

Utilization of Local Wisdom in Learning Javanese Language

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ABSTRACT

This research is intended to discover the utilization of local wisdom in Javanese lesson in curriculum 2013. In the implementation of curriculum 2013 at school, teachers are required to give a more meaningful and innovative lessons. This research is descriptive qualitative research with case study approach. The primary sources of data are the result from interview, observation and field documentation. The secondary sources of data are articles, journals, scientific works, and other data which support the research. The results of the research shows that the use of local wisdom in learning Javanese Language on the material understanding basic competence of descriptive text content about cultural events is conducted by utilizing the sound recording media and text about local wisdom in the area.

Key Words: utilization, local wisdom, learning, Javanese language.

INTRODUCTION

Indonesian Law year 2003 about National Education System Chapter 1 General Provision article 1 paragraph 16 stated that:

Community-based education means the provision of education based on the uniqueness of religion, social, cultural, aspirations and potential of society for the realization of education from, by, and for the community.

The Law explicitly describes that education is essentially not only aims to produce smart Indonesian, but also to shape cultured Indonesian. Education is not only a means to transfer knowledge to the learners, but also to develop the attitude of love for their own culture. And so, school which is the place where education take place, have an important role in the process of cultural preservation.

Javanese lesson of local content curriculum is made by the government with several goals. First is as protection, coaching, and development of Javanese language, literature and script. Moreover, the main goal of local content implementation is divided into direct goal and indirect goal. The direct goals are: the learning material to be easily received by the learners, the learning source in the area to be utilized for the benefits of education, students could implement their knowledge and skill in solving problems they met, and the students to better understand the condition of natural, social and cultural environment in their area. The indirect goals are for the students to improve the knowledge about their local area, to help themselves or their parents in the fulfilling everyday needs, to familiarize themselves with surrounding environment and to be spared from alienation in their own environment (Mansur, 2012, p. 68).

In this open era of globalization, exposure to information makes it possible for people to adopt values, knowledge, and habits outside their social environment and physically out

of reach. This globalization has caused a clash between local culture value and modern (global) culture value with increased intensity. Meanwhile, it is known that modern values does not always bring a favor for the development of local culture value (Suwardani, 2015, p.152).

The Javanese lesson itself is one of the method to protect, inherit, continue, and describe the characteristics of the Javanese people. One of the Javanese characteristics is also can be seen in the local content lesson. Thus, the lesson and the local wisdom cannot be separated. Javanese lesson attempts to apply or simultaneously insert local wisdom in the learning process and also as a container for local wisdom to be introduced to the students, because local wisdom is derived from the legacy of the past that once used as a way of life. However, as the time flies, if knowledge or legacy of local wisdom is delivered improperly, the local wisdom may disappear. With this integration effort, it is expected that the Javanese lesson and local wisdom can become one entity so that both are preserved and unified. It should be noted that learning must not only be oriented to the mastery of teaching materials alone without or lack of attention to meaningfulness for life. There is a lack of local wisdom implementation in everyday life. Even some students did not understand the values which many can be found in the local wisdom in the area. Related with the implementation of value in the era of globalization, the world of education in general and learning in particular are expected to be addressed more wisely. If the students do not understand the local wisdom, how they will inherit the local wisdom to the next generation? Integration of the lesson with local wisdom will develop students who are not only smart but also have moral, value, and behave according to the rules or norms which apply. Moreover, the students are expected to be locals with global knowledge.

Based on the background mentioned above, the problem which discussed in this research is how the Javanese lesson based on local wisdom is conducted. The objective of this research is to describe the implementation of Javanese lesson based on local wisdom.

RESEARCH METHOD

This research is qualitative research with case study approach. A qualitative research is intended to comprehend the phenomenon which experienced by the subject of research such as behavior, perception motivation, action, etc. holistically and by describing in the form of words and language in a specific context scientifically and by utilizing various scientific method (Moleong, 2010). A case study is a comprehensive description and explanation about various aspects of an individual, group, organization, program, or a social condition (Mulyana, 2007). This research is conducted in 7th grade of SMP Negeri 2 Suruh, Semarang regency.

DISCUSSION

The result of the research shows that the implementation of Javanese lesson based on local wisdom in basic competence 3.1 understanding the content of descriptive text about a cultural event. The followings are the steps:
First Meeting

- **Introduction**
Before the lesson starts, first the teacher and student pray. Then the teacher checks for presence list and the students' preparation. After the students are ready, the teacher creates groups using numbered head together. Before giving the learning material, the teacher plays a recording about the history of the formation of Semarang city to raise the students' interest. Then the teacher delivers the learning objectives of the day.
- **Main Activity**
In this main activity, the teacher conducts the lesson by giving worksheets to each group. The worksheet is used to work on problems related to the recording that they will hear. After getting the worksheet, the learners then listen to audio recordings of Baru Klinthing folklore, a legendary story in Semarang regency. This story is chosen because it is one of local wisdom in Semarang regency. Then the next activity is a discussion in which the students conduct a question and answer session about the words which are considered difficult to understand, giving and answering questions about the folklore, and about the content of the folklore they heard. After all have been discussed then students make a summary as a group. Finally, each group proceeds to deliver the summary results.
- **Closing**
Together, the students and teacher conclude and reflect on the learning materials about folklore that day. Next, the students and teachers plan the next learning program together and the teacher assigns the students to find a local folklore in their area, for example: find a story about the formation of their city or area.

Second Meeting

- **Introduction**
Before the lesson starts, first the teacher and student pray. Then the teacher checks for presence list and the students' preparation. Before strating the learning materials, the teacher gives apperception by asking questions relating to the folklore text material and the structure of its content and language features. After that, the teacher asks about the assignment of looking for folklore text at the previous meeting
- **Main Activity**
From the previous assignment to find folklore, the teacher appoints some students to come to the front of the class and read the folklore they had found. From some folklore examples, the students ask questions about the words that are considered difficult in the folklore text they read. After that, the students ask and answer questions about the contents of folklore and then discuss the contents of folklore they read. The teacher then chooses one of the most complete folklore then assigns the students to make a summary of the story. And finally, the students present the result of the summary results in written form.
- **Closing**
Together, the teacher and students conclude the materials learned with confidence and responsibility. After that, the students reflect on the lesson that has just taken place by making a note about the material they had learned. In the final step, the teacher emphasizes the students to take a lesson from folklore which can be used as an example for strengthening their character.

CONCLUSION

The relationship of local wisdom with Javanese lesson is cannot be separated. Javanese lesson is an emphasis on local knowledge and local wisdom is emphasis on values that can be implemented in everyday life. Local wisdom can be utilized as an alternative teaching material for learning Javanese. Local wisdom will make students to not forget their culture, their origin, and the lessons contained within the folklore.

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