

## Implementation of A Javanese Language Bilingual Program in Primary School

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### Abstract

This study aims to analyze the implementation of the Javanese bilingual program and the difficulties in implementing the Javanese bilingual program in elementary schools. This study used descriptive qualitative method. The research participants were 18 fifth grade students, 2 teachers and the school principal. Data collection techniques used interview, observation, and documentation methods. Then the data is analyzed using the Miles and Huberman models continuously to obtain saturated data and can drawing a conclusion. Meanwhile, data validity testing used technical triangulation and source triangulation. The results showed that the implementation of the Javanese bilingual program in elementary schools was applied to the habit of communicating with teacher by using Krama and students could communicate in Ngoko with their peers. Javanese language used both inside and outside the classroom. This bilingual program rise to a positive impact to building students' Javanese language skills whose is better than the students without the Javanese bilingual program. Then, another side effect is increasing the enthusiasm of the community and parents of students to register their children studying in elementary schools with the Javanese bilingual program. Difficulties in implementing the Javanese bilingual program are the existence of a pandemic, limited time to meet students, student understanding, and teacher creativity to increase student motivation in applying Javanese as a daily communication tool.

**Keywords:** Bilingual, Javanese, Primary School

### INTRODUCTION

Humans are born with the ability and readiness to learn a language, especially the language that is often used by mothers in everyday life. Children from various social contexts are able to master their mother tongue without first being specifically taught and without clear reinforcement. The process of children learning language to communicate with their environment verbally is called children's language acquisition. Children's language acquisition focuses on the function of communication rather than the form of language. Children did an observation process in the development of their lives. Children hear language sounds in their environment without realizing it. Language is a communication tool used by humans to communicate, interact and collaborate in everyday life. Language is a vehicle that functions as a tool of social communication. Through language, a person can communicate or relate to each other among members of society (Blom, et al., 2017).

Language as a communication tool has the main function, namely as a means of conveying thoughts, ideas, concepts and also feelings. Language will function best if thoughts, ideas, concepts and feelings are expressed through varied interactions. The function of language is not only as a means of communication, but also as a tool for self-expression, as a tool for social integration and adaptation, and as a tool for social control. Languages have certain rules or patterns that are the same, but because languages are used by heterogeneous speakers who have different social backgrounds and habits, this causes languages to become diverse (Dewi & Apriliani, 2019). Diverse speech has its own uniqueness in the pronunciation of Indonesian people who use two languages such as Indonesian and regional languages interchangeably. This statement emphasizes that Indonesians are bilingual, even commonly called multilingualism. This can be seen from the use of two or even more languages used by the majority of Indonesian people. This condition causes the language of daily communication to be used by more than one language by Indonesian people. Bilingualism can occur in every society that knows and uses two languages. Indonesian is the second language mastered in Indonesian society after regional languages (Nadhiroh & Setyawan, 2021).

Bilingualism is the use of two languages by a speaker in his interactions with other people alternately. In order to be able to use two languages, of course a person must master both languages. First, their own mother tongue or first language (abbreviated as B1), and second is another language which is their second language (abbreviated as B2). The phenomenon of bilingualism can occur in educational environments, both in urban and suburban areas. Cilacap Regency is located on the border of West Java, so the people of Cilacap who are close to the border of West Java are more proficient in using Sundanese, while learning local content uses Javanese. Therefore, students must learn Javanese to meet local content learning outcomes. The existence of the bilingual phenomenon in the educational environment makes bilingual programs one of the school's superior programs.

Safira & Shanie (2022) conducted research on second grade students of Madrasah Ibtidaiyah Al Mustafa Semarang who implemented a bilingual program. Program implementation is carried out through various activities such as conversation classes and practice through daily activities in the school environment. Practice starts with simple activities such as using greetings and introducing objects in the environment around the madrasah. Therefore, all stakeholders in the school, such as the canteen attendant or school guard, also study conversation classes so that English can be used everywhere. For first grade students, the

bilingual program is implemented using singing and playing methods so that learning will achieve the objectives

A bilingual learning program is an effort to introduce a second language to students which is carried out in the teaching and learning process. Starting from an early age, it is hoped that students will be introduced to bilingualism with various activities that are not burdensome. Students receive training through listening and pronouncing activities in the two languages being studied, with strategies that consider quality and quantity in introducing the language to be studied, so that real results can be obtained in the development of bilingualism (Baker, 2020). Bilingual programs have benefits for anyone who uses them. Abidin, Arifin, & Syakarna (2022) revealed that apart from supporting children's bilingualism, bilingual programs enable children to gain benefits in cognitive, cultural and economic development. Bilingual speakers have been associated with greater awareness and sensitivity of linguistic structures, that is, awareness that transfers and generalizes to early nonverbal and literacy skills. This is certainly not surprising because language skills are closely related to children's cognitive development.

Regional language is an image of a society in life. Regional languages contain local wisdom and become regional wealth in society. Therefore, regional languages can be said to be a reflection of the community they speak and regional languages are a noble heritage of the community. In contrast to this, currently population mobility influences language, in Indonesia's multilingual society there are many cases of language shift. Speakers and groups of speakers speak their own language or adapt to learning a new language in the place where they currently live. In line with this opinion, Arifin, Ulfa, & Praherdhiono (2018) explained that Indonesia's young generation currently still lacks appreciation for local culture and is not interested in regional arts and culture which have high noble values. Agreeing with this statement, efforts are needed to continue to preserve local culture in the midst of modernization. Because of many schools implement bilingual English programs, researchers are interested in examining the Javanese bilingual program in one of the elementary schools in Majenang subdistrict. The Javanese language bilingual learning program exists as a form of effort to preserve Javanese culture and language in the midst of modernization. One of the schools in Majenang that implements a Javanese bilingual learning program is SD Muhammadiyah Mulyasari.

Javanese is the language used in the provinces of Central Java, DIY and East Java. Javanese is the main means of capturing, communicating, discussing, changing and passing on cultural meanings to new generations of ethnic groups in Indonesia who originally lived in

Central Java and East Java. Javanese is a language that recognizes levels of speech. This level of speech is a language variation whose differences are determined by the speaker and his or her relationship to the person being spoken to. Javanese has several levels of speech that are used in different situations. The use of Javanese is done so that you have your own way of respecting or dealing with different people. Javanese grammar states that it is used when a speaker greets someone who according to Javanese norms has a higher social position. Today's social relations are becoming increasingly complex so that the social status of language users is difficult to determine.

This form is also used in cases where the speaker has the same or even higher social position than the addressee. The elements that explain the function of language according to its place are explained as follows. First, neutral elements, namely elements relating to the differences between *ngoko*, *krama* and *krama inggil*, *non-krama inggil*, can be used for people who socially have a higher position than the speaker. Second, if there is *krama inggil*, then this word must be used in any style of speech to express respect and the *non-krama inggil* equivalent in this case is not used. For example, from a pair of sons (*krama inggil*), children (*non-krama inggil*), only sons can be used as a form of respect. Third, if there is *ngoko*, *krama*, *krama inggil*, then only the *krama inggil* can be used as a form of respect in any language style. Fourth, if there is a pair of *krama*, *ngoko*, but there is no equivalent *krama inggil*, then the *krama* should be used as a form of respect.

SD Muhammadiyah Mulyasari Majenang is an educational institution that strives to educate the nation's life and preserve local culture in order to succeed in Indonesia's national development goals. SD Muhammadiyah Mulyasari Majenang is a private educational institution under the auspices of the Ministry of Education and Culture and the Muhammadiyah Foundation. SD Muhammadiyah Mulyasari Majenang has quite good input, so that activities and teaching and learning processes are maintained in a varied manner according to the material provided. The Javanese language bilingual learning program exists as a form of effort to preserve Javanese culture and language in the midst of modernization. One of the schools at SD Muhammadiyah Mulyasari Majenang developed a bilingual Javanese learning program using the national level curriculum. Apart from that, the program also uses an interactive teaching system through audio-visual media. The curriculum used in the Javanese language bilingual learning program at Muhammadiyah Mulyasari Majenang Elementary School still refers to the 2013 curriculum, only during the learning process the language of delivery in subjects is predominantly Javanese.

Besides that, there is one day that is made into a full Javanese krama language day called *Kamis Manis* in Javanese. SD Muhammadiyah Mulyasari Majenang chose to implement a bilingual Javanese learning program as a form of support in preserving Javanese culture because they saw that students' Javanese language skills were still low. Apart from that, it is also supported by conditions in the school environment which are still active in wayang performances, lumping horses, and Javanese language recitations. It is hoped that through this program, schools can improve students' Javanese language skills and preserve Javanese culture. Based on the background that has been explained, this research aims to analyze the implementation of the Javanese language bilingual program in improving elementary school students' Javanese language skills.

## METHOD

Qualitative research is a research procedure that produces qualitative descriptive data in the form of written or spoken words from people and observed behavior. This approach means collecting data in natural settings with the aim of interpreting phenomena that occur with the researcher as the key instrument (Rukajat, 2018). Then, the type of qualitative research used is a case study. Prihatsanti, Suryanto, & Hendriani (2018) defines a case study as a description of an in-depth analysis of a bounded system. Another opinion was expressed by Rukajat (2018) who argued that a case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, both at the individual, group of people, institution or organization level to gain knowledge. in depth about events. The research participants were fifth grade students, teachers and school principals located in one of the elementary schools in Majenang subdistrict. As a goal of obtaining valid data in research activities, it is necessary to determine data collection techniques. This research used data collection techniques in the form of observation, interviews and documentation.

Observation is the systematic observation and recording of elements that appear in a symptom in the research object. Observation is needed to understand the process of the interview and the results of the interview can be understood in context. Observations are made on the subject, the subject's behavior, and things that are considered relevant so as to provide additional data on the results of the interview. Observations are carried out to make observations regarding the data needed to strengthen the process and results of the interview. The observations that will be made relate to the Javanese language bilingual program at school

and the students' Javanese language skills. Observation indicators are explained in the following table.

**Table 1.** Bilingual Program Implementation Observation Indicators

Aspects	Dimensions
Bilingual Program	<ul style="list-style-type: none"> <li>• Immersion Bilingual</li> <li>• Maintenance Bilingual</li> <li>• Two way/ Dual Bilingual</li> <li>• Mainstream Bilingual</li> </ul>
Bilingual Program Implementation	<ul style="list-style-type: none"> <li>• Implementation of Bilingual Programs in Learning Process</li> <li>• Implementation of the Bilingual Program in daily conversations</li> <li>• Implementation of the Bilingual Program in extracurricular activities</li> </ul>
Student Responses in Bilingual Program Implementation	<ul style="list-style-type: none"> <li>• Student Responses in Bilingual Program Implementation</li> <li>• Parents Responses in Bilingual Program Implementation</li> <li>• Students' Javanese language skills after the bilingual program</li> </ul>

Interviewing is one way of collecting data which is carried out through oral communication activities in structured, semi-structured and unstructured forms. A structured interview is a form of interview that is guided by a number of strict questions. Semi-structured interviews, even though they are directed by a list of questions, do not rule out the possibility of generating new questions whose ideas arise spontaneously according to the context of the conversation being conducted (Harahap, 2020). Unstructured interviews are interviews conducted with a focus on the central problem that has been selected. Researchers will conduct semi-structured interviews with the principal, teachers and also fifth grade students.

Sugiyono (2017) states that documents are records of past events, which can be in the form of writing, drawings, or someone's monumental works. Document study is a complement to the use of observation and interview methods in qualitative research. Documentation in qualitative research needs to be carried out to ensure the integrity and authenticity of the information obtained from observations and interviews, so that the truth value of the information can be trusted and proven to exist. Therefore, the validity of the data in this research used triangulation techniques. Triangulation in credibility testing is defined as checking data from various sources in various ways and at various times. sources to test the

credibility of data is done by checking data that has been obtained through several sources. Triangulation techniques to test the credibility of data are carried out by checking data against the same source with different techniques (Sugiyono, 2017). Meanwhile, the data analysis technique used in this research is qualitative data analysis, following the concept of Miles and Huberman (in Sugiyono, 2017) which states that activities in qualitative data analysis are carried out interactively and continuously until the data is saturated. Activities in data analysis are data reduction, data display, and verification.

## **RESULTS AND DISCUSSION**

### **Results**

The implementation of the Javanese language bilingual learning program at Muhammadiyah Mulyasari Elementary School has been underway since 2020. Even though the program has not been included in the curriculum since its inception, the Javanese language bilingual program at Muhammadiyah Mulyasari Elementary School can be categorized as successful. This is evidenced by the improvement in students' Javanese language skills and also their mastery of several Javanese cultural activities such as traditional dance, geguritan, and Javanese MC. However, when it was about to be confirmed as a complete program, the Covid-19 disaster struck which required a lockdown. During the lockdown, the implementation of the Javanese language bilingual learning program was slightly hampered and the inauguration of the bilingual program was postponed. Based on the results of interviews, the implementation of the Javanese bilingual program in elementary schools is still focused on getting used to using Javanese and also improving students' abilities in learning and outside of learning. This is in accordance with observations made by researchers, one of which was when the teacher taught in class, during the learning process the teacher delivered material using Javanese and Indonesian. When outside of learning activities, teachers sometimes continue to use Javanese. This encourages students to understand Javanese more quickly because of the supportive school environment. While students have difficulty understanding the meaning of Javanese sentences or words delivered by the teacher, the students will ask the teacher for the meaning of the sentence. The habit of using Javanese outside of learning can be seen when there is communication between teacher and teacher, teacher and student, and student and student. Getting used to Javanese is the focus of the school so that students are better trained to speak Javanese. Apart from that, it is also to increase students' vocabulary so that they can master Javanese language skills well.

The differences that occur in improving the Javanese language skills of class V students are already starting to appear before and after the implementation of the Javanese language bilingual program. Especially for children who at home are not yet accustomed to using *krama*, before the bilingual program was implemented they were still passive, still barely understanding *krama*. However, after the Javanese language bilingual program was implemented, they became more active, active in asking questions about things they did not know in Javanese manners. Getting used to using Javanese every day makes students get used to it so that they can begin to understand Javanese. The existence of the Javanese language bilingual program has had a positive impact because the program has been welcomed by the community with support from the parents, apart from that it is also the first school program in the Majenang area. The Javanese language bilingual program was also welcomed enthusiastically by students. This was discovered after observations by researchers, students seemed enthusiastic about learning *krama* both during learning and outside of learning, they did not look embarrassed when asking questions when there was something they did not understand in *krama*.

Javanese bilingual program implemented in SD Muhammadiyah Mulyasari is a superior program. This makes the Javanese Bilingual program at SD Muhammadiyah Mulyasari had more impact positive. One of the positive impacts of language bilingual programs is an increase in children's skills in learning Javanese language. However, it cannot be denied there is a Javanese bilingual program at SD Muhammadiyah Mulyasari also added material that students had to study especially fifth grade students whose load of Javanese language material is starting a lot and also have to remember the dance moves, because there are a lot of them who are most enthusiastic about participating in dance practice, geguritan, and also Javanese MC.

## Discussion

The implementation of the Javanese language bilingual program at Muhammadiyah Mulyasari Elementary School is included in the habituation category. This program is applied to every lesson, not only when learning Javanese, because the Javanese language bilingual program at SD Muhammadiyah Mulyasari is currently still focused on getting used to Javanese. Triwiyanto (2015) explains that a school program is a set of school work plans which contain one or more activities carried out by the school to achieve targets and objectives and obtain budget allocations, or community activities coordinated by the school. A school program is a

collection of activities that have been planned in an organized manner to achieve a school goal. Each school has its own program. Basically, school programs are divided into intracurricular and extracurricular programs. One form of extracurricular program is a bilingual learning program. In the Big Indonesian Dictionary (1996) bilingual is defined as being able or able to use two languages well and relating to or containing two languages (Aini, 2013). Bilingualism is a condition where a person can use two languages and understand when other people also use two languages.

Bilingual programs are divided into 3 types consisting of transitional, maintenance and enrichment bilingual programs. The learning framework of the three types of bilingual learning programs is different (Ricard in Prasetyani, 2019). In the transitional bilingual program, students first take part in learning using their mother tongue. In the maintenance program the mother tongue is used as an introduction to studying the field of study. Meanwhile, in enrichment, mother tongue and English as the language of instruction are used so that students master the material (Ricard in Prasetyani, 2019).

Apart from being applied in every lesson, the habit of using Javanese at Muhammadiyah Mulyasari Elementary School is also supported by a full day Javanese language program, namely on Thursday, called *Kamis Manis*. This opinion was expressed by the Principal and also by other school residents. Providing a one-day full *krama* language program is in line with the opinion of Yulianti (2018) which states that being supported by regulations to always speak full Javanese on one of the days will make it easier for students to practice using *krama*. Considering that the implementation of the Javanese language bilingual program at Muhammadiyah Mulyasari Elementary School is still in its early stages, a lot of preparation is still needed in several aspects. However, at the beginning the implementation of the bilingual program had a positive impact on students because they understood Javanese better.

Astuti's research (2017) stated that positive impact of implementing bilingual learning in inclusive kindergarten is to make children spontaneously able to speak the language English, while the negative impact is to make children more understand English more than Indonesian. One of positive impact of implementing a Javanese bilingual program at SD Muhammadiyah Mulyasari is an increase skills in Javanese. This increase occurs as the result of the school community's habituation of the Javanese language. The improvement in students' skills is significant Javanese language continues to be worked on. This is known from the results interview. One explanation for the bilingual advantage is that in fluent bilinguals, both

languages are always activated and constantly interact, even when the speakers find themselves in situations in which only one language is being used (Bialystok, 2017). For language processing, this joint activation creates challenges in the bilingual speakers' attention and inhibition that monolingual speakers do not encounter, because the former must select the correct language for the current setting.

This result is also supported by Harits (2010) stated that communication will be able to help students to use it more easily language effectively & efficiently in everyday life. As is known, many schools are trying to implement various superior programs with the aim of achieving school goals. This is in line with Septi's opinion (2012) which states that school programs are a collection of real school activities that are systematically designed and integrated to achieve school goals. Javanese is a means that children can use to acquire cultural, moral, religious and other values that live in society, so this needs to be mastered by children as the younger generation. One of the moral values that can be adopted from the Javanese language is the value of politeness or uploading excellence. Mastery of Javanese can start from the family environment. Javanese language skills have strategic value for children's development because Javanese is the mother tongue and daily social language, Javanese plays a role in the formation of behavior, ethics and personality, Javanese is the identity of the Indonesian nation, the use of Javanese will contribute to the formation national character (Kurniati, 2015).

## **CONCLUSION**

Implementation of a Javanese language bilingual program in SD Muhammadiyah Mulyasari Majenang is applied to habituation-familiarization with Javanese. Javanese language familiarization for residents schooling is carried out both inside the classroom and outside the classroom. Besides that, there is one day that is used as a full Javanese language day and Javanese dress, Kamis Manis program. Regarding the issue of improvement which includes four aspects Javanese language skills, namely listening, speaking, reading and writing for fifth grade students, especially towards implementation of the Javanese language bilingual program in general begins getting better and little by little starting to see improvement.

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