

# Character Education Model for Primary School Students based on Javanese Ethnolinguistic

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**Abstract.** The objective of this research is to find out the character education model for primary school students based on Javanese ethnolinguistic. Research method was using R & D. The subjects of the study were 4 teachers of grade five of primary school and 104 students of grade five of primary school. The informants are the school principal, lecturer of Javanese department, Primary School Teacher Education Department lecturer, Head of UPTD Pendidikan, low grade teachers, parents and school committee. Data collection techniques used observation, FGD, and indept interviews, documents and questionnaires. The technique of data validity was using data triangulation and data analysis techniques was using nvivo. The results show that the implementation of character education for primary students is done through integration in a number of subjects, habituation, extracurricular, and in various races. Each primary school has its own way to instill the character values of its students. While the character education model for primary school students which is based on Javanese ethnolinguistic proved to able to form the character of the students. This can be seen from the improvement of posttest result, observation result and documentation result of student behavior. The conclusion is that the implementation of character education should be done since primary school age by involving various components of both family, school and community.

## 1. Introduction

Character education is not a new thing in the history of mankind. Parents tried various ways to educate their children to be a good child in accordance with the accepted values and norms in the culture [1] [2] [3] [4]. Today, when science and technology play a major role in determining the welfare of a country, formal education institutions i.e. schools are expected to contribute more in the mastery of science and technology. As a result, schools are now focusing more on developing the ability to master science and technology that are growing rapidly. Unfortunately, the efforts to develop the mastery of science and technology is not accompanied by the efforts to improve character education [5].

There are several factors that cause less attention to character education in schools in Indonesia. There are some global factors, and some are local [6]. The global causal factor that there is less attention to character education which is closely related to the emergence of the industrial revolution that began in the 18th century in England which then extended to countries in Europe ,America, Japan and to the whole world. The industrial revolution was driven by the human ability to create machines that were originally driven by steam power. So that human and animal power is replaced by the power of the engine. The way of thinking in managing the factory is then applied in school. School is seen as a machine / factory, and the result is creating a school model which is separated from real life. This school is authoritatively administered whose main orientation is to produce a standard product, that is, the labor for the industry at that time. The school model in the industrial revolution era is not only changed the students learning style but also changed the teaching materials. The main characteristic of this school model is that it has a strong tendency to create uniformy, mechanistic and view students as objects only.

While the local factor is that a debt-centered development which seems to be based on the assumption that the material can replace everything including education, work ethic and increasingly marginalized

honesty. Moreover economic development is too dependent on natural resources and the fact that education only sees on the surface only. The underlying factors that become drivers and for the society to reach a high level of competence is avoided. These factors include high spirits, commitment to excellence, enthusiasm for continuous improvement, open minded to new possibilities and the courage to try new things.

Character education in schools should be instilled from the most basic level of primary school (SD). Primary School is the first formal education level that determines the student potential development. Therefore, inappropriate method in moral values education for primary school will have a long-term impact on the moral of the individual. The failure of character education because the school is still focus on teaching moral knowing and moral training but does not touch the moral of being the habit of students to continue to do moral deeds. In order to create moral being on students it is certainly needed a classroom atmosphere and a conducive school environment so that the moral value is applied. Schools are required to become institutions that cultivating moral values, and not only as moral teaching institutions and moral training institutions. Therefore, the character education content of schools should psychologically include the moral dimensions of reasoning, moral feeling and moral behaviour [7].

The Implementation of character education in schools as a medium of cultural values and norms that exist in society requires a separate model. The model should match the cultural conditions around the school. For instance, the character education models in primary students in Central Java Province which is famous for its noble culture. One of the Javanese cultural identity is the Javanese language. Javanese language is full of values and norms. The facts show that many students who are cultured in Java can not speak Javanese well [8] [9]. And morer, many of them do not understand the values and norms behind the Javanese language.

In the previous research, it has shown that the Javanese language has a dominant role in the student character education. In the Javanese language there are various rules that tie and restriction to the user so as to provide control in the process of self-control. In addition to Javanese language, there are many other Javanese literature that can be used as a medium of character education. This will be very easy for primary school students who are developing language [10].

The science that studies the language system in a cultural perspective is ethnolinguistic. Ethnolinguistics is also called linguistic Anthropology which is a study of language and culture as a major sub-field of Anthropology. There is also a claim that linguistics Anthropology is a branch of linguistics that examines the relationship between language and culture in a society [11]. Based on the description, it is necessary to develop character education model for primary school students based on Javanese ethnolinguistic.

## **2. Method**

### *2.1 Research Methods*

This research uses qualitative and R & D methods. Qualitative methods were used to identify the implementation of character education in primary school, while R & D was used to find character education models for primary school students based on Javanese ethnolinguistics.

### *2.2 Place and Time*

This study takes place in SD N Tambahrejo 1 (with the characteristics that many students' parents who become overseas migrant workers, so there is lack attention on children ), SD N 2 Sukorejo (with students' environmental characteristics as sub-urban areas, thus it is less social control) , both primary schools are located in Kendal District, SD N 2 Sekaran (with location characteristics close to the campus, so that a lot of student behavior affected by the character of college students), SD N 2 Ngijo (with rural location characteristics that still maintain the customs and culture) located in Semarang City. The research time is from 2017 to 2018.

### *2.3 Method of Collecting Data*

The subjects of the study are students and teachers of grade V SD N Tambahrejo 1, students and teachers of grade V SD N 2 Sukorejo (Kendal District), students and teachers of grade V SD N 2 Sekaran, students and teachers of grade V SD N 2 Ngijo (Semarang City) . More detail description can be seen in the following table:

**Table 1.** Research Subject

No	Research Subject	Total
1.	Student Class V SD N Sekaran 02	27
2.	Student Class V SD N Ngijo 02	23
3.	Student Class V SD N 2 Sukorejo	29
4.	Student Class V SD N 1 Tambahrejo	25
5.	Teacher Class V SD N Sekaran 02	1
6.	Teacher Class V SD N Ngijo 02	1
7.	Teacher Class V SD N 2 Sukorejo	1
8.	Teacher Class V SD N 1 Tambahrejo	1
9.	<b>Total</b>	<b>108</b>

In this study the informants were the school principal, educational expert, scientific community and public in general. The data obtained was in the form of information that supports research, especially about the character education model for primary school students based on Javanese ethnolinguistic. For more details it can be seen in the following table:

**Table 2.** Informant

No	Informant	Total
1.	Headmaster of SD N Sekaran 02	1
2.	Headmaster of SD N Ngijo 02	1
3.	Lecture of Pendidikan Bahasa dan Sastra Daerah FPBS UPGRIS	1
4.	Lecture of PGSD FIP UPGRIS	1
5.	Head of UPTD Pendidikan Kecamatan Gunungpati	1
6.	Teachers	2
7.	Parents of Students	2
8.	School Committee	1
	<b>Total</b>	<b>10</b>

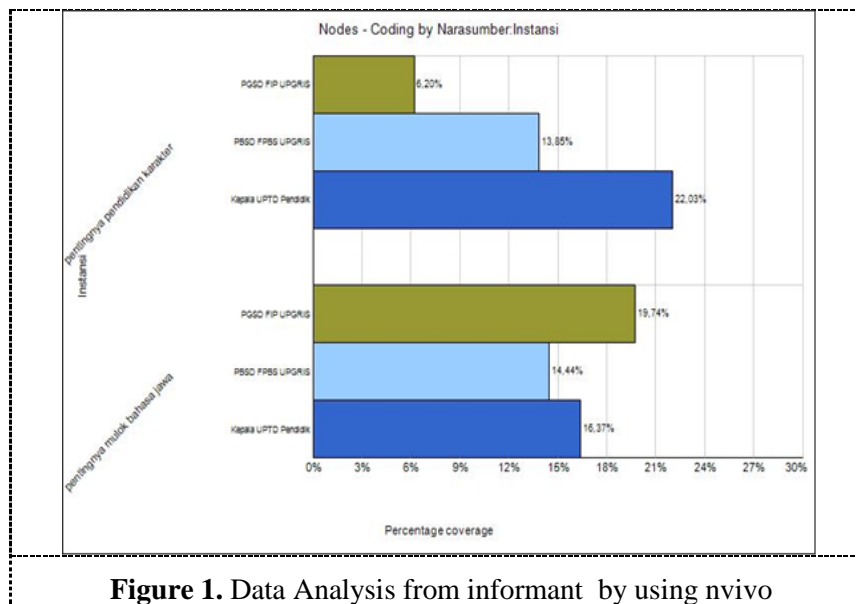
Data collection includes primary data and secondary data. Primary data sources were obtained from research subjects and informants. While the secondary data were obtained from reports / publications from relevant agencies and supporting data. Data collection techniques were observation, interview (indept interview to obtain data from research subjects, while Focus Group Discussion was used to obtain data from informants), documents and questionnaires (used to obtain data from research subjects and informants).

#### *2.4 Data validity techniques*

The technique of data validity was using data triangulation. The triangulation technique used in this research is the examination technique by utilizing the use of source means to compare and check the feed back the on the degree of trust on information obtained through different time and tools.

#### *2.5 Data analysis method*

Data analysis technique using nvivo analysis technique that is by using software commonly used for qualitative research. Here is one of the results of the nvivo analysis:



**Figure 1.** Data Analysis from informant by using nvivo

The picture above shows that of informant's answer about the importance of character education for primary students from PGSD lecturer FIP UPGRIS as a character education expert in primary school 6.20%, from lecturer PBSO FPBS UPGRIS as Java etnolinguistic expert 13.85% and from head UPTD Education of Gunungpati sub-district is 22.03%. While the importance of local content of Java language for primary students, the answer lecturer PGSD FIP UPGRIS of 19.74%, from lecturer PBSO FPBS UPGRIS of 14.44% and from Head Education Education UPTD Gunungpati of 16.37%..

### 3. Results and Discussion

School and environments affect the character building on children, both from social, cultural and economic factors. Similarly, the environment of SD N 2 Sukorejo, SD N 1 Tambahrejo is located in Kendal and SD N Sekaran 02, SD N Ngijo 02 is located in the city of Semarang. Each environment has its own characteristics, both from the heterogeneity of its people, its culture, its economic status, its religion, and its pattern of social interaction.

#### 3.1 Implementation of Character Education in Primary School

The implementation of character education for primary students is done through several activities, among them are integrated in a number of subjects such as Religion, PPKn, Bahasa Indonesia, and local content of Java Language; habits, such as marching before class, praying at the beginning and end of the lesson, singing the national anthem at the beginning of the lesson, the flag ceremony; extracurricular, for example in extracurricular scouts, drumband; and in various races, such as Islamic macapat race, race geguritan, etc. Each primary school has its own way to instill the characters' values in their students. Implementation of character education in the fourth primary school is still experiencing some obstacles, for more details can be seen in the following table:

**Table 3.** The Constraints on Implementation Character Education

No	Problems	SD N Sekaran 02	SD N Ngijo 02	SD N 2 Sukorejo	SD N 1 Tambahrejo
1.	Knowledge and implementation of character education by teacher	Most teachers have a good knowledge of character education for primary students, including in everyday practice, this is proved by the example of the teacher, for example, time discipline, clothing discipline, etc.	Limitations of supporting facilities and infrastructure.	Most teachers have a good knowledge of character education for primary students, including in everyday practice, this is proved by the example of the teacher, for example, time discipline, clothing discipline, etc.	Most teachers have a good knowledge of character education for primary students, including in everyday practice, this is proved by the example of the teacher, for example, time discipline, clothing discipline, etc.
2.	Social and Cultural Environment	The social and cultural environment around SD N 2 is now less conducive in supporting the implementation of character education for its students. Because of its location around the campus area makes students a little more affected by student culture. Facts on the ground indicate that some students are affected by bad associations of college students, such as those who are already smoking, speaking disrespectfully (such as using obscene words, calling friends with the term "ndes", which in Javanese is derived from the word "gondes" which means "gondrong ndeso", etc).	Rural environment gives a positive effect for the implementation of character education on students, only the implementation is less than the maximum.	The socio-cultural environment of the heterogeneous community makes the students have different character, the implementation of character education in schools experienced some obstacles, so that less than the maximum.	Socio-cultural environment is paguyuban, support for the primary of character education in schools.
3.	Facilities and infrastructure	Limitations of supporting facilities and infrastructure.	Limitations of supporting facilities and infrastructure.	Facilities and infrastructure are adequate.	Facilities and infrastructure are adequate.

Most of the constraints on the implementation of character education in schools are influenced by the cultural environment and infrastructure facilities that are less supportive. The neighborhood around the school sometimes has a negative effect on the students' character development. In the process of student development, the environment is one of the most important factors after carriage. Without the support of environmental factors, the process of development in realizing the innate potential becomes a real ability will not happen. Therefore, the function or role of this environment in the development process

can be said as a teaching factor, which is the factor that will affect the embodiment of a potential on becoming good or not, because the influence of the environment in this case can be positive which means good influence and strongly support the development of a potential or is negative i.e. the influence of the environment is not good and will hinder / undermine the development of students.

Facilities and infrastructure factors can support the realization of the process of character education adequate in schools. Implementation of character education in schools in addition to the stance of attitudes, the habituation of positive behavior, the integration of values in various subjects is also required conditioning the school by providing adequate facilities and infrastructure so as to support the development of character education students. The preparation of facilities and infrastructure in character education depends on the value of the character that is to be developed in the school, because each character value requires special facilities and infrastructure so that the character education success indicator in the school can be achieved well.

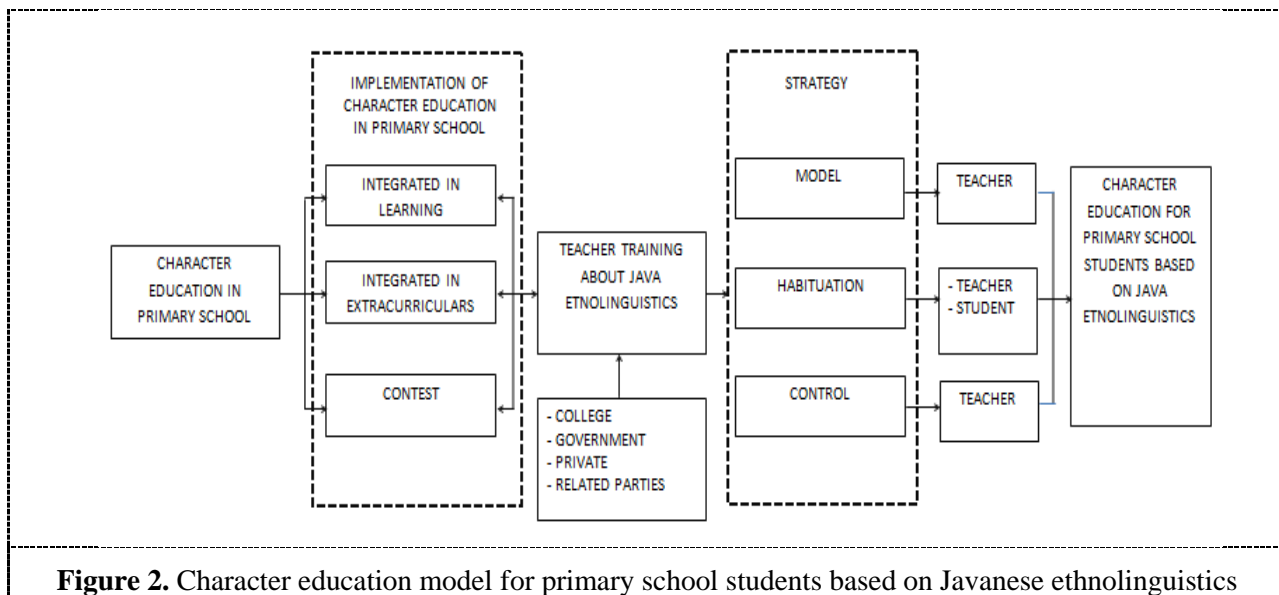
### 3.2. Character Education Model for Primary School Students based on Ethnolinguistic Javanese

The character education model for primary school students based on Javanese ethnolinguistics was developed through several stages according to Borg & Gall, as follows:

**Table 4.** Stages of Character Education Model Formation for Primary School Students  
Ethnolinguistic Based Java

No	Phase	Description
1.	Potentials and problems	Identifying various potentials and problems in the field, such as: identifying potentials and problems that arise when character education is conducted in all four primary schools, namely SD N Sekaran 02, SD N Ngijo 02, SD N 2 Sukorejo and SD N 1 Tambahrejo. Each primary school has the potential and problems of implementing different character education.
2.	Data collection	Collecting data in the field, which will be used as initial capital / product design materials, such as students characteristics in the fourth primary school, the strategy of character education implementation in the fourth primary school, the constraints that arise, the teacher's effort to face the constraints,
3.	Product design	After data collection in all four primary schools, the product design is done, which is to create character education model for primary school students based on Javanese ethnolinguistic
4.	Design validation	Validate model design through expert / expert, ie Java ethnolinguistic expert from Javanese lecturer and character education expert on primary school students from PGSD lecturer
5.	Design revision	Tested a model design that has been validated by an expert to all four students and teachers in all four primary schools
6.	Product trial	After the design revision is done in accordance with the needs in all four primary schools then the model test has been revised
7.	Product revision	The test results are used as a tool to revise the model
8.	Test usage	The model was re-tested on all four primary schools
9.	Product revision	The test results are used as the basis for revising the final model
10.	Mass production	Disseminate the final model

The following is a "Character Education Model for Javanese Ethnolinguistic Primary Students" after going through the ten stages according to Borg & Gall:

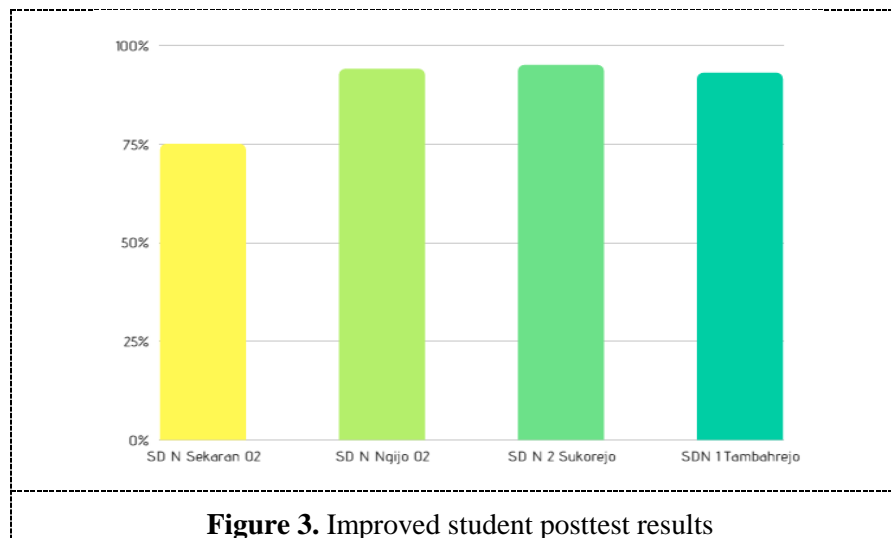


**Figure 2.** Character education model for primary school students based on Javanese ethnolinguistics

The picture above shows that the implementation of character education in primary schools that has been done through three ways, namely integrated in teaching and learning activities, integrated in extracurricular and through various kinds of competitions followed by students. While the character education effort for primary school students based on Javanese ethnolinguistic is done by giving training to the teacher about the ethnolinguistic material of Java. Giving this material is done because not all primary teachers know and understand the material on Javanese ethnolinguistics. In primary level, this material is given as local content subject of Regional Language i.e .Javanese Language. The learning materials of Java language in grade V SD students includes Java language, wayang story, Javanese script, legend, geguritan, and macapat song. Based on the results of research, most of the material that is not mastered by the teacher is the script of Java and tembang macapat. The lack of knowledge and skill of the teachers makes the teacher reluctant to teach Javanese script material and macapat song. This training can be provided by various parties namely universities, government, private or other parties who are competent. The strategy of transmission to students is done by modeling the attitude of the teacher, the habituation of various values of the positive character to the students and the supervision of the students' behavior by all school residents, especially teachers. The success of character education for primary students based on Javanese ethnolinguistics depends on the commitment of all components involved. Especially teachers who spearhead the implementation of character education [12] [13] [14].

### 3.3. The Effectiveness of the Implementation of Character Education Model for Javanese-based Primary School of Ethnolinguistic Students

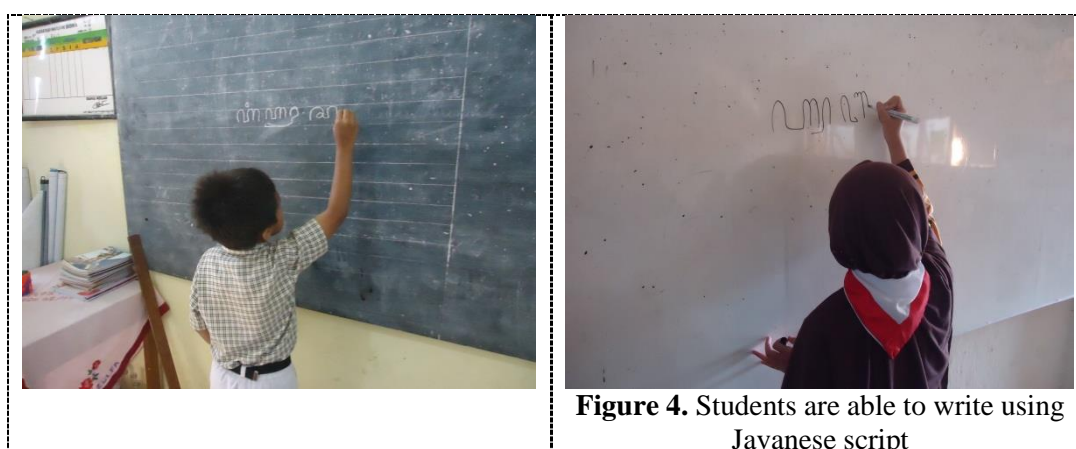
Character education model for primary school students based on Javanese ethnolinguistics proved to be able to build students character. This can be seen from the improvement of posttest result, observation result and documentation result of student behavior. Here is an increase in posttest result of students in all four primary schools:



Students are asked to do a number of questions before and after the character education activities for primary school students based on Javanese ethnolinguistics. The question is in the form of pretest and posttest with the same material. The subject matter includes knowledge and skills of Javanese language, knowledge and skill of writing “aksara Jawa”, knowledge and skill of “tembang macapat”, knowledge of “geguritan”, and knowledge of “wayang” story. The learning of Java language in SD includes writing, reading, listening, and speaking [15]. The “aksara Jawa” is a Javanese letter of 20 core characters complemented by the use of “sandhangan” and “pasangan” in forming a word or sentence [16]. “Tembang macapat” contains sublime meanings that are often used as expressions that are expressed in a paragraph. “Tembang macapat” often used as a depiction of life which also contains advice or good advice to live life. “Tembang macapat” consists of eleven types or titles. Eleven types of songs in this “tembang macapat” each have different characteristics and character [17]. “Geguritan” is a modern Javanese poetry [18].

The result is as seen in the picture above, i.e. there is an increase of pretest results to posttest in each primary. At SD N Sekaran 02, the increase of posttest result was 75%, SD N Ngijo 02 increased 94%, SD N 2 Sukorejo was 95% increase and SD N 1 Tambahrejo was increased by 93%.

Here is a picture of the results of observation and documentation on the effectiveness of character education for primary school students based on Javanese Ethnolinguistics:



The picture above shows the students' ability in writing Javanese script. Students who initially had low knowledge and ability in writing Javanese script can improve their knowledge and ability to write Java script properly. In addition students also have knowledge about the various kinds of “tembang macapat”



as well as able to sing "tembang macapat". In grade V SD taught in the second semester, with core competencies "Understanding the factual and conceptual knowledge by observing and trying (listening, seeing, reading) and questioning based critically about himself, God's creatures and activities, things he encounters at home, school and playground ", while his basic competence " Understanding the song "Pangkur" with the following material:

PANGKUR											
slendro pathet 9											
1	2	2	2		2	2	32	1.6			
Mang-ko-	no	ngel -			mu	kang	nya -	ta			
6	1	2	2		1	6	1	6	5	5	
sa -	nya -	ta -	ne		mung	weh	re -	sep -	ing	a -	ti
2	5	6	6		6	6	65	6.1			
bu -	ngah	i -	nga -		ran -	an	cu -	bluk			
.	5	2	2		2	2	32	1.6			
su -	keng	tyas			yen	den	i -	na			
6	1	1	1		6	6	6	6		6	1
no -	ra	ka -	ya		si	pung-	gung	ang -		gung	gu -
5	6	6	6		6	6	61	6.5			
u -	gung-an	sa -			di -	na	di -	na			
6	6	6	5		6	1	12	1.65			
a -	ja	mang-ko	-		no	wong	u -	tip			

Figure 5. Tembang Macapat Pangkur Slendro Pathet 9

The students' mastery on Javanese language skills are increasing. Based on the observation, many students who began using Javanese manners when communicating with his teacher and using the language of *Ngoko Alus* when communicating with his friend. Whereas the initial condition of most students still use mixed language and Indonesian language in daily communication, both with teachers and with fellow students. Character education for primary students based on Javanese ethnolinguistics makes students' behavior appear more polite.

#### 4. Conclusion

The implementation of character education for primary students is done through integration in a number of subjects, positive behavior habituation, extracurricular and competition. Each primary school has its own way of instilling the values of the characters of its students. While the character education model for primary school students based on Javanese ethnolinguistic language proved able to form the character of students. This can be seen from the improvement of posttest result, observation result and documentation result of student behavior.

#### 5. Recommendation

Implementation character education should be done from primary school age by involving various components of both family, school and community. It requires high commitment from various parties so that character education can be done optimally.

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