



Eight Javanese teaching issues and its possible solutions: A systematic literature review

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Abstract: Previous research to diagnose problems in Javanese language teaching was not well organized. As a result, there was no adequate formulation of recommendations for educational policies. This research was conducted to overcome this weakness. Thus the objectives of this research were: (a) to reveal trends in Javanese language teaching problems in the last 10 years, (b) to explain the causes of these problems, and (c) to develop recommendations for solving the problems. Using literature review design, this research examines 32 empirical studies on the problem of teaching Javanese. The literature that meets the criteria is analyzed thematically-qualitatively. The findings of this research reveal three categories of problems, namely: managerial, individual-social, and instructional. By tracing the sequences, the causes of the series of trouble are the managerial problem, such as curriculum design, teacher competencies, and the quality of teaching materials. Curriculum design issues, for example, affect minimum standards of achievement. Likewise, the problem of teacher competence affects the use of methods and media selection, which has an impact on motivation, attention, and learning achievement. This prevalence occurred in almost all research locations (Central Java, Special Region of Yogyakarta, and East Java). Especially in Central Java and East Java, individual-social issues are also very influential concerning students' dialect, culture, and ethnicity. In conclusion, complexity of Javanese teaching issues in the last 10 years come from managerial aspect. As part of the conclusion, this research presents academic contribution for scholars and stakeholders by proposing four eligible recommendations related to the development of teacher competencies and the granting of authority to developers of teaching materials (and curriculum) at a lower level.

Keywords: javanese language curriculum, javanese teacher competence, local subject, javanese teaching issues

Recommended citation: Ramadhansyah, A. A., Mulyana., Ulfa, T., & Miftakhuddin. (2022). Eight Javanese teaching issues and its possible solutions: A systematic literature review. *Journal of Innovation in Educational and Cultural Research*, 3(2), 162-176.

INTRODUCTION

So far, Javanese has become one of dozens of regional languages in Indonesia which are taught in local content subjects (*muatan lokal*). Although it is a traditional language, there are at least three basic reasons why Javanese is necessary and relevant to be taught in schools. Firstly, teaching Javanese language and literature contributes to mental development and the spirit of nationalism. Both historically and culturally, the Javanese language forms the character of love for the homeland and the spirit of nationalism (Mulyana, 2006; Siscahayani, 2011; Sulistyaningrum, 2019). Second, as a language that regulates communication procedures, Javanese integrates functional and notional concepts (meaningfulness), so that it meets the descriptive, psycholinguistic, aesthetic, and ethical-social criteria (Celce-Murcia, 2005). This integrative characteristic has implications for the harmony of the Javanese language teaching in schools with its various uses in society, both for the economic, literary, environmental, and moral development fields. Third, as emphasized by Depdiknas (2006), the social and cultural environment needs to be introduced as an effort to maintain the noble values of nationalism. Therefore, local content subject are included in the Content Standards (*Standar Isi*) as a curricular activity in primary and secondary schools. This is reflected in Permendikbud No. 67 and No. 68 of 2013.

According to the distribution and concentration of Javanese ethnicity, the Javanese language was then taught in three provinces, namely Central Java, Special Region of Yogyakarta, and East Java (excepting the island of Madura). Especially in Central Java and Special Region of Yogyakarta (DIY), Javanese became a compulsory subject which in 2010 was perfected through synchronization at each level of the schools unit (Wibawa, 2011). Even so, according to various studies in the last 10 years, the teaching of Javanese in the implementation stage has experienced many obstacles, where the obstacles are dominated by the instructional aspects (planning, implementation, and evaluation of teaching-learning).

Based on the preliminary study, it seems that the problem is not only about the technical aspects of instruction in the classroom. Other problems were also identified related to environmental factors of culture,

ethnicity, curriculum, student intelligence, teacher competence, and other rarely revealed factors. Therefore, Maruti (2015) emphasizes that three key factors in teaching Javanese need to be addressed proportionally, namely the curriculum, teachers, and learners. Various studies reveal that the above problems have not been properly resolved. Apart from the fact that problem solving does not refer to the three factors stated by Maruti (2015), problem solving is still local at the educational unit level and narrowed to technical instructional problems. This is proved by the trend of problem solving through Classroom Action Research (CAR) and Research and Development (R&D).

It should be realized that the design of CAR and R&D is oriented to solving problems in a narrow and specific scope (Creswell, 2014). CAR is research whose practical value is only obtained by teachers and students in their class. The theoretical contribution of CAR for knowledge and policy formulation is minimal (Mills, 2011). This is because CAR only reflects how well the teacher teaches, sustainably develops professionalism, and solves learning problems in the territorial classroom (Kemmis & McTaggart, 1990). The findings in CAR, therefore, cannot be generalized to other cases unless the other cases have a similar problem context (Cain, 2011). The nature of CAR is almost the same as the nature of R&D which seeks to develop a product (media, method, or teaching material) and test its effectiveness to solve specific instructional problems (Gall et al., 2014). The analogy is: if R&D research is the process of making and testing drugs to cure disease, then CAR is an activity to cure disease using drugs from the R&D research.

Previous research has carefully uncovered problems in teaching Javanese. However, these various studies have two main weaknesses. First, the research identifies teaching problems partially. An examples are research by Ratnasari (2020) and Puspitasari (2017) that analyse the learning difficulties of manners in elementary and junior high schools. In addition, some studies discuss barriers to writing Javanese essays (Husna, 2020), difficulties in understanding stories (Saraswati, 2020), and barriers to learning *tembang macapat* (Rahayu & Efendi, 2016). As they identify the problem partially, the above research has implications for the nature of the findings and proposed less comprehensive recommendations (Berg, 2004), because it is very possible that the research does not cover other factors and difficulties experienced by the research subject (respondents). Likewise, in studies that focus on aspects of the locality, such as that conducted by Juniardi et al. (2018), Karinawati (2016), and Sukmawati (2016), each of which examined the difficulty of learning the Javanese language in Serang in Banten, the difficulty of learning Javanese for the Chinese in Semarang, and the incompatibility of teaching Javanese with Pemalang culture.

Second, research that discusses the problem of teaching Javanese generically tends to focus on the internal-external dichotomy, is not organized thematically, and is not interpreted from the perspective of education management. According to research by Mahardika and Setyaningrum (2020), for instance, teaching problems come from students' internal factors, which in addition to low interest due to various external factors (e.g. unattractive methods) students may experience learning dysfunction and are underachievers. Meanwhile, according to research by Larasati (2011) and Ulfa (2014), teaching problems might come from teachers who are less competent in teaching and diagnosing learning difficulties. However, Pristiyan (2011) adds, the problem of teaching Javanese can also come from a curriculum that allocates less time for study, but provides too much material.

Since educational programs development requires a complete, detailed, and in-depth description of empirical problems in the field (Popkewitz & Lindblad, 2020; Weimer, 2009), the two main weaknesses above result in the unavailability of an adequate basis to develop education policies in Javanese teaching. Ideally, the formulation of problem solving can be obtained by research that refers directly to empirical problems, both obtained independently and based on other study reports (Díez et al., 2020; Vaughan & Walker, 2012). Especially for research conducted by compiling other researchers reports, there is a distinctive advantage by serving a complete database to generate theoretical models in education (Kreber & Brook, 2001). In response to the absence of adequate recommendations in previous studies, this study offers a formulation based on the findings of the last 10 years empirical studies. The novelty of this study, accordingly, is a complete (comprehensive), in-depth, and detailed mapping of the problem of teaching Javanese language along with the background of the emergence of the problem. Therefore, as the final result of the research, the synthesis of the findings of this study is a recommendation to resolve and/or avoid problems that have arisen over the last 10 years. Thus, this study aims to: (a) uncover trends in Javanese language teaching problems, (b) explain the background to the emergence of these problems, and (c) develop recommendations for alternative solutions to problems.

Achieving the above objectives contributes to the following various parties: (a) for teachers, schools, and other education/teaching practitioners, this study contributes to mapping trends in Javanese language teaching problems as well as recommendations for avoiding and/or solving them, (b) for educational researchers, this study contributes to the academic discourse on the issues of teaching Javanese language in terms of planning, implementation, and evaluation aspects, (c) for university students of Javanese language department, this study could be a reference framework for developing learning designs and facilities, (d) for the

government, this study could be considered material for developing local content curriculum (*kurikulum muatan lokal*).

METHODS

The research questions (RQ) to be addressed through this research are: how does the trend in Javanese teaching issues in the last 10 years? why did these problems arise? and what are the solutions to these problems? This research was conducted in a literature review design due to its effectiveness to build theoretical models based on emerging results (Harden & Thomas, 2007). This literature review refers to grounded theory (Wolfswinkel et al., 2011) that facilitates researchers to conduct the study by using rigorous methods to map the evidence base in an as unbiased way as possible and to assess the quality of evidence and synthesize it. Along with these advantages, this research could generate stand-alone findings as a result of the synthesis of various previous studies (Burgers et al., 2019). To ensure that this literature review takes place systematically, this research was carried out following the steps recommended by the (EPPI-Centre, 2006). The recommendations are illustrated in Figure 1.

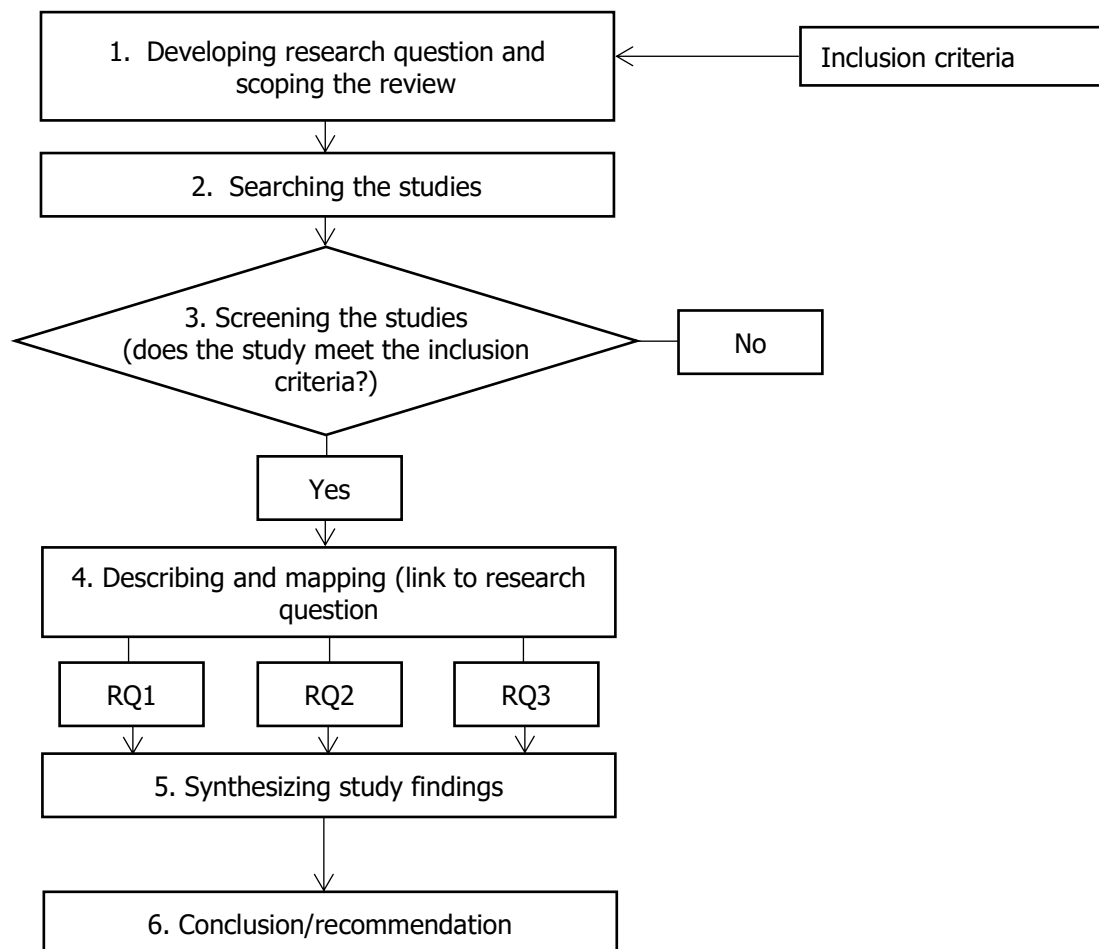


Figure 1. Flowchart illustrating systematic literature review process

The collected papers are then extracted according to general information (author, research area, and school level), methodology (research approach and number of samples/subjects), and key findings that are relevant or directly related to the research question. This is necessary to create a descriptive map that provides a systematic description of the research activities that have been carried out (Harden & Thomas, 2007). To obtain valid data, this study applies investigator triangulation. Through this type of triangulation, each researcher criticizes literature independently according to research questions. This technique allows researchers to eliminate potential bias from a single-investigator analysis and increasing the reliability of the findings at once (Denzin, 1978).

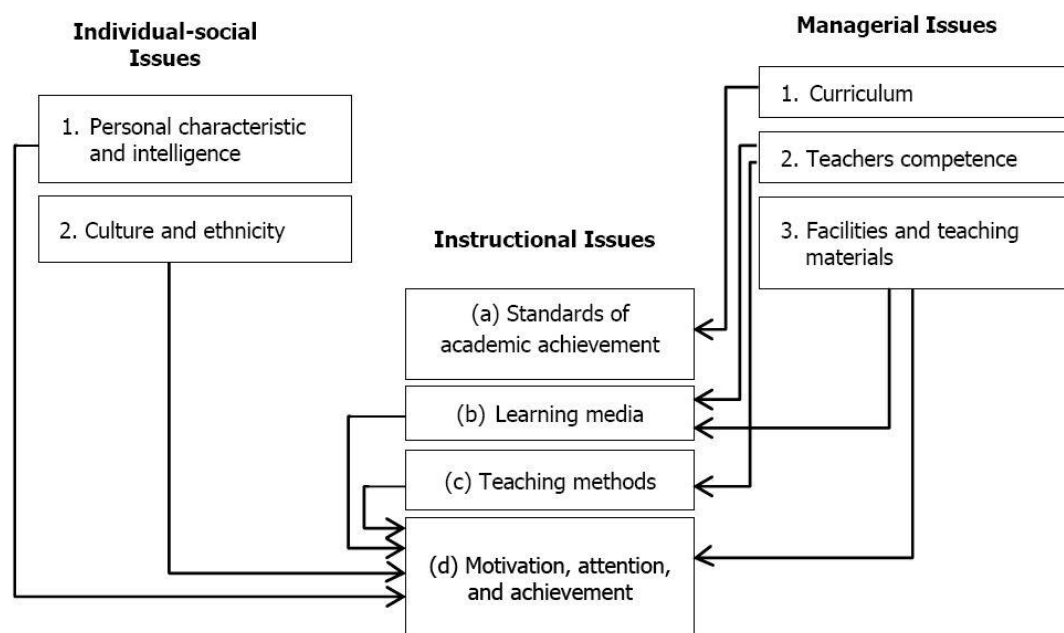
Table 1. Literature Eligibility Criteria

Criterion Type	Eligibility Criteria
Study topic	The discussion must be relevant to the research question
Recency of literature	Research conducted in the last 10 years (2011-2021)
Types of literature	Literature is published (journals, proceedings, and books) or not (thesis/dissertation). Studies published in newspapers and books chapter are not included in the review, but these publications are still read to be used as background information.
Research base	Literature must be the result of empirical research (either with a qualitative, quantitative, or mix-method approach)
Transparency	The research methodology must be presented explicitly (mentioning the subject/sample, instrument, or analysis)

Extracted data were then analyzed qualitatively following the data analysis steps as proposed by Miles et al. (2014); data condensation, data display, and conclusion drawing/verification. By applying this procedure, a summary of general information, methodology, and findings along with supporting evidence is obtained to be organized and discussed thematically. Lastly of the literature review process, conclusions/recommendations were defined.

RESULT AND DISCUSSION

Qualitative analysis in this study reveals trends, underlying factors, and possible solutions of Javanese teaching issues. They indicate that the problem is a derivative impact of two determinants; the prevailing educational policy and the natural characteristics of students (Figure 2). A fit and proper problem solving preference, based on this research, is to identify the characteristics of school residents in Central Java, DIY, and East Java (except Madura). The identification results can be used as a basic reference for: (1) redesigning standards in the local content curriculum, and (2) technical competency improvement programs for Javanese language teachers.

**Figure 2.** Teaching problem flowchart

Further interpretation of the above results is thematically categorized into four discussion topics. However, it should be emphasized that there is a kind of intersections in the discussion of certain topics. The most obvious example illustrated in Figure 2 is the problem of motivation, attention, and academic achievement which can be explained as a derivative of a managerial problem, as well as a derivative of an individual and social problem. Likewise with media problems, which can be caused by the unavailability of teaching facilities or caused by incompetent teachers in using and/or developing media.

Managerial Issues

Artificial Intelligence can invite humans to think critically without relying on the ability to manipulate facts and ideas in one's head. In colleges and universities, the use of Artificial Intelligence is divided into two categories, namely on the one hand using applications, the most important of which is related to the management of institutions which include marketing, recruitment, acceptance, determination, financial assistance, and answering general questions related to needs in higher education and universities. Furthermore, it can analyze learning system data and student academic data storage to improve teaching and learning facilities and retention.

1. Curriculum

The status of Javanese language subjects in the national curriculum is local content (*muatan lokal*). It includes curricular activities to develop student competencies according to regional potential, where the material cannot be classified into existing regular subjects (Wibawa, 2007, 2011). Study materials and local content learning materials are determined by the government at the province level, taken from and adapted to local environmental conditions (Mulyasa, 2007). The principle of transfer of authority has been adopted since the implementation of the Competency-Based Curriculum (KBK), the Education Unit Level Curriculum (KTSP), till Kurikulum 2013 which is now implemented.

Even so, there are fundamental differences between curriculum developers during the KTSP and Kurikulum 2013 period. The local content curriculum during the KTSP period was developed by the local government based on the proposal from the educational office at the district/city level (Mulyasa, 2007). This implies that the Javanese language is not required as local content in each school, because the choice of local content according to the central government is not only regional languages. It can be in the form of crafts, cultural arts, technology, or physical education. Even if the school chooses Javanese as the local content of the regional language, of course, the Javanese language taught refers to the local Javanese language (does not have to use standardized Javanese). Meanwhile, during the implementation of Kurikulum 2013, according to Permendikbud (2014), the mechanism for developing local content curriculum starts from the proposal of the education unit to be followed up by the district/city government and determined by the government at the province level. Practically, schools within the district/city area have the same local content. This similarity covers basic competencies, syllabus, and textbooks (Permendikbud, 2014).

Considering the prevalence of the unequal distribution of Javanese ethnicity and the variations in Javanese dialects that have existed so far, the teaching of Javanese which refers to such curriculum tends to be ineffective. This assumption has been put forward by many types of researches in the last decade, especially research conducted during the momentum of the transition from KTSP to Kurikulum 2013. An example is Sukmawati's (2016) research, which concludes that in the end the goal of preserving local languages cannot be achieved simply by establishing the Javanese language in the school curriculum due to material in the textbook is not always contextual with the student's place of residence.

Sukmawati (2016) took a sample of teaching Javanese language at elementary school in Pemalang which was not referring the local dialect. This situation is influenced by the use of textbooks that apply the standard Javanese language. Sukmawati's (2016) findings are also confirmed by Kurniati and Utami (2010) who conclude that Javanese language learning often does not be done effectively because students are not familiar with the teaching material. According to Pristiyan's (2011) research, this is a consequence when Javanese is taught without paying attention to the interests and culture of students. Moreover, besides the lack of reference sources, there are too many teaching materials for Javanese whilst the time allocation is too short (Retnaningsih, 2015). This allocation, according to Rahayu and Efendi (2016), is not sufficient to achieve the competency standards.

2. Teacher Competence

Selvi (2010) mentions nine main skills that must be mastered by teachers, including skills in conducting educational research, emotional skills, and skills in using ICT. However, Law No. 14 of 2005 emphasizes only 4 competencies that must be mastered by teachers, namely pedagogic, personality, social, and professional competencies, all of which are obtained through professional education programs (PPG). If these competencies are problematic, based on the findings of this study, the learning process experiences certain obstacles. Teachers who are not pedagogically competent, for example, can lead to meaningless Javanese language learning (Latifah, 2019). This is marked by not getting useful/applicative knowledge and/or skills by students (Sharan, 2015). The low pedagogical competence is characterized by several consecutive indications, namely the inability of teachers to formulate Basic Competencies (KD), learning objectives, and indicators of learning goals (Larasati, 2011; Retnaningsih, 2015; Sari, 2011). This inability results in the inability of teachers to process assessment for evaluation (Anggraini, 2017).

Pedagogical competence is the ability to manage both classical and individual learning. Pedagogically, competent teachers are not only able to plan, implement, and evaluate learning, but are also able to understand

and develop children's natural potential (Lillvist et al., 2014; Nousiainen et al., 2018). This study reveals that teachers who do not meet these criteria can be found at the elementary and secondary school levels in East Java and Central Java. Yet, pedagogical competence is always highly correlated to professional competence due to professional competence is the ability to master the subject matter taught along with the scientific substance that overshadows it (Kunter et al., 2013). This means that good learning management definitely requires a good understanding of the material. That is why teachers who are less pedagogically competent are usually also less professionally competent (Miftakhuddin et al., 2019). This assumption is confirmed by the research by Setiawan and Dewi (2019) on 30 Javanese language teachers in 29 schools in DIY, which shows a positive and significant correlation. In this regard, this study reveals that the professional competence of Javanese language teachers is low. The clearest indication is that the educational background of the teachers is not linear, which in this study is shown by the findings of Juniardi et al. (2018), Nora (2016), Rahayu and Efendi (2016), and Sari (2011).

Consequently, as stated by Larasati (2011), low professional competence has an impact on the inaccuracy of determining teaching techniques as well as ways of evaluating learning progress. Some examples of cases can be found in the research of Haryati et al. (2017) and Rahayu and Efendi (2016), which revealed how inadequate the skills of teachers in teaching *tembang macapat*. Based on these differences, Suharti and Suardiman (2011) categorized teachers skills into two groups; advanced and intermediate or less. They added that the advanced class was only filled by teachers who were indeed graduates from Javanese language program. In addition to the problem of pedagogical and professional competence, this study found a personality competency problem (not dominantly) which was revealed by Rahayu and Efendi (2016). It is stated that the motivation to taught *tembang macapat* tends to be low because the material is considered less important. Meanwhile, the problem of social competence was found in Pristiyan's (2011) research. Apart from revealing that teachers are not capable of diagnosing student learning difficulties, teachers cannot establish harmonious relationships with students.

Above findings emphasize that pedagogical and professional competencies have a reciprocal relations. Both were developed to allow teachers organize meaningful learning by associating the material in school with real situations in society (Ausubel, 1977). Teacher competence issue, after all, is not much different from Arikunto's (1996) findings; in the end, teachers who are less competent keep teaching confidently according to their abilities and teaching habits in their schools. This is also caused by the number of teachers who graduate from Javanese language program in higher education is statistically not as many as teachers who graduated from other programs. To meet the needs, schools frequently employ teachers with other expertise who have cultural affinity with the Javanese language. Practically, instead of getting teachers who graduated from the Javanese language program, getting teachers who are willing to teach Javanese is more than enough. This is commonly can be found in schools in cross-cultural regions such as in Tapal Kuda (Sugiri et al., 2013).

3. Teaching facilities and Materials

This study confirm Gerbiana's (2015) research, which suggests that in addition to the short time allocation and poor teacher quality, one of the three factors that hinder the teaching of Javanese is inadequate teaching facilities or materials. These findings refer to the research by Eliana (2016), Juniardi et al. (2018), and Ulfa (2014). In her research, Eliana (2016) states that textbook facilities are only available for teachers. As a result, the Javanese language is positioned as knowledge material that is not applicable in real life. Moreover, Eliana's (2016) research subjects are children from the Madurese ethnicity whose daily communication uses the language and registers of Madurese culture.

Lack of learning facilities was also found in the research by Juniardi et al. (2018). They mentioned the lack of supporting textbooks, which was marked by the obligation to return textbooks to schools after class hour. Furthermore, because the research was conducted in Serang, Juniardi et al. (2018) conclude that there is a lack of teaching material facilities in the form of a dictionary to translate Serang-Javanese-Indonesian languages. Apart from the differences in ethnicity, culture, and mother tongue of the research subjects, the fact that the absence of these teaching materials has contributed to the ineffectiveness of Javanese teaching. Indeed, in Kurikulum 2013, there are no mandatory handbooks such as *Buku Guru* and *Buku Siswa*. That is why teachers in many cases have difficulty determining basic reference for taught Javanese language (Ulfa, 2014). This problem, therefore, should not only be seen as a low level of pedagogical competence and professional competence of teachers. In fact, teacher performance cannot be maximized when teaching support tools are incomplete (Jamian & Baharom, 2012).

Individual and social issues

4. Personal characteristic and intelligence

Howard Gardner's theory about Multiple Intelligences (MI) has convinced many people that not all individuals are gifted with verbal-linguistic type intelligence. According to Gardner's MI theory, this study found that intelligence as a student's characteristic greatly influences language acquisition. The success of teaching in

terms of individual intelligence is low of: (1) Javanese vocabulary, and (2) mastery of Javanese script. These two main problems apply to both receptive and productive language skills. In turn, this problem causes successive effects of low understanding, difficulty in composing sentences, and inaccuracies in Javanese grammar based on language stratification (*ngoko*, *krama*, and *krama inggil*). The low understanding of the material and difficulties in compiling sentences lead to not achieving minimum academic competence, while the inaccuracy in grammar leads to not achieving the vision of teaching Javanese as local content. For examples, research by [Usnantika et al. \(2020\)](#) in Pacitan revealed that only 20% of students had high Javanese speaking skills, and research by [Widiwarti \(2013\)](#), [Wulandari \(2012\)](#), and [Yatimah \(2016\)](#), all of which revealed the inability of students to memorize, recite and write.

This study found that other determinants are less discussed by researchers, namely the problem of learning dysfunction and under-achievers. Generally, the problem of learning dysfunction and under-achievers is included in the realm of disability and special education discourses. However, the research by [Mahardika and Setyaningrum \(2020\)](#) states that this problem only occurs in Javanese language teaching. It means that this phenomenon cannot be generalized as an obstacle that comes entirely from the personal characteristics. As a characteristic, learning dysfunction and under-achievers can be claimed as modalities that influence learning styles ([Gardner, 1992](#)). Students who experience learning dysfunction and are included as underachievers must have certain special intelligence. It is this intelligence that has not been revealed in Javanese language learning that needs to be studied. Thus the MI theory does not view intelligence as a cognitive capacity, but as a type of intelligence ([Gardner & Moran, 2006](#)).

For this study, MI theory implies the need to identify the personal characteristics and intelligence of students. The identification results are not only useful for finding appropriate teaching methods, but also useful for designing feasible assessment instruments and techniques ([Nitko & Brookhart, 2011](#)). In this regard, it is appropriate to pay more attention to the research of [Arnaldi \(2014\)](#) which found four psychological factors in learning settings that can increase interest in learning, namely: (1) convenience, (2) clarity, (3) involvement/participation, and (4) specific material. The convenience factor can increase interest because it facilitates the affective aspect, the clarity factor and material specification facilitate cognitive aspects, and the involvement factor affects the conative/psychomotor aspect.

As stated at the beginning of the discussion, it must be acknowledged that after all, the main problem in the form of low vocabulary and mastery of Javanese script is not only influenced by personal characteristics nor intelligence. It could be caused by students who are not interested in learning because the teaching method is not motivating and attractive. Unfortunately, not all teachers are aware of this sequence of causal events. As a result, instead of applying constructivist problem solving, teachers are always applied a behavioristic approach. This trend has been widely disclosed in various studies, such as: research by [Ulfa \(2014\)](#) and [Sidiq \(2012\)](#) which added lesson hours and initiated *sedinten basa Jawi* program, [Husna's \(2020\)](#) research which dictated to students and allowed students to copy Javanese writings, and [Muchammad's \(2020\)](#) research which implements remedial measures and lowers minimum achievement standards. In teaching Javanese, it is barely to solve instructional problems by applying a constructivist approach, such as the application of contextual teaching and learning (CTL) to present a concrete learning experience ([Miftakhuddin, 2018](#)).

5. Culture and ethnicity

The wide distribution of Javanese speakers makes the Javanese language has many dialects and sub-dialects. This fact was mentioned by [Sukmawati \(2016\)](#) when examining the contextual aspects of Javanese language. Her main criticisms focus on: (1) the incompatibility of curriculum with people culture, and (2) the absence of legal protection to preserve regional languages by regulating the use of Javanese language using its own dialect. Similar problems were also found in this study; Javanese language education policies are often out of sync with the cultural situation. As [Fadlillah's \(2021\)](#) research, 55.5% of learning difficulties are influenced by physiological, psychological, family, community, and school environments. Other research further explains how social environment in the family and society has a greater influence. In [Suharti and Suardiman's \(2011\)](#) research, for example, the cause of children's relatively low ability was the tendency of families to use a mixture of Javanese-Bahasa Indonesia. Likewise, in [Puspitasari's \(2017\)](#) findings, children are not used to communicating in Javanese manners, do not acquire corrections for speaking errors, and do not receive learning reinforcement.

This pattern lasts for a long period so that it becomes a habit which in turn overrides the urgency of using proper Javanese language. In [Latifah's \(2019\)](#) research, this event is referred to as the natural transition of children starting to leave Javanese as their colloquial. This is the reason for the emergence of new dialects that are not native Javanese but still use some Javanese vocabulary ([Suwarna, 1996](#)), such as Ngapak dialect, Serang dialect, Pandalungan dialect, and others. This cultural background is the main obstacle when teaching Javanese in schools only refers to textbooks without adjustment to locality aspect. [Rahayu and Efendi \(2016\)](#) highlight this by pointing out Javanese literary materials that are considered difficult, such as *tembang*,

geguritan, and *kakawin*.

One example of the impact of this trend is revealed by Hasan (2013). Javanese language achievement of students from Javanese-speaking and Indonesian-speaking families is both in the "good" category. However, in terms of scores, students from Javanese-speaking families scored higher than students from Indonesian-speaking families. Interestingly, based on the contrastive analysis of verb affixation conducted by Hermanto (2015), the very slight difference in academic scores clearly occurs because there are many similarities in the contrastive forms of the affix system in Javanese and Indonesian verbs. Therefore, the implications of this finding do not apply to speakers of languages who have absolutely no contrastive affix system in common, for example, the Madurese ethnicity in the Tapal Kuda (Sugiri et al., 2013). At that region, the difference in language culture does not only cover dialects, but directly to the regional language itself. There is indeed a community group with the Pendalungan subculture that uses the Javanese language with the Madurese dialect. However, in certain cultural regions, such as several sub-districts in Jember and Bondowoso, there are groups of native Madurese language speakers who do not know Javanese at all (Miftakhuddin, 2019).

The issue of culture and ethnicity is a teaching barrier that cannot be faulted. Suwarna (1996) had warned long ago that Javanese teaching should be more adaptive to socio-cultural shifts. His proposal was then break-downed into five basic recommendations: (1) the system of the Javanese language level (*unggah-ungguh*) needed to be simplified, (2) the Javanese language is willing to be open to modern culture, and the slogan "*bahasa Jawa sekarang telah rusak*" has to be dismissed, (3) Javanese language lessons in schools are used as a local graduation requirement, (4) restructuring of Javanese language, which is realized by giving schools the authority to develop local content curricula, and (5) the community and schools need to respect the trend of using Javanese language by the younger generation.

Instructional issues

Almost all forms of instructional issues are derivative effects of managerial problems and individual-social problems (Figure 2). The problem of standard and learning outcomes, for example, is a derivative of curriculum design which requires high achievement targets while the allocation of learning hours is very low. Likewise, with the problems of attention, motivation, and learning achievement are influenced by student characteristics and teacher competence in developing supporting resources.

6. Learning Media

This study reveals a lot of how inadequate the Javanese language teaching media is, both in terms of quality and quantity. Nonetheless, the problem that is often raised is that learning media are not available, and teachers are not able to develop it (Anggraini, 2017; Usnantika et al., 2020; Utari, 2016). This is not only an indication of the unavailability of media, but also an indication of the low pedagogical and professional competence (Wulandari, 2012). The matter of media does not need to be seriously questioned if its presence is not needed, because the nature of the media is just a tool to facilitate the delivery of messages (when only needed). Today, the media is primary requirement due to the trend of cognitive development, and academic achievement in the curriculum is increasing. It requires the medium to visualizing or illustrating more abstract concepts (Khoiron et al., 2020). Based on these considerations, alternative problem solving should be oriented to the development of teacher competencies and fulfillment of teaching media. However, teacher development orientation deserves priority with respect to assumptions about professional and pedagogic competence.

7. Teaching Method

According to research by Haryati et al. (2017), the Javanese teaching method applied turned out to be difficult for students to master the vocabulary and script. It means that students did not experience meaningful learning. Revealed Javanese teaching methods are identified by the following characteristics: (1) teacher simply asks students to read (receptively) without teaching how to pronounce the word (productive), (2) the method is dominated by memorization, not understanding, and (3) communication language during teaching is not suitable with the stage of learning students' cognitive development (Juniardi et al., 2018; Khoiriyah, 2016; Rahayu & Efendi, 2016). In addition to having an impact on low academic achievement, this also results in the inability of students to implement the manners of practical Javanese (Mustofa, 2018). Ausubel (1977) confirmed that even verbal learning (lecture method) can provide a meaningful learning experience if the teacher can find the relevance of the material to students' lives (contextual), and then bring it into the classroom.

Therefore, textbooks set by the education office should not need to be adhered to because the content in them is not necessarily by the socio-cultural environment around students. That is why, from the outset, this research proposes to reconsider curriculum content related to aspects of student locality. Thus, this study follows up on the findings of Rahayu and Efendi (2016), which confirms that textbooks issued by the provincial education office are not effective for teaching in certain areas. Rahayu and Efendi (2016) exemplifies how the topic *tembang* is completely unknown and cannot be well studied by students. This means, as Ausubel's thesis, various Javanese language teaching methods are often ineffective because no relevance is found between

teaching materials and students' lives in their social environment. Based on these constraints, this study agrees with Wibawa's (2006) proposal to use CTL.

8. Motivation, attention, and learning achievement

Based on Figure 2, learning motivation, attention, and achievement are the latest problems as well as the focus of various educational studies. Educational research trends mostly discuss efforts to improve learning achievement. Learning achievement can increase when attention and learning motivation are high. The two variables will also increase if learning uses media that attracts attention and methods that increase motivation. The results will be better if the two variables are also following the intelligence and students' characteristics. That is why teacher competence is often being the starting point in educational research, especially in the competence to organize learning (planning, implementation, and evaluation).

Based on that assumption, this research formulates motivation, attention, and learning achievement not as new issues in learning, but as derivative effects of a series of problems that arise in curriculum design, teacher competence, student characteristics, and others. This is proven by Sari's research (2011) about the low interest and discipline of students because the planning document (RPP) is not clearly structured. Sari's (2011) findings expound the teacher's educational qualifications are not appropriate. The other researches are studies by Saputri (2016) & Yatimah (2016) about the low mastery the principles of writing Javanese letters as a result of low motivation, research by Mahardika and Setyaningrum (2020) & Saraswati (2020) about low communication productive language skills due to low self-confidence, social adjustment ability, and the level of intelligence. Interestingly, this study found that motivation and attention were not only influenced by the above variables. Research by Karinawati (2016) shows that external factor, such as family or the community, contributing to student interest and attention. He stated that neither of them had the same vision as schools to teach Javanese. In practice, the dissimilarity of vision is marked by students' unfamiliarity with Javanese (Khoiriyah, 2016) and no correction or reinforcement in students' Javanese speaking errors (Puspitasari, 2017). However, it remains a dilemma due to families and societies are not speakers of the Javanese dialect.

Summary of Analysis and Recommendations

Several literatures in this study are proposing solutions. However, it seems that the proposed solutions are not quite right on target, as mentioned in the following three examples. The first is Mustofa's (2018) research which tries to overcome the low ability to write Javanese essays using contextual media. This solution is claimed to be inappropriate due to the cause of the low ability was intelligence, not teaching materials and how the materials were taught. Contextual media and methods were not developed to address students' intelligence, but rather the problem of teaching methods (Ambrose et al., 2013). That is why in Mustofa's (2018) study no encouraging results were obtained. According to the educational approach of humanism, such intelligence problems should be overcome by lowering the standard of learning achievement (Amonashvili, 1989). The second is Muchammad's (2020) research about remedial method to overcome minimum achievement standard (KKM) failure due to low student learning focus. In essence, the decision to do remedial has a clear theoretical basis. Various studies have also proven how effective remedial is at several levels of education (Bessho et al., 2019; Büchele, 2020). However, the remedial experience in Muchammad's (2020) research was carried out in the form of a test. Ideally, remedial is not be done in the form of repetition of tests, but repetition of the learning process based on diagnosis of learning difficulties. Remedial learning, thus, needs more serious attention because it is more complicated than ordinary learning. In this case, teachers who do remedial should have good assessment skills (Kasran et al., 2012). If remedial is enforced without considering the results of the diagnosis, then the results will be like the findings of George (2012) & Ndebele (2014); students do not get the benefit of remedial (students may reach the KKM, but their skills do not develop). The third is Husna's (2020) research which reveals how the problem of mastering vocabulary and writing Javanese sentences is overcome by copying. This behavioristic method is unabling to reconstruct new knowledge in students' cognitive structures (Hong et al., 2019). The problem of mastering vocabulary and the use of Javanese sentences lies in habituation. Therefore, if it is to be solved using the behavioristic paradigm, students should be accustomed to using Javanese as in the teaching experience studied by Ratnasari (2020) and the experience of *sedinten basa Jawi* studied by Ulfa (2014).

The above three examples are the representation of the urgency of developing the competence of teachers. Some Javanese teachers are not qualified nor graduate from Javanese program in any higher education. It's a bit of a dilemma. On the one hand, learning must be carried out by graduates of Javanese language program. But on the other hand, the number and distribution of them are inadequate. As a result, not all schools have teachers who specifically teach Javanese. In the end, the decision to take responsibility for teaching Javanese subjects is borne by teachers who have expertise in a family of language (e.g. Bahasa Indonesian) and teachers who have intellectual and cultural similarities.

This research formulates four main recommendations which are described in two themes ([Figure 3](#)). The first recommendation is acceleration and employment status for graduates of the Javanese language study program. This recommendation is intended to solve the problem of the low quantity and quality of teachers. A study by [Hardyanto and Kurnia](#) (2011) on the profile of graduates of the Javanese language program showed the schools' absorption of graduates was very high. 102 out of 104 graduates had worked as Javanese language teachers in schools, with a waiting period of 0 months. The remaining 2 did not work for unknown reasons. Even so, [Hardyanto and Kurnia](#) (2011) also emphasized that the need for schools for Javanese language graduates is very high, while the ability of institutions to graduate students is still low. To fulfill this need, the study of prospective Javanese language graduates needs to be accelerated or at least get a work bond with a particular school. The second recommendation is to increase technical competence for teachers. This can be realized through workshops, training, and technical guidance (*bimtek*). This recommendation is more aimed at improving the qualifications of teachers, whether they have a Javanese education background or not. This can be a means of disseminating Javanese teaching ideas related to the formulation of KD and learning objectives, developing assessment instruments, and summative evaluation.

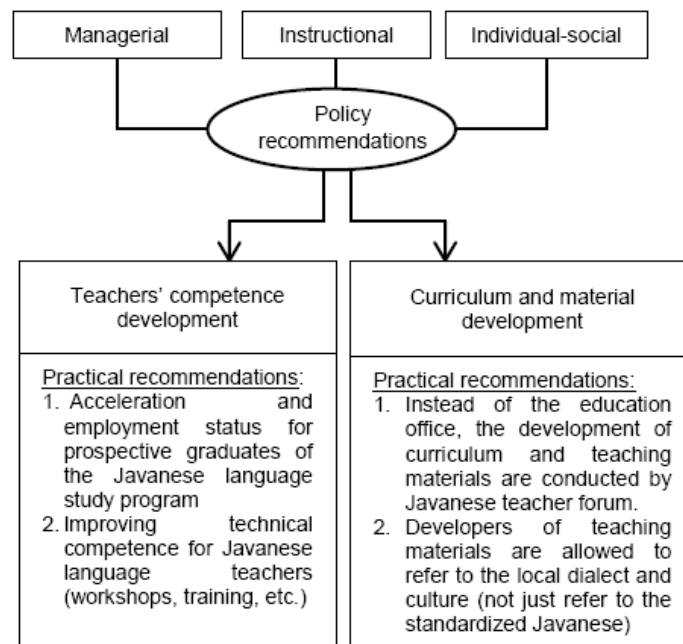


Figure 3. Direction of recommendations

The third recommendation is to give full authority to MGMP to formulate curricula and develop teaching materials. Besides being based on the findings of this study about the contextuality of the material content, this recommendation is also based on the suggestions of three experts. [Wibawa](#) (2006) asserts that learning instruments must be able to facilitate CTL and cover four language skills. [Mulyana](#) (2006) also conveyed a similar opinion by criticizing the amount of abstract material that is not applicable so that it causes miscommunication between teachers and students. Therefore, he stated that teaching materials should be "as close as possible" to the environment and students' linguistic understanding. Similarly, [Suwarna's](#) (1996) explains the restructuring of Javanese language development through the granting of authority to schools to develop their own curriculum. Through the granting of authority, it is hoped that a contextual and accommodating design of curriculum and teaching materials will be created for the locality of students (including the problem of time allocation of 2 hours per week which according to many studies is deemed insufficient). The above assumption is closely related to the fourth recommendation which proposes to consider dialects, sub-dialects, and other elements of local culture to be included in the curriculum and teaching materials.

CONCLUSION

The complexity of Javanese teaching issues in the last 10 years covers three main areas, namely managerial, individual-social, and instructional. However, the trend of problems comes from managerial issues. Especially in Central and East Java, individual-social issues have an influence that is, in a way, as big as managerial issues. Trends in the problem of cultural and dialect differences often lead to problems in mastering the learning material and four language skills. Due to main cause of the series of the issue is managerial problem, improving the teaching of Javanese language needs to start from the design of the curriculum for local content, the competence of teachers, and learning facilities and teaching materials. As a follow-up to these findings, this

study formulates other findings in the form of four following recommendations: (a) acceleration and employment status for prospective graduates of the Javanese language program in higher education, (b) increasing technical competence for Javanese language teachers, (c) curriculum formulation and preparation of teaching materials are carried out by MGMP, and (d) developers of teaching materials are allowed to refer to local dialects and cultures. These four recommendations, in the end, are also the implications of this research which illustrates the urgency for managerial improvements at the planning and implementation stage.

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