

The Face of Discrimination in Javanese Language Learning in Elementary School Students

Endang Sri Maruti

Universitas PGRI Madiun, Indonesia

**Corresponding author:*

E-mail: endang@unipma.ac.id

Abstract

This research aims to provide an overview of the forms of discrimination in Javanese language learning during the Covid-19 pandemic which has hit for almost the last 2 years. This research is a descriptive qualitative type based on 4 cases of Javanese language learning in elementary schools, especially those in the Madiun City area. The data for this research are various forms of discrimination found in WhatsApp Group conversations between teachers and students, activities on Google Classroom, Javanese language textbooks, as well as the results of interviews with teachers and parents. The results of the research show that in learning Javanese, especially in elementary schools, there are 4 forms of discrimination, namely learning Javanese as local content, Javanese being taught by class teachers who are not graduates of Javanese language education, in online learning there are never synchronous meetings held, the only form of learning is limited to giving assignments without any explanation of the material.

Keywords: *educational oppression, Javanese language learning, elementary school*

Introduction

Article 36 of the Constitution Chapter these languages are also maintained by the state. These languages are also part of living Indonesian culture." Referring to this juridical basis, Javanese is the language of the ethnic entity of Javanese society. Apart from that, the regional language (Javanese) can and is legally used as a language of instruction in the world of education.

Along with the growth and development of the times, regional languages in Indonesia are generally experiencing pressure. Empirical facts in the field show that the Javanese language has experienced a lot of oppression and alienation within Javanese society itself. This resulted in the Javanese people's critical awareness of the Javanese language being low. For example, many Javanese people, both school and post-school age, have poor oral Javanese language skills. Many elementary school students pronounce the word *wedi* 'fear' as *wedhi* 'fear'. Even though different pronunciations have different meanings. Even in terms of literal Javanese writing skills, many elementary school students write the word *lara* 'sick' as *loro* 'two'. In written language, different writings can have different pronunciations and even different meanings.

A child's success in learning Javanese only stops at nominal grades and numbers. A child's intelligence is assessed when he is able to memorize material that has been determined

How to cite:

Maruti, Endang Sri. (2024). *The Face of Discrimination in Javanese Language Learning in Elementary School Students*. International Journal of Pedagogical Language, Literature, and Cultural Studies. Nexus Publishing.

based on boundaries that have been prepared in a measurable and structured manner according to narrow and minimal rules. there is an interactive dialogue between teachers and students. Children are only trapped in the boundaries of right and wrong or good and bad. This makes children unable to think critically and creatively because the children's answers have been determined in the available teaching textbooks.

In this oppression, children are seen as valuable if the children are deemed to have met the expectations of teachers, educational administrators and the government. Children are never invited to understand, experience and realize the truth because everything is completely available in the learning package. In learning Javanese, children are not invited to understand why the word 'sapa' which is pronounced 'sɔpɔ' is not written 'sopo' the way it is read. The material was just memorized without any questioning or discussion process.

In the education and learning process, the development of a creative and explorative spirit is manifested in students' activities of always asking their teachers about things they do not yet know clearly. The existence of classrooms that are morally deficient and stifle children's critical and creative abilities. Over time, this gives rise to moral issues which are currently a serious problem for this nation. In addition, there is a concept of education that must lead to the business and industrial world which was initiated by the current Minister of Education. In learning Javanese, children are only used as incarnations to fulfill the industrial market share and forget the true essence, namely to instill values and culture, as well as in the context of developing Javanese language skills.

Based on the explanation above, this research attempts to explore forms of oppression in Javanese language learning, especially at the elementary school level. The focus of this research is what are the forms of oppression in Javanese language learning at the elementary school level, especially in the pandemic era?

Theoretical Basis

Javanese in the learning context must be interpreted as a social and personal phenomenon, symbolic and systemic, as well as integrative and progressive (Harp, 1993) . As a social phenomenon, Javanese is a medium of interaction to establish cooperation and form a community of users. As a personal phenomenon, Javanese is a medium for forming and expressing ideas, thoughts and feelings as well as a medium for appreciating the value of beauty. As a symbolic phenomenon, the Javanese language is a symbol system that can describe certain conceptions and intentions beyond the concrete forms that are heard or observed. As a systemic symptom, the symbol system in Javanese has rules which are an abstract system that cannot simply be understood without prior experience using them. As an integrative and progressive phenomenon, the Javanese language has parts that continuously develop along with its use.

Based on this meaning, the systems and rules and functions of the Javanese language must be viewed as a unified whole. Understanding the rules of the Javanese language starts from the form of use of the Javanese language, both spoken and written; Javanese language rules are not artificial concepts that emerge from a particular grammar, but are realized in use. As a manifestation of meaning, Javanese language rules are filled with pluralism and dynamism. Dynamics and diversity as seen in communication events; people do not just perceive sounds and sequences of words, as well as the systematic relationship of these elements in a disparate manner, but constitute a meaningful unity based on the characteristics of the context that accompanies it.

Understanding this is realized if the learner has the potential to use Javanese language actions appropriately and creatively. Based on the above, understanding the sound system, word system, sentence structure, meaning and usage system of the Javanese language is not formed and carried out separately, but is complete and integrated. In this way, knowledge

of sound system, syntax, grammar and usage of the Javanese language will not only become deposits in students' brains, but can be put to actual use in communication activities. This kind of learning can be obtained through real appreciation of the use of the Javanese language; not memorizing sounds and words or sentences that have no functional and relevant value to the reality of using the Javanese language.

Based on the views above, the Javanese grammar taught in schools, as Celce-Murcia (1990) said, is grammar that can integrate notional (meaningful) and functional concepts, or that meets descriptive, psycholinguistic, aesthetic and ethical criteria. social. Such Javanese grammar does not differentiate between *ngoko* and *krama*.

Javanese language learning in elementary school is divided into education in the low class (early class) and education in the high class (advanced class). The distinction is based on the child's ability to perceive something being studied. Elementary school children are not yet able to sort out concepts from various disciplines knowledge. The way elementary school children learn from low class to high class is done in stages, starting from simple material to more complex material.

Javanese language activities can be done orally and in writing, both receptively and productively. The scope of local Javanese content includes linguistic components, Javanese language skills, and appreciation of Javanese literature. This scope is taught in an integrated context with active learning patterns. Learning Javanese in elementary school is carried out to provide students with basic communication skills using Javanese politely and effectively.

Understanding the rules of the Javanese language starts from the form of use of the Javanese language, both spoken and written; Javanese language rules are not artificial concepts that emerge from a particular grammar, but are realized in use. As a manifestation of meaning, Javanese language rules are filled with pluralism and dynamism. Dynamics and diversity as seen in communication events; people do not just perceive sounds and sequences of words, as well as the systematic relationship of these elements in a disparate manner, but form a meaningful unity based on the characteristics of the context that accompanies it. Understanding this is realized if the learner has the potential to use Javanese language actions appropriately and creatively.

Based on this view, Javanese as a result of learning, as stated by Hatch (1992) , is the ability to interact using Javanese in communication events. Furthermore, Javanese language learning takes the form of contextual and linguistic (functional) competence in addition to linguistic competence (Littlewood, 1981) . Contextual and sociolinguistic competence is in the form of possessing the ability to use Javanese according to ethics in relation to existing Javanese dialects and other languages. Linguistic competence is the possession of knowledge about the structure of the Javanese language.

Method

This research uses a descriptive qualitative approach. Research data this tangible variety discrimination found _ in conversation Whatsapp Group between teachers and students, activities on Google Classroom, language teaching books Java, as well results interview with teachers and parents _ during the learning process Language Javanese elementary school in the Madiun City area year academic 2020/2021. Data collection was carried out with method observation and documentation during learning Language Java in elementary school takes place. Data analysis was carried out with technique analysis fill.

Results

Based on the data obtained, the following is a description of the forms of oppression in Javanese language learning in elementary schools that have been identified.

1. Learning Javanese as local content

East Java Governor Regulation Number 19 of 2014 concerning Regional Language Subjects as mandatory Local Content in schools/madrasahs is a strong juridical basis for making Javanese language subjects mandatory local content in every school and madrasah. There is no exception at the elementary school level, both public and private. As explained in the Gubernatorial Regulation, regional languages are languages used for generations by the people of East Java, consisting of Javanese and Madurese. The curriculum used in regional language learning is a thematically integrated curriculum that adapts the national curriculum.

Governor Regulation the is Wrong One effort optimizing curriculum local. Curriculum local as long as This translated with load local must truly empowered. During This curriculum local positioned as complement suffering And No utilized For made as A superiority. It should curriculum local truly become *branch image* every schools in the area certain so that enrich existing science _ at a time conservation to uniqueness local, and as form balance to globalization is getting wilder.

- (1) Teacher: "*Learning Basa Ox high kedahe saged change behavior lare lare ingkang sorry kathah contaminated Kaliyan technology. Nanging amergi I think so wekdal Kalih Even if it's Anggene's teacher the core neghasan was so big upload it base Jawi, seven ingkang sae sacmenika high ring saged abundance.*"

Will still fire, learning Language Java at level school base only is A routine teachings Language Java through discipline theory or only Enough invite learner celebrate ceremonial culture Java mere, so values his education No delivered. Whereas objective from learning Language Java That is For form behavior *nJawani* in life daily. Task learning Language Java is exists effect real for behavior child in increase rate answer, so become *man Java nJawani* And No There is Again term *man Java lost Jawane*.

Javanese cultural values are not conveyed adequately in Javanese language learning. Rachim and Anshori (2007) stated that currently there are many incidents in Javanese society, especially children and teenagers, that are not in accordance with Javanese cultural values. Javanese cultural values with their various dynamics have experienced a great decline. This indicates that learning Javanese should have a positive impact on changes in children's behavior in increasing their Javanese level so that they become Javanese *Javanese people*, not *lost Javanese people*. *Jawane* can be said to have failed.

This is reinforced by the results of research by Damayanti and Jatiningsih (2014) which states that Javanese culture - including the practice of *uploading* - Javanese teenagers are starting to abandon it, especially the use of Javanese language and behavior that should be *Javanese*. Teenagers in Madiun no longer use Javanese when talking to their elders. They tend to use Javanese *ngoko* or even use Indonesian. This language behavior occurs because teenagers in the Madiun area cannot differentiate how to speak when dealing with older people and/or with peers.

2. In online learning there are never synchronous meetings

The Covid - 19 pandemic has bringing transformation to education. There is The pandemic requires learning to be done online. Likewise on _ learning Language Java in elementary school. Some elementary school teachers switch on learning stare virtual. However No thereby on load local Language Java. Classroom teacher only do meeting stare virtual during learning hours considered thematic _ as learning main. Remember limited time and also good internet quota student as well as teachers. Meeting stare virtual in learning Language Java

No Once though done. Learning process Language Java only done in a way asynchronous, that is through group whatsapp and also Google Classroom.

(2) Teacher: “*Ngh temporary Niki ring nate on-line meeting of khass ten maple thematic. Course thematic foreign meeting stare virtual wonten ing zoom or google meet. But ring Nate Ten Basa Jawi.*”

Based on the data above, the teacher has not Once do meeting stare virtual in a way synchronous on during study hours Language Java. teachers assume _ that is necessary done meeting stare virtual only material thematic, meanwhile non- thematic material No need. That matter Of course violate the gubernatorial regulation states that class time Language Java as load local is must One Sunday one time. Connect there is pandemic covid, learning in a way stare virtual direct should still done although only One month very. Teachers should arrange time meeting stare virtual in a way balanced.

3. The form of learning is limited to giving assignments without any explanation of the material

Reflecting on the Javanese language learning process which is never carried out synchronously, the Javanese language learning process during the pandemic is only carried out asynchronously. Teachers only provide instructions via WA groups and also in Google Classroom classes. The instructions are just a notification to read the material in the LKS, without any clear evaluation activities.

Bahasa Jawa - Perangan Awak

Jumat, 29 Juli 2021

Assalamualaikum Wr. Wb.
Selamat pagi anak-anak baik kelas 1B1.
Hari ini Bahasa Jawa materi nya peranan awak
(anggota tubuh)
Anak-anak menyimak video materi nya dengan baik
yaa..

Selamat belajar 📖

Terimakasih 🙏

Lampiran



Figure 1. Example of the Javanese language learning process on Google Classroom

The data above shows the asynchronous activities carried out by elementary school teachers in the Google Classroom application. The teacher only tells students to watch the attached video material. This activity is a little better because the teacher has prepared a

learning video containing a presentation of the material. However, there are teachers who only tell students to read the material in textbooks or worksheets.

4. Javanese is taught by class teachers who are not graduates of Javanese language education

Gubernatorial Regulation number 19 of 2014 states that regional language teachers are teaching staff who are qualified as subject teachers who have the authority and regional language background in accordance with their specialty, and play a role in regional language learning. However, the reality on the ground shows that the average regional language teacher in elementary schools is not qualified as a regional language teacher (Javanese). Javanese language subjects are taught by class teachers, most of whom are pure elementary school teachers.

This is also reinforced by the data in Figure 1 as above, namely the inappropriate use of language by teachers. Teachers should use the language of instruction in the form of Javanese in learning Javanese. Apart from providing examples of the use of Javanese, this is a manifestation of the direct approach, namely directly using the language in the learning process. The lack of ability and skills of class teachers in teaching Javanese makes Javanese language learning increasingly oppressed and left behind.

Data in the field shows that the level of awareness of class teachers towards the Javanese language is lacking. If connected with an educational model *conscientization* (Freire, 1973), then role and position learning Language Java can be made as reference for answer public Java in frame awareness (*consientation*) becomes very heavy even No Possible done.

Conclusion

One of the forms of oppression of the Javanese language in education is the aim of learning Javanese, especially at the elementary school level, which currently only refers to cognitive aspects and memorization aspects. Javanese language learning in elementary schools experiences various forms of oppression or discrimination. There needs to be regulations or rules regarding Javanese language teachers in elementary schools, especially since Javanese language teachers generally teach at the middle and high school levels.

References

- Celce-Murcia, M. (1990). Discourse analysis and grammar instruction. *Annual Review of Applied Linguistics*, 11, 135-151.
- Damayanti, R., & Jatiningsih, O. (2014). Polite Attitudes of Rural and Urban Adolescents in Madiun. *Morals and Citizenship Studies*, 3 (2), 912-926. <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-kewarganegaraan/article/view/9281/4033>
- Freire, P. (1973). *Education for critical consciousness* (Vol. 1). Bloomsbury Publishing.
- Harp, B. (1993). *Bringing children to literacy: Classrooms at work*. Christopher-Gordon Pub.
- Hatch, E. (1992). *Discourse and Language Education*. Cambridge University Press.
- Littlewood, W. (1981). *Communicative Language Teaching: an Introduction*. Cambridge university press.
- Rachim, RL, & Anshori, HF (2007). Javanese cultural values and delinquent behavior of Javanese teenagers. *Indigenous: Scientific Journal of Psychology*, 9 (1).