

Analysis of the Problems Behind Students' Low Understanding of Learning Javanese Local Content in the Digital Era in Fifth-Grade Elementary School

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ABSTRACT

The Javanese language, particularly its *unggah-ungguh* or speech levels, plays a vital role in conveying cultural values. However, fifth-grade students at SDN Kalisegoro, Semarang, show low proficiency in using *Krama*, the formal Javanese register. The rise of digital technology has contributed to decreased exposure and practice of traditional linguistic structures in everyday communication. This qualitative descriptive study employed a case study approach to investigate students' understanding of *unggah-ungguh*, the factors affecting its usage, and possible interventions. Data were collected through semi-structured interviews with two teachers and four students, as well as document analysis. Data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. Findings reveal that while students recognize basic *Krama* vocabulary, they struggle to construct sentences correctly and confidently. Contributing factors include minimal use of *Krama* at home, lack of motivation, limited school-based reinforcement, and the influence of informal digital communication. Teachers primarily rely on traditional lecture methods, which further reduce student engagement. The results suggest a need for innovative, student-centered learning strategies that integrate digital tools while reinforcing cultural values. To strengthen *unggah-ungguh* usage, schools should adopt interactive methods such as gamification and digital storytelling. Parental involvement and school policies that support cultural language use are also essential. These efforts can help preserve Javanese speech etiquette among younger generations in the digital era.

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1. INTRODUCTION

Regional languages play a crucial role in representing national identity and reflecting local wisdom. However, many Indonesians prefer foreign languages, considering them more prestigious

(Jamaludin et al., 2023). Therefore, it is essential to preserve and promote the use of regional languages as part of Indonesia's cultural heritage. One of the regional languages still in use today is Javanese. The Javanese language, spoken by Javanese communities in various regions, exhibits dialect variations due to geographical location and low mobility. Puspitoningrum & Rahmayantis (2018) explain that one of its distinctive features is *undha-usuk* (Javanese speech levels), which reflect social relationships between speakers. These speech levels are categorized into three: *Ngoko*, *Krama Madya*, and *Krama Inggil*. Proper usage demonstrates politeness norms and respect for conversation partners, which are taught by parents as part of Javanese cultural identity.

Javanese plays a significant role in the lives of Javanese people, carrying rich cultural values (Laela & Zein, 2023). *Undha-usuk* Javanese is a crucial speaking skill for communication within the community. However, younger generations' knowledge of this cultural aspect is declining, making cultural preservation necessary through the integration of local content in the education curriculum. The government, through Law No. 20 of 2003 on the National Education System, mandates the teaching of regional languages in elementary schools as part of local content subjects. This aims to enhance students' understanding of local potential and preserve regional languages (Jamaludin et al., 2023).

Javanese language education as local content in Central Java is an integral part of the curriculum from elementary to high school (Widiastuti et al. 2021). This education introduces aspects of language, literature, and Javanese script, along with four key skills: listening, reading, speaking, and writing. The Javanese language has usage levels, such as *Ngoko* and *Krama*, which influence students' speech and shape their personality with a sense of respect (Fatmawati & Wiranti, 2023). Understanding linguistic variations and appropriate communication attitudes is crucial for social interactions (Ratri & Damayanti, 2022; Rachmadina & Mulyani, 2023). Students need to comprehend the correct use of Javanese speech levels, including self-awareness, vocabulary, and attitudes for effective communication (Ratri & Damayanti, 2022). The *Ngoko* speech level is used among peers, while *Krama* serves as a form of respect, particularly in conversations between children and older individuals, such as parents and teachers (Rachmadina & Mulyani, 2023).

Javanese language education in elementary schools aims to introduce literary and moral values while improving students' ability to speak politely (Nadhiroh & Setyawan, 2021). However, in practice, many students still use *Ngoko*, even when speaking to teachers, which is considered impolite in Javanese culture. Students should be taught to use *Krama Inggil* when speaking to elders, including teachers and parents. Teachers are expected to guide students to develop a habit of using more respectful language (Azizah & Subrata, 2022). Students' vocabulary in Javanese is limited, and many find it difficult, leading to challenges in understanding teachers' explanations and math exercises (Maghfiroh & Abduh, 2024). Additionally, students lack enthusiasm for learning Javanese due to their limited understanding of etiquette and the language's significance. On the other hand, Mahardika & Setyaningrum (2020) found that fifth-grade elementary students perceive Javanese as a difficult subject, facing obstacles such as intelligence, motivation, interest, and social adaptation.

SDN Kalisegoro is one of the primary educational institutions in Semarang City, with a vision to produce excellent students who are characterized and conservation-minded. However, the school faces challenges related to students' low interest in learning Javanese as a local content subject. This issue stems from a lack of vocabulary comprehension, difficulty in applying *unggah-ungguh* (Javanese speech etiquette) in *krama* variations, and the influence of technology dominance and the frequent use of *Ngoko* at home. Most students find Javanese language lessons uninteresting due to their inability to understand the vocabulary in textbooks, hindering their academic performance. Although teachers use Javanese with proper *unggah-ungguh*, many students still struggle to grasp its meaning, indicating the need for a more in-depth analysis of this issue in the digital era, particularly in Grade V at SDN Kalisegoro, Semarang City.

The issue aligns with the findings of Chotimah et al. (2019) which revealed that most students have not yet mastered Javanese *krama* vocabulary, with only 30.76% demonstrating proficiency. Many students only understand short words like *inggih* and *boten* without forming complete sentence

structures. Additionally, only 58.84% of students use krama when communicating with their parents. The findings of Biantara & Thohir (2022) further support this, showing that students often mix Ngoko Javanese with Indonesian, reflecting improper language use and a lack of respect for elders. The challenge of preserving krama inggil Javanese has become increasingly complex, as global languages and digital media weaken students' interest and understanding of krama inggil (Fatmawati & Wiranti, 2023). Furthermore, the lack of parental understanding also hinders the use of krama inggil in daily life, making its preservation increasingly threatened by social and cultural dynamics.

Despite existing research on Javanese language education, there remains a gap in understanding how digital technology impacts students' ability to apply *unggah-ungguh* in communication. Previous studies have examined vocabulary limitations Chotimah et al. (2019) and mixed-language usage Biantara & Thohir (2022), but few have addressed the interplay between digital exposure, motivation, and speech level application. Therefore, this study seeks to fill this gap by investigating the specific challenges students face in mastering Javanese speech levels within a digital era. This research aims to assess the comprehension level of Grade V students at SDN Kalisegoro in applying *unggah-ungguh* in Javanese language, analyze factors contributing to students' low proficiency in *krama* variations—particularly the impact of digital technology—and identify as well as evaluate strategies for improving students' ability to use *unggah-ungguh* effectively in their daily communication. By addressing these objectives, this study is expected to provide a deeper understanding of Javanese language learning within a local content curriculum while offering solutions to enhance students' engagement and proficiency. The findings will contribute to efforts in preserving Javanese linguistic heritage and fostering respectful communication in elementary school education.

Based on the issues outlined above, this study is crucial, considering that the Javanese language is inseparable from the culture and regional identity of Central Java. In line with the government's initiative to mandate Javanese language education as part of the national curriculum, this research highlights the need for a deeper understanding of the subject matter. This study aims to describe the comprehension level of Grade V students at SDN Kalisegoro, Semarang City, in applying *unggah-ungguh* in Javanese language within the digital era, analyze the factors contributing to the low application of *unggah-ungguh*, and identify as well as assess solutions that can be implemented to enhance students' use of *unggah-ungguh* in Javanese. Through this research, a deeper understanding of the local content-based Javanese language learning process—particularly in *unggah-ungguh*—is expected to be obtained, along with strategies to improve comprehension and application in the digital era.

2. METHOD

This research employs a qualitative descriptive approach with a case study design, focusing on an in-depth analysis of students' low comprehension in applying **unggah-ungguh** (Javanese speech etiquette) in the digital era at SDN Kalisegoro, Semarang City. The study involves four students who demonstrated significantly lower proficiency in **unggah-ungguh** compared to their peers, as well as two Javanese language teachers selected through purposive sampling based on their experience in teaching Javanese language and their role in student assessment. The data collection process was carried out over two months, from February to March 2025, ensuring sufficient time for in-depth exploration.

The study employs multiple data sources, including primary data from teacher and student interviews, as well as secondary data from evaluation reports, test results, and learning documents. Data collection techniques include observation, semi-structured interviews, and documentation. Following Sugiyono (2020), semi-structured interviews use a predetermined set of questions while allowing flexibility for deeper exploration. Interviews with teachers focus on instructional strategies, challenges, and perceptions of students' difficulties in applying **unggah-ungguh**, while student interviews explore their experiences, digital exposure, and factors contributing to their comprehension issues. Observations of classroom interactions and students' language use further support the findings.

Ethical considerations were maintained by obtaining informed consent from all participants, including parental consent for student involvement. Confidentiality and anonymity were ensured to protect participants' identities. To enhance research validity and reliability, methodological triangulation was applied by comparing interview responses with observational data and document analysis. Data analysis follows Miles and Huberman's model, beginning with data collection, data reduction to filter relevant information, data presentation for structured analysis, and concluding with findings on students' comprehension, contributing factors, and potential solutions. These findings serve as the basis for recommendations to improve Javanese language instruction and preserve *unggah-ungguh* in schools (Purković & Kovačević, 2024).

3. FINDINGS AND DISCUSSION

3.1 Grade V Students' Understanding of *Unggah-Ungguh* (Javanese Etiquette) in the Digital Era at SDN Kalisegoro, Semarang

The comprehension level of fifth-grade students at SDN Kalisegoro, Semarang City, in applying *unggah-ungguh* (Javanese speech etiquette) remains relatively low. Many students struggle to differentiate between the levels of the Javanese language, particularly Ngoko and Krama, leading to frequent errors in their usage. This issue is evident from student interviews, which reveal difficulties in both comprehension and application.

"I know the difference, but I don't know how to apply it. The words that are difficult to remember are all Krama words except for nggih, mboten, and sampun." (Student 1, Grade V, SDN Kalisegoro, 17 February 2025).

"I don't know." (Student 2, Grade V, SDN Kalisegoro, 17 February 2025).

"Everything is difficult to say and understand." (Student 3, Grade V, SDN Kalisegoro, 17 February 2025).

These statements indicate that while students may recognize the existence of Krama, their vocabulary remains extremely limited. The difficulty in recalling Krama words suggests that exposure and reinforcement are insufficient, making it challenging for students to internalize the language structure. This aligns with the findings of Biantara & Thohir (2022), who observed that a lack of consistent exposure leads to passive recognition rather than active usage. Furthermore, students' difficulties in recalling Krama words highlight the cognitive gap between recognition and practical application, reinforcing the need for contextualized and immersive learning experiences.

In addition to comprehension difficulties, students also expressed a lack of confidence in using Krama Javanese in conversation.

"I lack confidence because speaking in Krama Javanese sounds very strange; the words feel foreign and are difficult to understand." (Student 1, Grade V, SDN Kalisegoro, 17 February 2025).

"Because when I speak Javanese, I don't know what it means." (Student 3, Grade V, SDN Kalisegoro, 17 February 2025).

These responses suggest that, beyond vocabulary limitations, students perceive Krama as an unfamiliar and unnatural way of speaking. This feeling of linguistic distance may stem from the dominance of Ngoko in daily communication and the influence of digital media, where Krama is rarely used. Previous studies, such as Chotimah et al. (2019), have found that a lack of social reinforcement in formal speech levels contributes to declining proficiency among younger generations. The students' reluctance to use Krama also points to the need for interactive and confidence-building teaching strategies. Without a supportive environment that encourages practice, students are unlikely to develop fluency in Krama.

These findings highlight the urgency of revising current instructional approaches to make unggah-ungguh learning more engaging and effective. Implementing role-playing activities, digital simulations, and culturally relevant storytelling may help bridge the gap between theoretical knowledge and practical application, ensuring that students not only understand unggah-ungguh but also feel comfortable using it in everyday interactions.

These findings align with previous research, which indicates that local language learning, including Javanese, often faces challenges in the application of appropriate language levels and vocabulary (Fatmawati & Wiranti, 2023).

Based on interviews with Javanese language teachers, students frequently make mistakes in using unggah-ungguh. They often use the Ngoko speech style in formal situations, such as when speaking to teachers or elders, and conversely, use the Krama style in informal situations with peers.

"I usually remind them during Javanese lessons because, on average, when students ask me questions in Javanese class, they often use Ngoko Javanese. For example, they say, 'Kulo pan takon ke ibu,' when they should be using Krama, 'Kulo badhe takon kalih ibu.' In addition, I also explain the appropriate contexts for using Krama and Ngoko." (Javanese Language Teacher, 01 March 2025).

Widiandhieka et al. (2023) found that these difficulties stem from the limited use of Krama Javanese in daily life and the lack of speaking practice within the family environment, which should serve as the foundational stage for understanding etiquette (Kurnianda et al., 2024).

Students also struggle with constructing formal and informal sentences in accordance with unggah-ungguh (speech etiquette):

"Students' ability to construct formal and informal sentences while considering unggah-ungguh still needs improvement. Many students continue to struggle with using language appropriate to unggah-ungguh, especially in formal situations or when speaking with older individuals." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

In addition to language levels, students face challenges in vocabulary mastery and speaking skills. They generally know only a few basic words in Krama Javanese and feel hesitant to use the language in formal situations due to a lack of confidence and fear of making mistakes.

Another factor contributing to students' low comprehension is their lack of active participation in practicing unggah-ungguh speech in class, as explained by a Javanese language teacher.

"Students' confidence levels when speaking in front of the class vary. Some show good confidence and can pronounce words clearly, while others appear hesitant, awkward, or stammer in their pronunciation. Active participation among students remains low because they are not accustomed to practicing unggah-ungguh at home and lack self-motivation to learn it." (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

This issue is also evident in interviews with fifth-grade students;

"Never, because I don't like it." (Student 2, Grade V, SDN Kalisegoro, 17 February 2025).

"Never" (Student 1, Grade V, SDN Kalisegoro, 17 February 2025).

"Never" (Student 4, Grade V, SDN Kalisegoro, 17 February 2025).

The lack of participation is attributed to low student interest, minimal exposure to Krama Javanese at home, and insufficient encouragement to practice (Handayani & Mulyana, 2024). Research by Sholikha & Subrata (2024) suggests using creative media, such as language games and conversation simulations, to increase student engagement. Another proven method is Javanopoly, a Javanese version of Monopoly, as well as role-playing strategies where students practice speaking based on context and their conversation partners (Wahyuni, 2021).

3.2 Factors Contributing to the Low Application of *Unggah-Ungguh* (Javanese Etiquette) Among Grade V Students at SDN Kalisegoro, Semarang, in the Digital Era

Based on interviews with Javanese language teachers at SDN Kalisegoro, several factors contribute to the low application of *unggah-ungguh* (Javanese etiquette) among students. These factors are categorized into two main groups: internal factors and external factors, both of which affect students' understanding and use of Javanese *Unggah-Ungguh* in daily life.

3.2.1 Internal Factors

a. Student Interest in Learning Javanese Language Etiquette (*Unggah – Ungguh*)

Students' interest in learning Javanese language etiquette varies. Some students show enthusiasm because they recognize the importance of Javanese as part of their culture, while others feel that this learning is less relevant to modern life. A Javanese language teacher stated:

"Students' interest in learning Javanese language etiquette varies. Some students are enthusiastic because they realize its cultural importance, while most others consider it less important, as they prefer to use practical language, such as Indonesian, in daily communication." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

This statement suggests that while some students appreciate the role of *unggah-ungguh* in preserving cultural identity, the dominance of Indonesian as the primary language of communication has led many to perceive Javanese as secondary or impractical. This aligns with Kurnianda et al. (2024), who found that students struggle with Javanese due to its linguistic complexity and the lack of daily exposure to etiquette-based speech. The shift in language preference is further reflected in students' responses:

*"I like Javanese lessons if the topics match my interests, but the teacher should use Indonesian. I don't like the lessons because I don't understand the meaning when the teacher speaks in *Krama* Javanese."* (Student 4, Grade V, SDN Kalisegoro, 17 February 2025).

"I don't like Javanese lessons because they are difficult and the vocabulary is unfamiliar. Also, learning Javanese is very boring." (Student 1, Grade V, SDN Kalisegoro, 17 February 2025).

These responses highlight two major obstacles: difficulties in understanding *Krama* Javanese vocabulary and the lack of engaging teaching methods. The first issue suggests that traditional instructional approaches may not adequately support students in developing practical competence in *unggah-ungguh*. Students who struggle to grasp the meaning of *Krama* words may disengage from learning, as they are unable to apply the language in meaningful contexts. This supports the findings of Chotimah et al. (2019), which emphasize that passive exposure without contextual application leads to reduced motivation and retention.

b. Student Motivation in Learning

Students' motivation to learn Javanese language etiquette varies. Some students are aware of its cultural significance, while most others only study it as a mandatory subject without understanding its importance. A Javanese language teacher at SDN Kalisegoro stated:

"Students' motivation to learn Javanese language etiquette is not very high because most of them see it as just another subject they are required to study, even though some students recognize its importance." (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

This finding is consistent with Kurnianda et al. (2024), who stated that motivation greatly influences Javanese language learning. However, students' low motivation stems from the perception

that this skill is not relevant to modern life, coupled with a lack of practice at home and in social environments.

c. Students' Mental Readiness in Understanding Javanese Language Etiquette (*Unggah-Unggah*)

Students' mental readiness to learn Javanese language etiquette remains low. Many feel anxious and stressed when asked to speak in Krama Javanese due to their limited vocabulary. A Javanese language teacher at SDN Kalisegoro explained:

"Most students seem unprepared for learning, as they appear unfocused and anxious when I start using Krama Javanese. This is also evident from their nervousness when I ask them to speak in Krama Javanese during lessons, such as when reading a story carefully." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

This suggests that students' lack of understanding of Javanese language etiquette is influenced not only by academic factors but also by psychological and social aspects.. According to Kurnianda et al. (2024), students' ability to grasp politeness in speech is significantly influenced by their mental readiness and linguistic habits.

d. Students' Mastery of Javanese Krama Vocabulary

Students have limited mastery of Javanese Krama vocabulary, as seen in their difficulty in constructing complex sentences and their hesitation when speaking. A teacher stated:

"Most students still struggle to use Krama Javanese properly. They often only know basic words like 'nggih' (yes), 'matur nuwun' (thank you), and 'sampun' (already), but they struggle to form more complex sentences, such as 'kula mboten ngertos pertanyaan nomor kalih' (I do not understand question number two). Many of them hesitate when speaking because they are unsure whether their vocabulary usage is correct." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025). Students also admitted that they only know a few basic words;

"Usually, just a few words like nggih, mboten, and sampun." (Student 1, Grade V, SDN Kalisegoro, 17 February 2025)

This indicates that students are accustomed to using simpler expressions commonly used in daily conversations. Although these words belong to Krama Javanese, their variety is very limited.

Additionally, most students prefer to use Indonesian or basic Javanese (*ngoko*) in daily life, as revealed in the following interviews;

"I use basic Javanese at home, sometimes Indonesian." (Student 3, Grade V, SDN Kalisegoro, 17 February 2025)

"Saya menggunakan bahasa Jawa biasa di rumah, terkadang bahasa Indonesia." (Student 3 Kelas V SDN Kalisegoro, 17 February 2025)

This phenomenon reflects a common trend among younger generations in Indonesia, where Indonesian has become the dominant language. This suggests a limitation in students' understanding of vocabulary and sentence structure in etiquette-based speech. Fatmawati & Wiranti (2023) stated that students struggle to correct their speaking errors due to a lack of feedback from parents or teachers, which hinders their skill development.

e. The Influence of Digital Technology on Javanese Language Usage

The rise of digital technology, particularly social media and gaming, has reduced the use of Javanese among students. A teacher stated:

“Digital technology, such as social media and games, greatly affects students’ language habits. They are more inclined to use Indonesian or trendy slang. This makes them less accustomed to using proper Krama Javanese.” (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

Kompasiana (2023) also reported that social media influences young people's language habits by promoting informal language use that does not always follow standard linguistic norms.

3.2.2 External Factors

a. The Role of Teachers in Learning

Teachers primarily use the lecture method to teach unggah-ungguh (Javanese language etiquette) and utilize media such as instructional videos and PowerPoint materials.

“The methods I use vary, but I often rely on the lecture method. In addition to lectures, I use learning media such as instructional videos tailored to the material being discussed.” (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Teachers play a crucial role in teaching Javanese customs. However, the effectiveness of learning still depends on student engagement.;

“This method and media are quite effective, especially when using instructional videos. However, even with instructional videos, students still struggle to understand unggah-ungguh because they are not actively engaged with the media.” (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Active student involvement is key in language learning. Effective language education depends not only on the teaching method but also on how students engage in the learning process. Fatmawati & Wiranti (2023) state that without sufficient habituation, students will struggle to imitate and practice unggah-ungguh. While engaging media like videos can be effective, teachers also emphasize that student participation significantly influences learning outcomes.

One of the main challenges is students’ lack of focus, especially with the lecture method. A teacher explained;

“The difficulty in teaching unggah-ungguh Javanese is maintaining student concentration. When I use the lecture method, many students quickly get bored and stop paying attention.” (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Manggus et al. (2023) also mention that the lecture method often makes students passive and emotionally disengaged, resulting in suboptimal learning outcomes. Therefore, innovative teaching strategies are needed to encourage students to actively understand and apply unggah-ungguh in Javanese.

b. School Facilities in Supporting Javanese Language Learning

School facilities play a vital role in supporting Javanese language learning, with textbooks and libraries serving as primary resources. However, additional supporting facilities, such as extracurricular activities that help cultivate students’ moral values, remain lacking.

“The only school facility supporting Javanese language learning is the Tantri Basa textbook. The library has only a few books, including Javanese script books and various folk tales.” (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

The teacher also added,

“The lack of facilities includes extracurricular activities specifically designed to train students in unggah-ungguh Javanese, such as sesorah (speech) activities focusing on Javanese speeches and wayang kulit performances (puppet shows narrated in Javanese krama). With these extracurricular

activities, students could become more accustomed to using unggah-ungguh in their daily lives." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

This aligns with research by Fatmawati & Wiranti (2023), which found that the lack of teaching aids makes it difficult for students to understand the Javanese language. Sari et al. (2022) also emphasize the importance of improving school infrastructure to help students master the Javanese language effectively.

c. Family Environment and Parental Role

Family environment support significantly influences students' ability to learn unggah-ungguh in Javanese. As one teacher stated:

"Support from the family environment is crucial. If children are already accustomed to using Javanese Krama at home, they will find it easier to use and understand it at school." (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

However, many students do not practice Javanese Krama at home, as some students noted:

"I never use it. My parents are busy working." (Student 1, Grade V, SDN Kalisegoro, 17 February 2025).

"At home, I usually speak Indonesian or Javanese Ngoko." (Student 3, Grade V, SDN Kalisegoro, 17 February 2025).

This reflects the low use of Javanese Krama at home, influenced by parents' busy schedules and the dominance of the Indonesian language. Fatmawati & Wiranti (2023) highlight that home conditions significantly affect children's language development. Active parental support in using Javanese Krama helps children understand and apply the language in daily life.

d. Social Environment and Students' Language Habits

The social environment plays a significant role in shaping students' language habits, particularly in using Javanese Krama. A teacher explained,

"Students' social environment, especially their interactions with peers and the surrounding community, strongly influences their use of the Javanese language. If they are in an environment that supports the use of Javanese Krama, they are more likely to use it frequently." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

However, many students prefer using Javanese Ngoko in daily communication.

"Never. My friends also never use politeness when speaking because they don't understand proper etiquette." (Student 1, Grade V, SDN Kalisegoro, 17 February 2025).

"Never. We usually speak in regular Javanese." (Student 3, Grade V, SDN Kalisegoro, 17 February 2025).

This highlights the lack of understanding and practice of Javanese Krama in social interactions.

e. Policies in Supporting Javanese Language Learning

School policies to encourage the use of unggah-ungguh in Javanese remain limited. A teacher mentioned,

"Currently, there are no mandatory school policies requiring students to use unggah-ungguh in daily communication." (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

The teacher further added:

"There are no specific programs to enhance the application of unggah-ungguh in this school." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Without policies or special programs, unggah-ungguh learning remains confined to the classroom. The teacher also stated;

"Since there are no supporting programs like extracurricular activities or specific classroom rules (such as designated days for practicing unggah-ungguh), the implementation of unggah-ungguh among students is not optimal." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

This underscores the need for school policies or programs to ensure the proper application of unggah-ungguh in students' daily activities.

3.3 Solutions to Improve the Use of Javanese Language Etiquette Among Fifth-Grade Students at SDN Kalisegoro, Semarang City, in the Digital Era

Solutions for enhancing the application of Javanese language etiquette involve innovations in teaching methods, the use of media, family involvement, integration of local culture, and school policies.

a. Innovative Teaching Methods

Game-based learning methods have proven effective in increasing student engagement and understanding of Javanese language etiquette, as stated in the following interview result:

"Using game-based learning methods (role-playing). This method involves students in role-playing, allowing them to discuss and acquire new vocabulary they encounter." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

This method aligns with active learning and situational learning theories, which emphasize contextual and interactive learning (Untari, 2022).

The teacher also added,

"Students' responses to this method are very positive because the learning process becomes more interactive and enjoyable. They feel more motivated to learn and are less likely to get bored compared to using lecture-based methods alone." (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

This approach helps students understand the differences between Ngoko and Krama language levels, improving their comprehension and motivation in learning.

b. Utilization of Learning Media

Selecting the appropriate learning media is crucial in enhancing students' understanding of Javanese language etiquette. A Javanese language teacher at SDN Kalisegoro stated,

"All types of learning media are effective, but they must be adjusted to the material being taught, and we must understand the students' attention span in learning." (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

This aligns with findings by Masdar et al. (2024), which emphasize the importance of relevant media in improving students' understanding and motivation.

The teacher also added,

"I use technology in teaching, especially by showing educational videos and PowerPoint materials that I create. By using technology-based media, students are more interested in learning, especially when video-based media is used." (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

The use of technology, such as videos and interactive applications, increases engagement and facilitates more dynamic learning, in line with the findings of Fatmawati & Wiranti (2023), which highlight the benefits of technology-based media in creating more engaging and enjoyable learning experiences.

c. The Role of Family Environment

The family environment plays a crucial role in shaping students' use of Javanese language etiquette. A Javanese language teacher at SDN Kalisegoro stated,

"Families can contribute by encouraging their children to get accustomed to speaking using proper Javanese language etiquette at home." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

The teacher further explained that the most effective form of family support is training and reinforcing proper language habits.

"The most effective support is training and setting an example for children by speaking with appropriate Javanese language etiquette." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

If consistently applied, this habit can help students become accustomed to using Krama Javanese. Research by Fatmawati & Wiranti (2023) supports the role of parents in accelerating the understanding of Krama Javanese by providing good examples.

d. Integration of Local Culture in Learning

Integrating local culture into Javanese language learning, such as through folk songs and folktales, is effective in enhancing students' understanding of the Javanese language and culture. A Javanese language teacher at SD Kalisegoro stated,

"Local Javanese language content, such as Javanese folk songs and folklore, is taught in Javanese language lessons." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

However, students face difficulties in memorizing songs and understanding folktales, as the teacher explained;

"Most students struggle with pronouncing and matching the melody of Javanese songs like Tembang Pangkur. Similarly, with folktales, they find it difficult to understand the meaning." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

These challenges indicate that while local culture can enrich learning, difficulties in its application and understanding need to be addressed.

e. School Support Programs

School policies that support the implementation of Javanese language etiquette play a vital role in raising students' awareness of its importance in daily life. However, the teacher mentioned:

"There is no specific program in this school to support the practice of Javanese language etiquette. Currently, we only have a dance extracurricular, but there are no activities dedicated specifically to training Javanese language etiquette." (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

This statement highlights that the school has not yet developed a program that explicitly integrates Javanese language etiquette into the curriculum or other activities. Therefore, a dedicated program should be established to train students to use Krama Javanese in daily life

f. School Facilities

The current school facilities are still inadequate for supporting Javanese moral education. A Javanese language teacher at SDN Kalisegoro stated,

“School facilities are inadequate for improving students’ language etiquette.” (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Teachers also emphasized the importance of a program focusing on Javanese language etiquette;

“It is crucial to develop a program related to Javanese language etiquette because we live in Java. If there is a program focusing on Javanese language etiquette, it will help preserve Javanese culture for future generations.” (Javanese Language Teacher, SDN Kalisegoro, 01 March 2025).

This statement suggests the need for additional facilities and the development of programs incorporating Javanese culture, such as a language laboratory or cultural-based extracurricular activities, to enhance learning and cultural preservation, particularly in Javanese language etiquette.

g. Teacher Competence and Learning Evaluation

High teacher competence is essential in teaching Javanese, especially regarding the use of Javanese language etiquette. The teacher emphasized :

“Teacher training is necessary to improve the quality of Javanese language teaching, especially in using teaching methods and media.” (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Teacher competency development is closely related to the learning evaluation process used to measure students' understanding of the material. The teacher also stated :

“Regular learning evaluations are conducted to measure students’ progress in properly understanding Javanese language etiquette. The main challenge in evaluation is the lack of time to assess students in-depth and comprehensively.” (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Regular evaluations help monitor students’ progress and ensure they can effectively apply Javanese language unggah – ungguh. However, the challenges faced indicate that although evaluations are conducted regularly, time and resource constraints can affect their quality. Therefore, to enhance the quality of learning and evaluation, continuous teacher training and adequate resource support are needed.

h. Enhancing Motivation and Socialization of the Javanese Language

Increasing students' learning motivation is crucial in Javanese language education. The teacher emphasized:

“By giving rewards as appreciation, students become more motivated to learn.” (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Providing rewards, such as praise, can encourage students to be more diligent and persistent in learning. Additionally, the teacher highlighted the importance of socializing local cultural values, stating,

“If there is socialization about the importance of the Javanese language, students will better understand why learning Javanese is significant in the Javanese region, even in the digital era.” (Javanese Language Teacher, SD Kalisegoro, 01 March 2025).

Socializing the cultural values of the Javanese language can raise students' awareness of its importance as part of their cultural identity. Appreciation and understanding of the relevance of the Javanese language in the digital era can strengthen students' motivation to learn the language more deeply and practically.

4. CONCLUSION

The research reveals that fifth-grade students at SDN Kalisegoro have a limited understanding of unggah-ungguh (Javanese politeness levels), particularly in distinguishing between Ngoko and Krama forms, and tend to rely on a narrow vocabulary. This limitation is attributed to minimal speaking practice at home and school, low motivation, limited exposure to the language in family interactions, and the growing influence of digital technology that promotes the use of Indonesian and other languages. Traditional, less interactive teaching methods also contribute to students' lack of confidence and fluency in Krama Javanese. A key limitation of the study lies in its narrow focus on a single school, which may limit the generalizability of the findings. Future research should investigate the effectiveness of digital tools, such as mobile applications and gamified learning, in enhancing Krama Javanese proficiency. Studies on the role of peer influence, social interaction, and policy-based initiatives in shaping language habits and preserving unggah-ungguh in daily communication are also recommended to support sustainable language revitalization efforts.

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