



Barrier Analysis in Implementing Macapat Song Learning as Cultural Preservation

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Abstract: This research examines the factors that hinder the implementation of Macapat song learning in junior high schools. This research used a descriptive qualitative approach. Data collection techniques in this research used observation, interview, and documentation techniques. The data was collected and analyzed using data analysis by Miles and Huberman (1994), which began with data collection, data reduction, data presentation, and conclusion. The validity of the data used the triangulation data method. The research results show that the implementation of Macapat song learning in junior high school is hampered by two factors: internal and external factors originating from students and teachers. The internal factors inhibiting students include low student interest, students' lack of mastery of Javanese vocabulary, and the assumption that learning Macapat songs is less critical. The internal factors inhibiting teachers include Javanese language teachers who tend not to have a Javanese language educational background, teachers who do not master the material of Macapat songs, less innovative learning methods, and teachers who have difficulty implementing the emancipated curriculum in learning. The external factors inhibiting students include device usage factors, family factors, and inadequate internet networks. The external factors inhibiting teachers include insufficient allocation of learning hours and lack of infrastructure that supports Macapat song learning. This research expects students to grow their interest in learning Macapat songs to maintain and preserve Javanese culture. With students' seriousness towards the Macapat song learning material, students will have a sense of love for Indonesian culture.

Keywords: barrier analysis, learning, macapat song

Recommended citation: Hermawan, D., & Sukoyo, J. (2023). Barrier Analysis in Implementing Macapat Song Learning as Cultural Preservation. *Journal of Innovation in Educational and Cultural Research*, 4(4), 624-633.

INTRODUCTION

Learning is a continuous process that involves interaction between an individual and his environment (Munna & Kalam, 2021). This point of view emphasizes that learning is not just a goal or an achieved result but rather the journey of transformation experienced by individuals during the process. Changes that occur as a result of learning include increased knowledge, attitudes, skills, mindsets, and social interactions. Knowledge creates changes that can be reflected in many forms of expression, becoming an inseparable part of individual learning (Arifin, 2017; Djamaluddin & Wardana, 2019). These changes can involve things that are difficult to measure with the naked eye, such as how an individual thinks or responds to situations (Barak & Levenberg, 2016). Learning is defined as a process where individuals experience changes in behavior due to interaction with their environment (Usman & Madudili, 2019). Setiawati (2018) describes learning as an active effort that shapes an individual's behavior through stimulation and response to the surrounding environment. In this context, learning becomes more than just the accumulation of information but rather an evolution that shapes the individual through continuous interaction with the surrounding environment. One of the junior high school lessons is local content learning (Wicaksono et al., 2018; Wirabhakti, 2021). In the Emancipated Curriculum, one of the local contents is Javanese language lessons, which include Macapat song material. Macapat is a song that describes daily life in a bound Javanese culture (Anto & Anita, 2019; Baharuddin, 2021; Poncorini, 2021). Macapat song has a special characteristic called Pengeran which has *guru gatra*, *guru lagu*, and *guru wilangan* (Cahyono et al., 2020; Irmade & Winarto, 2021; Wibawa et al., 2022). Guru Gatra is the number of lines in each stanza, Guru Wilangan is the number of syllables in each line, and Guru Lagu is the last vowel in each line of the Macapat song.

Macapat song is a type of song art that is more popular than other Javanese songs (Arisyanto et al., 2021; Poncorini, 2021). It is said to be more popular because, in terms of content, the song describes the journey of human life from birth to death (Pamungkas et al., 2022). Besides, The content of each type of Macapat song implies the values of life and culture of Javanese society, which are still solid and *adi luhung* or should be maintained as one of the cultural and linguistic riches on the island of Java (Poncorini, 2021). Macapat subjects require more attention to maintain Javanese culture (Wahyudi & Setyawati, 2017). However, along with the development of modern technology, the Macapat song has become less popular among students, causing difficulties and obstacles in learning the Macapat song (Rahayu & Efendi, 2016). It needs to involve special attention from the teacher, which aims to reduce the obstacles that arise while implementing Macapat

song learning (Wasisto, 2020). Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Suriansyah et al., 2015). A teacher is required to be able to manage his class to create an educational environment full of noble values (Sopian, 2016; Uno & Lamatenggo, 2016). Therefore, for learning activities to take place and be successful, teachers must design learning effectively, meaning they must pay attention to the learning objectives to be achieved, student characteristics, the formulation of objectives, determination of materials, selection of methods, and appropriate evaluation of learning. Teachers must play a dual function in implementing learning, including as a learning motivator, facilitator, organizer, and other roles (Fatmawati, 2019; Kasim & Banggur, 2017). Teachers are not the only source of learning; their work, position, and function in education are essential and significant. Teachers are responsible for designing learning plans, materials, facilities, and student evaluations.

Students are the most crucial part of learning because they act as actors during the learning process. Students are different individuals with different qualities including their needs, goals, or skills (Iryani & Sukoyo, 2023). No two students in a class have the same traits, including IQ, emotions, study habits, and learning speed. Recognizing diversity and understanding individual differences in learning helps diagnose and overcome barriers to student learning. It requires more student-centered learning or instruction that is planned and implemented according to the uniqueness of each student. Barriers to learning can be recognized through behavior that indicates learning difficulties, such as low learning outcomes that do not correspond to the effort given (Suyedi & Idrus, 2019). In addition, barriers to learning are influenced by students' internal factors, such as interests and talents, as well as external factors, such as motivation, family, and economics (Yendri et al., 2020). Students with difficulty learning tend to be lazy, avoid learning, and ignore the assignments given (Suyedi & Idrus, 2019). Teachers and students must be involved in learning strategy actions in learning objectives effectively and efficiently (Zaid et al., 2019). Even though it is still conceptual, these learning strategies are implemented through various specific learning techniques. Teachers can build relationships with their students by using a learning approach as learning progresses. This explanation shows that learning strategy is the process of selecting and implementing methods for delivering educational material by the teacher to achieve learning objectives.

Appropriate learning strategies that are easy for students to understand are essential in delivering learning material for this Macapat song. Because, in the modern era, students no longer know what the Macapat song is. This problem results in significant difficulties experienced by students in understanding and mastering material related to *guru gatra*, *guru lagu*, and *guru wilangan*. In learning Javanese, difficulty in learning the Macapat song material is often found in various schools. Some difficulties encountered include difficulty singing the song or *nembang*, understanding the song's meaning, and determining *guru gatra*, *guru lagu*, and *guru wilangan* (Poncorini, 2021). The researcher conducted research in schools that provide learning related to the Macapat song and experience several difficulties in implementing their learning, such as a lack of student interest in learning material about the Macapat song and teacher competency that is not optimal. Based on the background that has been described, the researcher made a research formulation, they are: 1) What are the barriers that occur when learning Macapat songs? 2) Why is there a barrier to learning Macapat songs? In this research, the researcher aims to improve the quality of learning about Macapat songs and foster interest in Macapat songs among the younger generation as a way to maintain and preserve Javanese culture.

METHODS

Qualitative research was framed with speculations and the use of theoretical frameworks to notify the research problems conveying individuals or groups attributed to social or human issues (Creswell, 2016). Since the result of this research was a description of the data in the form of words, phrases, sentences, and paragraphs, qualitative research was chosen as the type of this study. Meanwhile, choosing the research design meant that the researcher provided the scheme to conduct the study. Weis and Fine (2000) believes that by reading research, examining the process, and indicating problems that arise future qualitative researchers would learn how to conduct this form of investigation. Although this could be true for some researchers, knowing the wider issues for others would be enough to design a study (Richards & Morse, 2012). In this part, the researcher adopted the approach of the research based on Creswell (2016) which was case study research. Creswell (2016) explained case studies as a design of inquiry found in many fields, especially evaluation. This research was developed using an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.

The data collection techniques used were observation and interview techniques. In this research, the researcher observed the implementation of Macapat song learning in Javanese language learning. The researcher interviewed teachers and students in junior high schools. The interview technique was carried out to obtain data in the form of obstacles to implementing Macapat song learning in Javanese language learning. After the data was collected, data analysis was then carried out. Data analysis was carried out in stages, starting

with data collection, data reduction, data presentation, and conclusion (Miles & Huberman, 1994). After the data was analyzed, verification of the research data was then carried out. Verification or validity of the data in this research used triangulation techniques (Sugiyono, 2013).

RESULT AND DISCUSSION

The implementation of learning Macapat songs faces two types of obstacles in learning Macapat songs, namely: (a) internal obstacles, which are obstacles that come from teachers and students, and (b) external obstacles, or obstacles that occur other than teachers and students.

Teachers' Internal Barriers

Teachers' internal obstacles in implementing Macapat song learning in schools must be overcome. The following are some of the internal obstacles faced by teachers. The first obstacle experienced by teachers is that Javanese language teachers in junior high school tend to have a Javanese language educational background rather than education in counseling, history, geography, arts and culture, and mathematics. Cahyadi (2018) and Rahayu and Efendi (2016) state that many teachers do not understand and master the material because a Javanese language educational background does not support them. The following is an excerpt from an interview conducted with informant Y, a Javanese language teacher.

"Sakjane aku dudu lulusan basa jawa, nanging matematika, amarga sekolah butuhake guru basa Jawa lan akhire masrahke marang aku kanggo mulang basa Jawa."

'Actually, I did not graduate in Javanese, but in mathematics, because the school needs a teacher and entrusts me to teach Javanese.' (Interview, May 18, 2023)

This interview proves that there are still teachers who fill the teaching vacancies which should be outside the field they have studied so far. As a result, students have a limited understanding of the subject, and their learning tends to be just listening without deep understanding. The second obstacle is that the teacher does not master the Macapat Song material, so the teacher cannot give examples of Macapat songs directly to students. The following is an excerpt from an interview conducted with informant A, a Javanese language teacher.

"Aku kawit biyen pancen ora isa nembang Macapat, mung ngerti materine tok."

'I could not sing Macapat songs for a long time, and I only knew the material.' (Interview, May 13, 2023)

Based on the interview, teachers need more mastery of Macapat songs to teach Macapat song material to students optimally. As a result, students cannot master Macapat song material optimally. The third obstacle is less innovative learning methods, which cause delays in the Macapat learning process because they need to suit students' interests, characteristics, and backgrounds. Most teachers tend only to use textbooks that the general curriculum has determined, so the song themes often feel foreign and difficult to understand for teachers and students in certain areas. Teachers prefer to follow standard, general methods, which often do not match most students' level of understanding or capacity. The following is an excerpt from an interview conducted with informant A, a Javanese language teacher.

"Menawa nganggo metode liyane kanggo mulang, aku wedi yen ora sreg karo kekarepane bocah-bocah jaman saiki."

'If I use another method when learning, I am afraid it will not suit students' interests today.' (Interview, May 13, 2023)

Based on the interview results, teachers seemed hesitant or afraid to develop different methods because they did not want to risk being blamed if it turned out that the method they had developed was not more effective. The curriculum used in school is independent. The following is an excerpt from an interview conducted with the informant SL, the school principal, and the informant A, the Javanese language teacher. Based on observations during the learning process, the teacher only uses one learning model, namely one-way lectures. However, in the emancipated curriculum, other learning models can improve students' understanding of the material (Lumbantoruan & Simorangkir, 2023). However, teachers still need to implement the recommended learning models.

"Because the change from K-13 to the emancipated curriculum was relatively sudden, teachers are adapting to be able to understand this newly implemented curriculum." (Interview, May 13,

2023)

Based on the observations and interviews, it can be concluded that the introduction and implementation of the emancipated curriculum in junior high school faces several obstacles, especially in learning the Macapat song.

Teachers' External Barriers

Limited learning hours are one of the external obstacles in learning Javanese, especially in Macapat song material. With only two hours of teaching per week and one teacher who has to teach a class of 25-30 students, delivering the material cannot be done optimally. Teachers feel that students need more learning time to understand the Macapat song material better. Additional time is needed to rehearse and practice Macapat songs, which require more direct interaction between teachers and students. The lack of modern learning facilities and technology-based devices such as laptops, TVs, speakers, and projectors are obstacles to the learning process in schools. Many schools still rely on traditional methods with blackboards and printed books. Using digital learning media, such as videos and presentations, can save time and energy and allow students to use them repeatedly. Lack of use of technology in learning can affect student learning achievement, as Zaelani (2014) stated.

Students' Internal Barriers

Barriers to learning Macapat song material also come from students. The development of digital technology and social media is a factor causing low student interest. Students are more interested in something viral on social media and consider something other than viral to be old-fashioned. It causes students' interest in Macapat songs to be very low because they consider Macapat songs old-fashioned and less attractive. The following is an excerpt from an interview conducted with informant SR as a student.

"The only Macapat song I know is Pocung; that was when I was studying at elementary school. Maybe now Macapat songs feel old because my friends and I prefer dangdut." (Interview, May 18, 2023)

Based on these interviews, students' interest and interest in Macapat songs is shallow. Students are more interested in modern songs such as dangdut, pop, and rock than Macapat. It causes obstacles in the learning process in the classroom because students tend to pay little attention and have no interest in Macapat songs. The lack of mastery of Javanese vocabulary experienced by students is an obstacle in learning Macapat songs. The following is an excerpt from an interview conducted with informant JS as a student.

"Learning Macapat songs is difficult. Maybe it is because our habit (my friends and I) is to use Indonesian to communicate." (Interview, May 18, 2023)

Based on the interview, students did not fully master the Javanese vocabulary, so many terms in the macapat song did not understand the meaning or significance. Meanwhile, most of the lyrics of Macapat's songs are in the form of language bound by rhythm, rhyme, and diction that has implied meaning. The results of interviews with students stated that they had the assumption that being competent in Javanese subjects had no benefits when looking for work in the future. Below are the results of interviews conducted with informant R as a student.

"Tembang Macapat kuwi ora penting, amarga ora isa kanggo sangu golek gawean."
'The Macapat song is unimportant because it cannot be used to find a job.' (Interview, May 13, 2023)

Based on the results of an interview conducted with one of the students, it was stated that they considered learning macapat songs unimportant. It happens because it cannot be a provision for finding a job; according to students, the provisions for finding a job are skills and experience.

Students' External Barriers

The research results show that students' interest in learning Macapat songs has decreased. First, devise usage. Most students are more interested in playing online games after school hours. It challenges teachers to create an exciting and interactive learning atmosphere to arouse students' interest in learning Macapat. Second, Family expectations and support influence students' interest in learning Macapat. Parents tend to encourage students to focus on more important subjects, such as mathematics, English, and Indonesian, which can lead to good academic achievement. Family support for learning Macapat is limited, and many parents need more knowledge to help children with this learning. Third, In the current era, students rely not only on schools as a

source of information but also on social media, which is popular among young people. Social media can support students' learning processes outside school, including learning Macapat. This knowledge can easily be understood with the help of audio-visual learning media, such as shows on YouTube. However, students must have electronic devices, internet access, and adequate networks to utilize social media. Unfortunately, there are obstacles for some students, especially those living in rural areas, such as limited internet access and unstable networks. It makes it difficult for them to access Macapat learning videos on YouTube. Based on the research results, the implementation of Javanese language learning using Macapat song material in school faces two types of obstacles: (a) internal obstacles, or obstacles that come from teachers and students, and (b) external obstacles, or obstacles that come from outside the teacher and students.

Teachers' Internal Barriers

The research results find that there were four internal obstacles experienced by teachers and challenges that needed to be overcome. First, not all Javanese language teachers have a Javanese language educational background. The results of interviews with teachers show that there are still teachers who fill teaching vacancies who should be outside the field they are studying. Some teachers in these schools, who are supposed to teach Javanese language subjects, have educational backgrounds far from the areas they are supposed to teach. Javanese language teachers in junior high schools have academic backgrounds in counseling, history, geography, arts and culture, and mathematics.

This condition raises several problems, especially regarding understanding and mastering the Macapat song material. Macapat is an essential aspect of learning Javanese, and a good knowledge of this material is necessary to teach it effectively to students. However, the mismatch between teachers' educational backgrounds and the subjects they teach impacts their low mastery of Macapat song knowledge. As a result, these teachers need help providing deep and detailed understanding to students. The difficulties faced by teachers in understanding and teaching Macapat song material affect students' learning abilities. Many students need help understanding and mastering this knowledge optimally. This condition creates an imbalance in the learning process, where students need to understand Javanese culture and language, an essential heritage in their lives.

Second, the mastery of Macapat song material is still insufficient. Lack of mastery of Macapat song material is an internal obstacle for teachers that needs to be overcome. It is reflected in a quote from an interview with one of the teachers at school who stated that he could not sing the Macapat song, even though he understood the material. Teachers' inability to master the Macapat song hurts their ability to teach the subject matter to students. As a result, students need help understanding and learning the Macapat song optimally. The teacher's responsibility is limited to delivering material and providing inspiration and motivation for students to learn. The teacher's inability to master this material hinders an effective learning process. Therefore, steps are needed to improve teachers' mastery of the Macapat song material so that they can teach it better to students. This is the teacher's role as a learning facilitator who must deeply understand the material being taught. The third internal barrier for teachers is using less innovative learning methods. Teachers tend to rely on textbooks determined by the general curriculum, which often do not suit students' interests, characteristics, and backgrounds in certain areas. Most teachers use the lecture method, which makes students passive in learning, just listening and taking notes on the material presented. This makes it difficult for students to understand and master Macapat song lessons well. Therefore, teachers must design learning carefully by setting goals, choosing content, methods, and media, and evaluating learning by considering student characteristics and learning objectives (Rahayu & Efendi, 2016). It was found that many teachers needed to be more creative in finding various types of songs that suited students' characteristics and backgrounds. Most of them tend to rely on textbooks that have been determined by the Provincial Education Office, which are general. As a result, the themes in songs often feel foreign and difficult to understand for teachers and students in certain areas. Teachers need to design learning carefully by setting objectives, selecting content, methods, and media, and evaluating learning accordingly by considering student characteristics and learning objectives. Most teachers only use the lecture method, which makes students passive in learning because they only listen and take notes on the material presented by the teacher.

The results of an interview with one of the teachers at school revealed that teachers were hesitant to develop different learning methods because they were afraid that the results would not be more effective. This aligns with the view that teaching methods are an essential component of learning, and implementing inappropriate methods can hinder student learning outcomes (Zaelani, 2014). Applying appropriate methods can result in more-than-optimal learning outcomes. Belawati (2020) states that several factors influencing student learning outcomes are the teacher's ability to manage learning by applying appropriate methods and the way students like to learn. In other words, appropriate methods are needed to achieve optimal learning goals. Appropriate teaching methods are essential to learning and teaching (Mulyana et al., 2020). Using the proper method will also determine the effectiveness and efficiency of learning. The role of teachers in the learning process is significant because learning is not only a process where teachers convey information or knowledge to students, but teachers must also be able to condition students to learn because the primary goal

of learning is so that students can learn well. Therefore, teachers must have adequate teaching abilities. According to Zaelani (2014), The teacher's role in learning includes (a) a teaching planner, which prepares various necessities that will be used in teaching, tools, and many others; (b) an informant, where the teacher conveys various information or knowledge with various supporting methods, (c) evaluator, means that teachers assess the success of their teaching by measuring the extent to which students can master the lesson material presented by the teacher.

Fourth, teacher's difficulties in applying the Emancipated Curriculum to learning. The curriculum used in junior high schools is the emancipated curriculum. However, many teachers still need to adapt to the methods recommended by the emancipated curriculum. This can be seen from the results of interviews with teachers that they only use one learning model, namely the one-way lecture method. Here are several points that can be a continuation of this analysis: (a) The difficulty in adapting to the latest curriculum. It can be seen that the change from the 2013 Curriculum (K-13) to the Emancipated Curriculum happened quickly (suddenly). This can cause difficulties for teachers in adapting to the new curriculum, which has different approaches and learning models. Therefore, there is a need for adequate training and guidance support for teachers to understand and implement the emancipated curriculum. (b) The Emancipated Curriculum (*Kurikulum Merdeka*) emphasizes various learning models to enrich students' learning experiences further. However, from the interview results, only one learning model is used: one-way lectures. This can hinder students' active learning interaction and their understanding of the lesson material. (c) Teachers need to be given a deeper understanding of the principles and approaches contained in the Emancipated Curriculum. Training and mentoring of teachers in implementing the learning model recommended by this curriculum is essential.

Teachers' External Barriers

Insufficient learning hours are the primary external obstacle factor. More than two hours of teaching per week is needed to teach all the material prescribed for Javanese. The class consists of 25-30 students with various material comprehension abilities, and there is only one teacher with limited time allocation. This causes the process of delivering material to be less optimal. According to Zaelani (2014), learning can facilitate achieving cognitive, affective, and psychomotor learning goals. Therefore, learning must emphasize learning through a process where it is not the teacher's effort to convey important learning material but how students can learn according to their objectives. To implement this teaching method requires more time. The following is an excerpt from an interview conducted with informant A, a Javanese language teacher.

"Actually, students need to be given additional hours of study so they can understand the material given optimally." (Interview, May 13, 2023)

According to the teacher, students must get additional learning hours to understand the Javanese language learning material, especially the Macapat song material, because in learning Macapat songs, students have to do more practice. Hence, they need additional time to learn that Macapat is not just about delivering the material but has particular time to practice the song. Lack of modern learning facilities and information technology-based resources, including laptops, TVs, speakers, and projectors, to assist the learning process in the classroom. Most junior high schools in Wonosobo, Central Java, still rely on traditional learning tools, such as blackboards, printed textbooks, and worksheets or student books. If learning is created and saved in soft-file form in the form of video or PPT and then used with the help of a projector, it will save time and energy, and students can use it many times. Zaelani (2014) said that learning activities that emphasize teacher performance and less emphasize using learning media can result in less optimal learning achievement.

Students' Internal Barriers

The research results found that several learning obstacles emerged from students. Digital technology and social media development have contributed to students' low interest in Macapat songs. Students are more interested in viral things on social media and consider Macapat to be old-fashioned and less enjoyable. Most students prefer modern music such as dangdut, pop, and rock rather than ancient Macapat songs. It was reflected in an interview with one of the students who stated that he only knew a little about Macapat and preferred modern music such as dangdut. This condition causes obstacles in the learning process in class because students need to pay more attention and be more interested in the Macapat song. Efforts to increase students' interest in cultural heritage, such as the Macapat song, are essential to make learning more effective and relevant to current developments. Students also need to gain mastery of Javanese vocabulary to learn Macapat songs. In fact, Javanese teachers often use Indonesian in teaching Javanese in class, which contributes to students' need for mastery of Javanese vocabulary. Based on an interview with one of the students, it is challenging to learn Macapat because of their habit of using Indonesian in everyday communication. This condition makes it difficult for students to understand the Javanese vocabulary used in the Macapat. Most of the lyrics of Macapat's songs use language that is rich in implied meaning and diction that has deep meaning.

Therefore, a lack of understanding of Javanese vocabulary becomes an obstacle to understanding the overall meaning of the Macapat song. Here is an example of a Macapat contained in class VIII learning material of the *Macapat Gambuh* song. The following is the song *Macapat Gambuh*.

"Sekar gambuh ping catur, kang cinatur polah kang kalantur, tanpa tutur katula-tula katali, kadaluarsa katutuh, kapatuh pan dadi awon."

In the lyrics of the Macapat song above, students do not understand the meaning of the song as a whole because of the meaning of the words or sentences they do not understand. The meaning in macapat songs is often implied, not the word-for-word meaning conveyed but rather a specific meaning formed by a series of words. This is very unfortunate because the Macapat song contains many messages, as stated by [Rapii and Fahrurrozi](#) (2017), that the macapat song contains *Sasmitha's* discourse on behaving well, abandoning lousy behavior, and about the relationship between humans and God, king, country, environment, and other humans. It is essential to improve students' understanding of Javanese vocabulary to explore better the moral messages and values of the Macapat song. Furthermore, students assume that learning macapat songs is less important. They consider Macapat lessons less important than Mathematics, Chemistry, Physics, Informatics, Biology, Economics, and Geography, which are subjects in the Indonesian National Science Olympiad (OSN). In addition, students who are good at Javanese language subjects tend to be less accomplished than students who are good at mathematics or English ([Rahayu & Efendi, 2016](#)). The results of interviews with students revealed that they thought that ability in Macapat songs would provide little benefits when looking for work in the future. They believe that preparation for finding work involves skills and experience rather than ability in Macapat songs. It is important to remember that learning Macapat songs also contains moral values and messages that can shape good attitudes and behavior. Therefore, a deeper understanding of Macapat songs can provide benefits that cannot be ignored in everyday life and work.

Students' External Barriers

Device usage is an inhibiting factor for students. After school hours are over they play in an environment that likes online games, so the attraction to learning Macapat decreases. Below is an excerpt from an interview conducted with the informant.

"Most of my friends, including me, prefer playing games to learning Javanese singing. Maybe it is out of date and does not look cool." (Interview, May 18, 2023)

Based on the interview results, it was found that one of the factors that hinders students is the surrounding environment or playing environment. It can also affect the psychological condition of students when learning Macapat songs who no longer have an interest in learning. The teacher must pay attention to these conditions to foster interest and an interactive classroom atmosphere to optimize learning of Macapat songs. On the other hand, family influences their children in choosing school's subject. The following is an excerpt from an interview conducted with the student.

"My parents told me to focus on studying mathematics, English, and Indonesian only so that I can get good grades when I take the exams. If I get good grades in mathematics, my father and mother will be proud, so I follow what my parents say." (Interview, May 13, 2023)

Based on the interview results, students will receive support from the family only for learning that is considered more important by the family, in this case, learning mathematics, English, Indonesian, biology, and physics. These subjects are considered to have a higher level if students get a perfect score in those subjects. It makes students' families more supportive of students studying subjects that they feel are more important than learning Macapat songs. It was found that parents let children study without assistance. The reason was that some parents felt that they could not explain many things to their children because they did not really understand and did not even know the macapat song well. Sometimes, parents make sure that their children have attended class. Even though parents understand several things about Macapat, they still need help explaining it to their children. Besides, work is also an obstacle for parents to accompany their children to study ([Mulyawan, 2021](#)). Nowadays, students can get information through school and social media, which is currently more popular with young people. Social media can help students learn outside of school, including learning Macapat songs. Learning Macapat songs will be easier if done with the help of Audio-Visual learning media. In this case, it is a YouTube show, but we must have an electronic device, internet data, and an adequate internet network to use this social media. The following is an excerpt from an interview conducted with informant R as a student.

"The internet network at my house is complicated. Sometimes I have to leave the house first and then go to a higher place to get the network." (Interview, May 13, 2023)

Based on what the source said, it would be challenging for students who live in villages with minimal internet connection to access YouTube videos that they need to listen to. It is also one of the obstacles in learning Macapat songs.

CONCLUSION

Internal and external factors that hinder the implementation of Macapat song learning in junior high school come from teachers and students. Insufficient knowledge, lack of mastery of material, lack of innovation skills, and lack of originality are some obstacles teachers pose. Meanwhile, the obstacles caused by students include a lack of interest in Macapat songs, an inability to speak Javanese, and Macapat songs being considered unimportant because they cannot be used as provisions for the future. External inhibiting factors include changing the curriculum, which causes teaching staff not to understand the current curriculum, the lack of available learning hours impacting students because the material provided is not optimal, and the lack of available learning facilities. External barriers for students include using devices, lack of support from the family, and lack of adequate infrastructure. Both teachers and students have difficulty singing Macapat songs according to notation, pronouncing words according to Javanese rules, correcting syllables, understanding the meaning of the words in the song, and understanding the full meaning. Teachers need to improve their competence and skills in Macapat songs to grow the potential of students even though their educational background is not from Javanese Language Education. Students need to grow their interest in learning Macapat songs to maintain and preserve Javanese culture that is starting to become extinct. With students' seriousness towards the Macapat song learning material, students will have a sense of love for Indonesian culture.

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