

Students difficulties in learning the Javanese language: A case study at SMA Negeri 1 Kasiman, Bojonegoro, East Java, Indonesia

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Abstract

This research aims to pinpoint the specific difficulties encountered in Javanese language studies. The research employed a qualitative case study approach, focusing on SMA Negeri 1 Kasiman students. Data were gathered through interviews, documentation, and questionnaires. The analysis was conducted using an interactive model, encompassing data reduction, data display, and drawing conclusions. Findings indicated that students struggle with *aksara Jawa* (23%), *unggah-ungguh basa* (21%), *tembang macapat* (13%), *geguritan* (10%), *cerkak* (10%), *pranatacara* (14%), and *drama* (9%). This highlights that the most challenging area is *aksara Jawa*, while *drama* poses the least difficulty. Contributing factors to these difficulties include insufficient time allocated for the subject and unengaging, uncreative, and non-innovative teaching methods and materials.

Kata Kunci:

Pembelajaran bahasa Jawa; kesulitan pembelajaran: siswa

Abstrak

Kesulitan siswa dalam pembelajaran bahasa Jawa: Studi kasus di SMA Negeri 1 Kasiman, Bojonegoro, Jawa Timur

Penelitian ini bertujuan mengidentifikasi kesulitan pada materi pelajaran bahasa Jawa. Jenis penelitian ini adalah studi kasus dengan menggunakan pendekatan kualitatif. Subjek penelitian adalah siswa SMA Negeri 1 Kasiman. Teknik pengumpulan data yang digunakan yaitu wawancara, dokumentasi, dan angket. Teknik keabsahan data pada penelitian ini yaitu triangulasi sumber. Teknik analisis data menggunakan analisis data model interaktif, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan siswa mengalami kesulitan pada materi *aksara Jawa* (23%), *unggah-ungguh basa* (21%), *tembang macapat* (13%), *geguritan* (10%), *cerkak* (10%), *pranatacara* (14%), dan *drama* (9%). Hal tersebut menunjukkan bahwa kesulitan dengan persentase tertinggi pada materi *aksara Jawa* dan persentase terendah pada materi drama. Faktor yang menyebabkan siswa kesulitan pada pembelajaran bahasa Jawa yaitu karena kurangnya alokasi waktu, serta metode dan media pembelajaran yang kurang menarik, kreatif, dan inovatif.

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1 Introduction

Law No. 20 of 2003, article 1, paragraph 20, regarding the National Education System, defines learning as the process where students interact with teachers and educational resources within a learning environment. Learning is the support provided by teachers to help students acquire knowledge, develop skills, and cultivate attitudes and beliefs (Hanafy, 2014). However, the learning process often encounters obstacles that hinder students' ability to engage in their education fully (Wiradimadja *et al.*, 2019).

Learning difficulties refer to some students' challenges in keeping up with the learning process and achieving desired educational outcomes (Dewi, 2024). Sugihartono *et al.* (2007) describe learning difficulties as a condition where students' performance falls short of the expected targets. (Alifatunnisa, 2021) adds that such difficulties prevent students from engaging in learning activities effectively, making it hard to meet the established learning objectives. This often leads to students being unable to benefit from the educational process fully.

These challenges are not solely related to the student's understanding of the material but also involve issues such as lack of motivation, procrastination, and lack of interest (Nurhasanah & Satriadi, 2020). Furthermore, individual differences in physical, social, emotional, intellectual, environmental, and economic factors can contribute to these difficulties (Nusroh & Ahsani, 2020). Addressing these learning difficulties promptly is crucial, as they can significantly impact the effectiveness of education and the achievement of learning goals (Bistari, 2018). Such challenges are present across all subjects, including Javanese language studies.

Previous studies have shed light on students' challenges in language learning, but a specific focus on Javanese language learning remains underexplored. Mahardika and Setyaningrum (2020) research, titled "Factor Analysis of Student Learning Difficulties in Learning Javanese Language Class V SD Muhammadiyah Bausasran II Yogyakarta," highlights that various factors influence student learning difficulties and can manifest in different forms, such as academic task challenges and significantly lower-than-expected academic performance. While Mahardika's study provides valuable insights, it primarily relies on document review for data collection. In contrast, this study employs questionnaires to gather data, offering a more direct assessment of students' difficulties. Similarly, Basuki and Suryani (2017) research results, "Student Learning Difficulties in Learning Indonesian," reveal challenges in linguistic competence, particularly in reading and writing sub-competencies. The findings indicate that students struggle with speaking proper Indonesian and developing their ideas in writing. Basuki's study focuses on the factors contributing to student learning difficulties, it collects data through tests. This study, however, uses descriptive qualitative methods and questionnaires, providing a different methodological perspective.

Furthermore, Yani and Rachmania (2023) study, "Analysis of Student Learning Difficulties in Learning Indonesian in Class V of Wangiwisata State Elementary School," identifies internal and external factors affecting students' learning ability. Internally, students face challenges in listening, speaking, reading, and writing. Externally, setbacks are attributed to the lingering effects of the COVID-19 pandemic and teachers' reliance on conventional teaching methods without integrating modern learning media. While Yani's research investigates language learning difficulties and contributing factors, it focuses on Indonesian rather than Javanese

The novelty of this research lies in its specific focus on the identification of Javanese language learning difficulties at SMA Negeri 1 Kasiman, Bojonegoro, East Java. By employing a questionnaire-based data collection method and concentrating on high school students, this study aims to fill the gap left by previous research that either focused on different educational levels, languages, or different methodologies. This research is crucial for developing targeted interventions and



strategies to improve Javanese language learning, addressing internal and external factors hindering students' academic success in this specific cultural and linguistic context.

Based on those paragraphs, it can be concluded that identifying student difficulties in learning the Javanese Language is crucial. Moreover, the output of this study can give recommendations to teachers who are seen as key players in addressing students' learning difficulties. However, many teachers still rely on traditional methods such as lectures and question-and-answer sessions, contributing to students' struggles. Siswantari and Mukarromah (2021) noted that using these conventional methods, along with discussions, often leads to student boredom. Additionally, the lack of engaging learning media further diminishes students' interest in their studies. To enhance student creativity, teachers should employ innovative teaching models and create media that support and stimulate student creativity (Aswan, 2021; Noviana & Saifudin, 2020; Zagoto *et al.*, 2019). Innovation is essential for increasing students' interest in learning, which in turn enhances the effectiveness of the educational process (Nafisah *et al.*, 2023).

Building on the background provided, this research aims to delve deeper into students' difficulties in learning the Javanese language. The study takes place at SMA Negeri 1 Kasiman, a distinguished public high school in Bojonegoro Regency, near Blora Regency's border. Despite its peripheral location, the school boasts numerous achievements in both academic and non-academic fields. However, challenges in learning persist, particularly in Javanese language studies. This research seeks to explore these difficulties in detail and identify their contributing factors. The goal is to assist teachers in finding practical solutions to address and overcome these challenges.

2 Methods

This research employs a case study approach, which involves an in-depth examination of one or more cases to gain a comprehensive understanding, analyze, and explore the information thoroughly. (Stake, 2020) describes a case study as a detailed investigation of a phenomenon within its real-life context, aiming for a holistic understanding. Similarly, Thomas (2011) explains that case study research involves an extensive analysis of one or more significant and representative instances of the phenomenon under investigation.

This study adopts a qualitative approach, utilizing descriptive methods. As defined by Moelong and Lexi (2022), Qualitative research is a methodology that generates descriptive data through written or spoken words from individuals and through observable behaviors. This theory is corroborated by the opinion of Sugiyono (2008), who defines that qualitative research emphasizes the process rather than the product or outcome. In line with this type of research, the descriptive method is used to provide data or describe data thoroughly and thoroughly about the problem that is the research topic.

The data source refers to the origin from which information is obtained. This research collected data directly from SMA Negeri 1 Kasiman in three months. The study involved 120 students from SMA Negeri 1 Kasiman surveyed to understand their difficulties in learning the Javanese language. From this group, a sample of 25 students was selected for in-depth interviews to gain deeper insights into the specific challenges they faced. The data comprised both primary and secondary sources. Primary data was gathered through questionnaires about students' difficulties in Javanese language lessons and interviews with students and teachers. Secondary data, which served as supplementary information, included journals and books.

Data collection is a crucial step in research, as the primary objective is to obtain relevant information. This study utilized interviews, documentation, and questionnaires as data collection

techniques. This study used Research instruments to gather data and included questionnaires, interview guides, and documentation tools. In addition to the questionnaire, semi-structured interviews were conducted with 25 students selected from the original 120 participants. These students were chosen based on their responses to the questionnaire, ensuring a representation of those who reported significant difficulties in various components of the Javanese language curriculum—the interviews aimed to explore internal and external factors contributing to their challenges. Questions were open-ended to allow students to express their experiences and perceptions in detail. The interviews covered aspects such as motivation, learning styles, teaching methods, parental involvement, and the adequacy of learning resources.

The technique used to ensure data validity in this research is source triangulation. This method tests the reliability of data by verifying it through multiple sources. This study's sources include the teachers and students of SMA Negeri 1 Kasiman. The data analysis method employs an interactive analysis model as introduced by Miles and Huberman (1992), which includes data reduction, data display, and conclusion drawing. (a) Data reduction involves summarizing and selecting key data points for study. According to Ahmad and Muslimah (2021), data reduction entails the process of selecting, simplifying, and transforming raw data from field notes to make abstract information visible. (b) Data display involves organizing the data to facilitate easier understanding and accessibility for researchers, tailored to their needs. (c) Drawing a conclusion refers to deriving insights and outcomes based on the analyzed data collected in the field.

3 Results and Discussion

3.1 Results

One student highlighted several challenges they personally faced during the interviews conducted as part of this study on students' difficulties in learning the Javanese language at SMA Negeri 1 Kasiman. The student struggled with maintaining interest and motivation in the subject, citing a lack of engaging teaching methods and uninspiring learning materials as significant barriers. They mentioned feeling overwhelmed by the complexity of *aksara Jawa* and *unggah-ungguh basa*, finding it difficult to grasp these components' nuances and practical applications. Furthermore, the student discussed external factors that contributed to their difficulties, including a demanding schedule that limited their dedicated study time for Javanese language lessons. They emphasized the importance of supportive parental involvement and encouragement, which they felt was lacking in their learning journey. Overall, the student desired more interactive and stimulating learning experiences that could better cater to their learning style and enhance their engagement with the subject. This interview response underscores the importance of addressing internal and external factors in facilitating effective Javanese language education. It highlights the need for educators to adopt innovative teaching approaches that foster student motivation and cater to diverse learning needs, thereby promoting a more supportive and enriching learning environment for all students involved.

Based on the questionnaire, Students of SMA Negeri 1 Kasiman experienced learning difficulties in *aksara Jawa*, *unggah-ungguh basa*, *tembang macapat*, *cerkak*, *geguritan*, *pranatacara* and *drama*. The difficulty with the highest percentage is in *aksara Jawa* material, while the lowest percentage is in *drama* material. The following complete data can be seen in the figure and Table 1.

Diagram 1. Percentage of student difficulties in the material



The following is an explanation related to student difficulties.

Table 1. Student difficulties in the Javanese language materials

Material	Difficulty
1. Aksara Jawa	Difficulty in distinguishing <i>murda</i> , <i>rekan</i> , and <i>swara</i> characters
2. Unggah-ungguh basa	Difficulty in distinguishing <i>ngoko alus</i> , <i>krama lugu</i> and <i>krama alus</i> .
3. Geguritan	Difficulties in creating and determining <i>geguritan</i> according to the theme
4. Tembang macapat	Difficulty in pronunciation as well as in tone and tempo in <i>macapat</i>
5. Cerkak	Students have difficulty in determining themes and composing stories independently.
6. Pranatacara	Difficulty in memorizing and understanding the vocabulary of <i>pranatacara</i> texts
7. Drama	Difficulty deciding on a theme and writing drama text

The study revealed that SMA Negeri 1 Kasiman students encounter various difficulties in learning the Javanese language, as summarized in Table 1. These challenges are linked to specific components of the Javanese language curriculum, primarily derived from the textbooks used in their classes. Each material presents unique obstacles that hinder students' understanding and proficiency. Furthermore, the score test indicates that students find *Aksara Jawa* the most challenging, as evidenced by the lower average score of 58. In contrast, Javanese *drama* is the least challenging, with the highest average score of 79. This pattern supports the observation that students face significant difficulties with *aksara Jawa*, which aligns with the questionnaire and interview findings. These difficulties necessitate target to improve teaching methods and learning materials for *aksara Jawa* to enhance student understanding and performance in this area.

3.2 Discussion

3.2.1 Type of difficulty in Javanese language material difficulty with *aksara Jawa*

Students encounter challenges in accurately writing Javanese characters, particularly *murda*, *rekan*, and *swara* characters, and in memorizing *sandangan* and pairs. Interviews with a Javanese language teacher and students support this observation. The teacher noted, "Students still struggle

with identifying and differentiating the correct writing of *aksara Jawa*, especially with *aksara murda*, *aksara swara*, and *aksara rekan*." According to (Hariadi, 2021), these difficulties arise because Javanese characters are perceived as complex, with many characters looking visually similar, such as *sa* and *da*. It can be assumed that this visual similarity contributes significantly to students' difficulty distinguishing and remembering the correct forms. Additionally, interviews with students revealed similar sentiments. One student mentioned, "It is hard to remember all the different characters and their pairs. They look so similar, and I get confused easily." Another student added, "I find it challenging to stay motivated because the characters are difficult to memorize, and I often rely on my notes during exams." These struggles are reflected in their scores, with *aksara Jawa* scoring the lowest at 58 compared to other materials. This lack of engagement negatively affects their writing skills.

3.2.2 Difficulty with the material of *unggah-ungguh basa*

Students have difficulty in distinguishing *ngoko alus*, *krama lugu* and *krama alus*. This difficulty is evident from the language used when talking to the teacher. This is reinforced by the results of interviews with teachers who said, "Students experience errors in the use of language in speaking, such as discussing themselves when talking to the teacher". In addition, low vocabulary mastery causes students to have difficulty speaking, so they sometimes stammer in using manners. This is relevant to research conducted by Fatmawati and Wiranti (2023), which states that students have difficulty using Javanese vocabularies such as *mangan*, *nedha*, and *dhahar* which means eating. The next difficulty is the mispronunciation of phonemes, both consonants *da*, *dha*, *ta*, *tha*, and difficulties in the preparation of Javanese sentence structures.

3.2.3 Difficulty with *geguritan* material

Geguritan is a literary work created through the selection of ornamental words in which there is *purwanthi* or rhyme with a solid sound so that it contains deep meaning (Suherman, 2022). The existence of *purwanthi* and literary components in *geguritan* is a factor that causes students to find it difficult to learn *geguritan*. In addition, in *geguritan* material, students have difficulty in creating and determining *geguritan* according to the theme; this is due to a lack of vocabulary mastery. Saputri (2023) said that there are four factors that make it difficult for students to write *geguritan*, namely (1) limited vocabulary; (2) low interest in learning literature; (3) less creative teachers; and (4) difficulty getting ideas or inspiration.

3.2.4 Difficulty with *tembang macapat* material

Macapat is a traditional poem in Javanese that is composed using certain rules. In this material, students find it difficult to pronounce the vocal [a], which is read [o], which makes students sometimes wrong in pronunciation. In addition to difficulties in pronunciation, students also have difficulty determining the rhythm, tempo, and tone in *tembang macapat*. Students have difficulty determining the high and low and also the fast and slow tones when singing. Rahmawati (2020) said that students' ability to learn songs is still low, especially in terms of mastering high and low and fast and slow tones. Therefore, it is necessary for students to practice singing. Intensive *nembang* practice in musical aspects such as rhythm, tempo, and tone can improve students' ability to sing *macapat* (Yeni, 2013).

3.2.5 Difficulty with *cerkak* material

Cerkak is a modern Javanese literary work in the form of prose that tells the daily life of characters (Setyowati & Pamilh, 2019). *Cerkak* is one of the learning materials that students are less interested in (Cahyani & Zahro, 2023). In *cerkak* material, students have difficulty determining themes and composing stories independently. One of the causes is students' low vocabulary mastery, which has

an impact on the difficulty in writing *cerkak*. The more vocabulary a person has, the more likely a person is skilled in language (Tarigan, 2015). Another difficulty is caused by the ineffectiveness of the learning media used by the teacher, where the teacher only uses media in the form of textbooks. Therefore, teachers need to use interesting learning media in the form of audio-visuals, namely *YouTube* and *animakers*. This is in line with the results of (Putra & Hasan, 2022) that students need learning media that is interesting, interactive, media that is full of images and sounds so that *cerkak* material becomes fun and easy to understand.

3.2.6 Difficulty with *pranatacara* material

Pranatacara, as a Javanese language subject matter, has broad benefits for students in social life. One of the speaking skills in Javanese language learning is *pranatacara* (host). According to Aryanto *et al.* (2021), a *pranatacara* must have knowledge of language and also use language properly. Based on this statement, it can be seen that the knowledge and use of good language for a *pranatacara* is very important. This is in accordance with the results of the teacher interview "In the *pranatacara* material, students have difficulty memorizing the *pranatacara* text because the language used in the *pranatacara* text includes standard language and is rather complicated, so they are sometimes confused by the foreign vocabulary contained in the *pranatacara* text". Puspita Dewi and Hanifah Insani, (2023) mentioned that errors and difficulties in *pranatacara* material are in phonology and morphology, such as the pronunciation of the vowel [a] changing to the vowel [o], which is caused by the habit of using regional dialects.

3.2.7 Difficulty of Drama material

Drama is a written literary work that draws a person's life and is expressed through dialog between characters (Karlina, 2017). In *drama* material, students have difficulty in determining the theme. (A. N. Rahmawati, 2018) said that students have difficulty in determining interesting themes. Students also have difficulty in writing *drama* texts, due to lack of vocabulary mastery. According to Pratiwi and Siswiyanti (2014), vocabulary mastery is one of the important factors that influence students' ability to write *drama* texts. The lack of vocabulary mastery causes students to have difficulty in developing ideas to create *drama* texts. Another difficulty in writing *drama* texts is due to the uninteresting learning media used by teachers, so interesting learning media such as *YouTube* is needed. The use of *YouTube* media in the implementation of learning can provide new synergies to students so that students are more interested and creative in expressing their ideas through writing activities (Bakri & Yusni, 2021).

3.3 Factors Affecting Students' Difficulties in Learning Javanese

3.3.1 Internal factors

Based on the research findings, it can be concluded that several internal factors contribute to students' challenges in learning the Javanese language: (1) A lack of motivation significantly impacts students' interest, leading to reduced enthusiasm and increased difficulty in the learning process. (2) Physical health issues, such as fatigue, illness, or generally poor physical condition, tend to lower students' concentration levels, resulting in decreased enthusiasm and greater difficulty in learning. (3) Students' intelligence levels affect learning outcomes, where students with high intelligence levels will tend to be more focused and easy to understand learning material. (4) Learning styles that are not in accordance with student needs will make students lazy and reluctant to take part in learning, resulting in difficulties.

3.3.2 External factors

External factors are influences from outside the student that can affect their academic performance. Research conducted at SMA Negeri 1 Kasiman identified several external factors contributing to students' difficulties in learning Javanese. These factors include (1) Insufficient learning time, as the school allocates only 1 hour per week for Javanese language lessons for grade X, and 2 hours per week for grades XI and XII. Additionally, this time is occasionally taken by other subject teachers, such as those responsible for BK. (2) Unengaging teaching methods, with teachers primarily using the lecture method, leading to a lack of student enthusiasm. (3) Limited use of engaging, innovative, and creative learning media, with teachers mainly relying on PowerPoint presentations and textbooks. (4) Insufficient attention and encouragement from parents regarding their child's academic achievements.

4 Conclusion

Based on the analysis results, this study identified that students experienced varying difficulty levels across different Javanese language materials. The highest difficulty was observed in aksara Jawa material, with 23% of students struggling, followed by 21% in unggah-ungguh basa, 14% in pranatacara, 13% in tembang macapat, and 10% each in geguritan and cerkak. The lowest difficulty was noted in Javanese drama, with only 9% of students facing challenges.

The difficulties encountered by students in learning Javanese can be attributed to both internal and external factors. Internally, factors such as a lack of motivation and interest, poor physical health, varying levels of intelligence, and individual learning styles significantly contribute to these challenges. External factors play substantial roles, including inadequate allocation of learning time, unengaging teaching methods, the use of uninspiring and uncreative learning media, and insufficient attention and encouragement from parents.

These findings have important implications for Javanese language teachers, underscoring the need to develop and implement appropriate and effective teaching methods to address these difficulties. Educators can tailor their approaches to better support student learning and engagement by understanding the specific areas where students struggle. Future research should focus on exploring and testing various models, methods, and learning media that can enhance students' understanding and skills in Javanese language materials.

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