication well.

A small number of students who have not achieved good results were then interviewed in more depth by the researcher. A total of 10 students were re-observed with the aim of digging deeper into the reasons why students have not been able to apply Krama language communication well. One of the main factors that is the average problem of students was found, namely the lack of habits instilled by parents in the home environment. Parents and the child's social environment at home tend to use Indonesian more often, so that they are less supportive of students in getting used to communicating in Javanese,

especially Krama language. Based on the results of tests, observations, interviews, and document analysis, it can be concluded that not all students are able to use Krama Javanese completely, and cultured characters have not been fully instilled in students.

The results of this study support previous studies, namely about 3 things. First, a study that explains the application of Javanese language communication, especially krama language in early childhood, concluded that the application of Javanese krama language is able to improve cultured character in early childhood (Ratnawati, 2024). Second, a study that explains the implementation of the habit of using Javanese krama language at SD Muhammadiyah 2 Cimanggu. The conclusion of this study is the implementation of the habit of politeness in speaking and behavior that reflects a polite personality (Erika & Azizah, 2024). Third, research on Javanese krama language in Elementary School 5 Boyolali. The results of this study, there are several students who have difficulty when using krama language. There are other factors that are crucial for the development of students' Javanese krama language skills. An important factor that creates the effectiveness of learning and habituation programs in schools is the role of teachers (Rahman et al., 2022).

Research results that contradict previous research results, efforts to reduce Javanese language bias can be an initial step to creating a more harmonious and mutually respectful society (Ramadhansyah et al., 2022) (Nadar, 2007). Parental influences and intergenerational dynamics in bilingual families can influence bilingual children to avoid speaking a foreign language with their parents. Parents' beliefs and perceptions about bilingualism play an important role in shaping language practices in the family (Mak et al., 2023);(García-Mateus, 2023). The results of this study complement the results of previous studies. Based on several previous studies that have been presented, it can be concluded that the habit of using Javanese krama language can develop a cultured character for students. However, in fact, the conditions at Purwoprajan Elementary School still found many students who were not used to using Javanese krama. The similarity between previous studies and those conducted by researchers is that the habit of using Javanese krama from an early age both in the home environment and at school and in the community can develop a cultured character, while the difference with previous studies is the bias in the use of Javanese krama due to the influence of bilingualism acquired by children, so the role of parents and teachers is needed to be able to maintain the ancestral language that we already have.

## Conclusion

Efforts to develop cultural character through the habit of using krama language can be done with learning media that can attract students' attention. The multimedia learning model (Si Bawa) is one of the efforts given by teachers to introduce krama language to students. The results of initial observations showed that out of 28 students of Purwoprajan Surakarta Elementary School, 35% had good krama language skills. Furthermore, an introduction was carried out through the Si Bawa learning media and the habit of using krama language every Wednesday in the school environment. At the final observation stage, an increase in krama language skills and strengthening of students' cultural character were obtained. Based on the results of tests, interviews, and observations, an increase in the ability to communicate krama language was obtained from only 35% to 65% after the Si Bawa program was implemented in Javanese language learning. This means that most students of Purwoprajan Surakarta Elementary School have been able to develop cultural character to 65% although there are still 35% of students who are not able to use krama language well, due to lack of habituation in the home environment. So the results of students' krama language skills are divided into two categories, out of 28 students, 65% of students are in the capable (good) category and 35% of students are in the not yet capable (less) category.

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