

Joyful Learning Model for Javanese Speech Levels Course

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Abstract—As one of Indonesia's cultural heritages, regional languages, including Javanese, need to be preserved. The cultural richness of Javanese includes the politeness and manners values, as reflected in the so-called *unggah-ungguh* (speech levels). While it is taught as a course in the country's 12-year mandatory education, the teaching and learning process still follows the traditional, less appealing model. This research aims to create a Javanese speech levels learning model based on joyful learning. The model was both innovative and entertaining. The research used R&D ADDIE design with the following steps: analysis, designing, development, implementation, and evaluation. The model was developed based on two philosophies: progressivism and analytic philosophy. Syntagmatic, social system, support system, reaction principle, instructional impact, and accompaniment impact served as the model's components. Orientation, presentation of material, explanation of how to play, playing vocabulary, playing sentences, dialogue, assessment, and reflection comprised the syntagmatic model. The principles of joyful learning and the norms of honing, loving, and nurturing are included in the model social system. The model reaction principle included the teacher serving as a facilitator, planner, and assessor. Tools, media, and learning resources are all part of the model support system. Some of the instructional effects were increased Javanese vocabulary, fun learning activities, and some impacts of model accompaniment, including increased emotional sharpness, imagination, and cooperation.

Index Terms—Javanese speech levels, joyful learning model, politeness

I. INTRODUCTION

Indonesia is a country with a wide range of cultures. It is home to numerous ethnic groups. According to the Indonesia Statistics' (BPS) 2010 Population Census, approximately 1,340 ethnic groups live in the country. Javanese are its largest ethnic group. The group makes up 41 percent of Indonesia's total population. They speak their own language, the Javanese language. It is used in such provinces as Central Java, East Java, and the Special Region of Yogyakarta. There are approximately 84.3 million Javanese speakers (Wati, 2016). Some people in several countries, including New Caledonia, the Netherlands, and even South America, specifically Suriname, also speak Javanese (Quin, 2011).

The Indonesian government respects and preserves regional languages, including Javanese, as referred to in Article 32 of the 1945 Constitution. One of the government's attempts to preserve the Javanese language is granting universities permit to open a Javanese Language and Literature Education Study Program and teach Javanese language at the elementary, junior high, and high school levels in three provinces where Javanese is the native language, namely Central Java, East Java, and the Special Region of Yogyakarta.

Javanese is one of the politest languages. *Unggah-ungguh* (Javanese speech levels) is a linguistic variation in which the differences are determined by the speaker's attitude toward the interlocutor or the person being spoken to. The linguistic variation chosen will be determined by differences in age, degree, social status, and intimacy distance between the speaker and the interlocutor. When speaking, mistakenly selecting the linguistic variations will result in irregularities and might be considered impolite.

Javanese speech levels are distinguished by linguistic and non-linguistic factors. The linguistic factor is the speech itself in the form of words or sentences, whereas the non-linguistic factors are social factors in speech events, such as the speaker's social status, intimate relationship with the interlocutor, and age. In speech events, the two factors cannot be separated. Javanese has a distinct and clear speech levels used to convey politeness meanings in hierarchy. The subtle speech levels convey a high sense of politeness. Meanwhile, the medium and ordinary speech levels convey the meaning of moderate and low sense of politeness, respectively.

Poedjasoedarma (1968) classifies Javanese speech levels into three, namely: *krama* (deferential), *madya* (medium), and *ngoko* (informal). The *ngoko* speech level reflects the meaning of the interlocutor's distance from the speaker. This connotes a degree of intimacy in the relationship. Its purpose is to convey a sense of familiarity between the speaker and the interlocutor. The *krama* speech level denotes politeness and respect. Its purpose is to demonstrate courtesy or respect between the speaker and the interlocutor. Finally, the *madya* speech level has a meaning and function somewhere between *ngoko* and *krama*; it has a medium meaning and serves to demonstrate a moderate sense of politeness between the speaker and the interlocutor.

The *krama* speech is used by the speaker to communicate with an interlocutor who they have known yet, has a rank, or by a younger person to an older one, such as a student to their teacher, an employee to their superior, a servant to their employer, and a son/daughter-in-law to their parents-in-laws. Meanwhile, the *madya* speech is considered half-polite and half-rude. A speaker would use a *madya* speech level when addressing an interlocutor who is felt to be respected, but the level of appreciation and respect is moderate, such as people of low rank who are adults or of advanced age. Furthermore, the *ngoko* speech level is used by a speaker to an interlocutor to reflect a sense of distance (familiarity), such as between friends who are already acquainted, people of high social status to people of low social status, teachers to students, parents to their children, husbands to their wives or vice versa, and older siblings to their younger ones or vice versa.

Javanese speech levels regulate not only the use of *ngoko* or *krama* style, but also a person's attitude and manners when speaking. The polite way of selecting words includes moral values, characters, manners, and wisdom that can be used to develop the character of the nation's youth. However, the ability of the younger generation to master the Javanese speech levels is becoming increasingly concerning (Subroto et al., 2008; Hartono, 2013).

Based on interviews with Javanese language teachers and observations at schools, it is safe to say that students' ability to properly use Javanese speech levels is still very low. Students still stammer when speaking in Javanese *krama*, and some have the wrong idea about using Javanese speech levels. Many factors contribute to this, including the fact that they are accustomed to communicating in Indonesian or Javanese *ngoko* in their daily interactions. Obstacles to learning Javanese language in schools, according to Nurmasari et al. (2017), include Javanese language teachers' low competence, a lack of lesson hours in Javanese language learning, and the highly limited availability of Javanese language learning media. Furthermore, the Javanese speech levels course is still taught using the traditional learning model.

Based on this fact, an innovative speaking learning model is required. A learning model is a description of a learning environment (Joyce & Weil, 1996). According to Pateliya (2013), it is an instructional design that describes the process and creation of a learning environment that assists students in interacting with one another in order for behavioral changes to occur. The Javanese speech levels learning model developed in this study was designed based on language games to address the challenge of low Javanese speech level ability for elementary education level students. The model developed in this study was a joyful learning model.

A language game-based learning model is one type of joyful learning. Language game activities, according to Wright et al. (2006), are enjoyable and pleasurable. Game activities have rules and goals in addition to the element of fun (Hadfield, 2003). Language games are an effective, positive, and important method of language learning (Zhu, 2012; Korkmaz, 2013). Language games have a positive impact on learning by reducing students' anxiety (Wang et al., 2011), encouraging students to be confident to speak out (Al Jarrah et al., 2019), providing positive energy for students (Amrullah, 2005), improving students' vocabulary skills, and creating a fun learning environment for students (Huyen & Nga, 2003; Gozcu & Caganaga, 2016). Games can also be used to help children's cognitive development (Lai et al., 2018), as well as their physical, social, emotional, and linguistic developments (Lestari & Prima, 2017). Language games can be a means for (1) having fun while playing and (2) practicing specific language skills. A game cannot be called a language game if it is enjoyable, yet it does not involve practicing certain language skills. If the game is not enjoyable, even if it helps learners train specific language skills, it cannot be called a language game either.

Based on the previously mentioned opinions, the characteristics of language games are fun, friendly to children, and able to help increase children's learning motivation, develop children's imagination, spontaneity, sportsmanship, and cooperation, as well as improve students' language skills. Language games are extremely beneficial when used in language learning, be it Indonesian or foreign languages. For this reason, it can be assumed that language games can also be used in Javanese language learning, particularly in learning the Javanese speech levels.

Language games come in a variety of forms. Not all language games are appropriate for educational purposes. Several factors must be considered when selecting a language game, including the aspects of skills to be developed, student characteristics, learning objectives, supporting infrastructure, and student ability levels. Zhu (2012) discusses various types of language games, such as guessing games, picture games, sound games, mime, debates, jigsaw puzzle, and role plays. Buttner (2013) also discusses different language games that can be used to practice language skills, such as guessing words, card stack challenges, guessing games, hot potato sentences, circling words, labelling it in time, and college quiz bowl.

II. RESEARCH METHODOLOGY

The research and development (R&D) model used in this study is the one developed by Branch (2009) which offers a development model called ADDIE. The steps for developing the ADDIE model are analysis, designing, development, implementation, and evaluation.

Data Source

The data in this study included teacher and student's needs for the Javanese speech levels learning model based on language games, as well as the expert validation on the developed learning model. The data on student's needs were collected from 100 junior high school students throughout Central Java Province, while the data on teacher's needs were collected from 10 Javanese language teachers throughout Central Java Province. The data were also validated by experts specializing in learning model, learning devices, teaching materials, and learning assessment.

Data Collection Technique

Documentation, interviews, and questionnaires were used to collect the data. The documentation was the teacher's notes about the teaching and learning process, such as the students' Javanese speech levels grades, lesson plans, curriculum, assessment system, and textbooks used, as well as field notes about what they saw, heard, and experienced while out in the field. Javanese language teachers and students were interviewed. These interviews were intended to discover the true conditions of learning Javanese in schools. In addition, the researchers distributed questionnaires. Two questionnaires were used to figure out (i) the needs analysis for the learning model and (ii) the expert validation for the learning model to be developed.

Data Analysis Technique

The data in this study were analyzed qualitatively in two stages, namely preliminary data analysis and development data analysis. In the preliminary stage, the data were analyzed using Miles and Huberman's (1992) analysis model, which consisted of four steps: data reduction, data presentation, conclusion drawing, and verification. The collected data were described as materials for developing a learning model prototype. Furthermore, the expert validation analysis was performed during the development stage. The expert data were tabulated, and the average of each component was calculated. The data were then clearly described to make the product's flaws visible. On the advice of these experts, various types of flaws were corrected. The researchers and the learning model experts continued to collaborate during the data analysis process to achieve the best possible results.

III. RESULT AND DISCUSSION

A. Results

(a). Learning Model Needs Analysis

A questionnaire was used to collect the data on the needs for a learning model. The questionnaire was distributed to 100 junior high school students in Central Java. Out of this number, 25 students were from SMPN 3 Satu Atap Sayung, Demak Regency, another 25 from SMPN 5 Surakarta, still another 25 from SMPN 6 Magelang City, and the remaining 25 students were from SMPN 2 Jambu, Semarang Regency. These schools were chosen to represent the population of Central Java by alternating between schools in urban areas and schools in rural areas. Schools located in urban areas were represented by SMPN 5 Surakarta City and SMPN 6 Magelang City, and schools located in rural areas were represented by SMPN 3 Satu Atap Sayung, Demak Regency, and SMPN 2 Jambu, Semarang Regency. This study used Macalister and Nation's (2010) theory of needs analysis, which included necessities, wants, and lack. The following is an examination of student needs for a learning model.

TABLE 1
ANALYSIS OF STUDENT'S NEEDS FOR LEARNING MODEL

Aspect	Question	Question Item	Percentage	
			Agree	Dis-agree
<i>Necessities</i>	The urgency and role of learning Javanese	Preserving Javanese language	99	1
		Cultivating ethical values and manners	97	3
		Replacing the role of Indonesian language	12	88
<i>Want</i>	Students' desires to learn Javanese speech levels	Model Concept		
		Designed with fun concept	99	1
		Combined with singing activities	81	19
		Learning Methods		
		Game method	95	5
		Discussion method	93	7
		Hands-on method	59	41
		Lecture method	26	74
		Learning Topics		
		Culture	95	5
		Health	78	22
		Social	73	27
		Economy	53	47
		Politics	20	80
		Learning Media		
		Audio visual	94	6
		Visual	82	18
		Audio	27	73
		Scoring System		
		Written	83	32
		Spoken & written	68	32
Spoken	31	69		
Teaching Materials				
Presented concepts and examples	96	4		
More than one color design	82	8		
<i>Lack</i>	Things students have not mastered in the Javanese speech level learning	Not fluent in Javanese <i>ngoko</i>	32	68
		Limited <i>krama</i> vocabulary	89	11
		Not fluent in Javanese <i>krama</i>	83	17
		Unable to compose <i>krama</i> sentences in Javanese	81	19
		Do not understand the concept of Javanese speech levels	55	45

Necessities

The urgency and role of learning Javanese speech levels in society served as the *necessities* in this study. Based on the questionnaire responses, it was found that learning Javanese speech levels was considered urgent or important to introduce, preserve and inculcate ethical values and manners in the society. Nearly all (99%) students agreed that the Javanese speech levels course was needed to preserve the Javanese language. When a statement was made that Javanese language course was needed to replace the role of the national language, the majority of students disagreed.

Wants

Students' desire to learn Javanese speech levels, which included the concept of models, learning methods, learning topics, learning media and assessment systems, served as the *wants*. Based on the questionnaire responses, it was found that students wanted a fun learning model concept. They disagreed with the concept of serious learning. They also wanted an interlude with singing activities to reduce the tension. Furthermore, the learning methods that students preferred were games (95%), discussions (93%), direct practices (59%) and they disliked lecture as the learning method. Regarding the learning topics that students liked, 95% of students liked cultures, 78% like health, 73% like social issues, while the topics that students disliked was politic. The questionnaire given to students also asked the learning media they used in learning. The result was that 94% of the students liked audio-visual media, 82% liked visual media, with no students really liking the audio media. The next issue was related to the assessment system. The questionnaire revealed that 83% of the students preferred written assessments, 68% preferred oral and written assessments and the 31% of them preferred oral assessment. Finally, on the teaching materials, students preferred teaching materials that presented concepts and examples and designed with more than one color.

Lacks

Lacks referred to the things that students had not mastered in Javanese speech level learning. The questionnaire data showed that the students did not have much difficulty speaking Javanese *ngoko* style. They found it difficult to speak Javanese *krama* style. No less than 89% of the students stated that they had limited *krama* vocabulary, 83% were not fluent in speaking Javanese *krama*, 81% were unable to compose sentences in Javanese *krama* style, and 55% did not understand the concept of Javanese speech levels.

(b). *Expert Validation Test*

The expert validation test was a process of testing the prototype learning models by experts. The experts involved in this process were those who had expertise in learning devices, learning models, teaching materials, and learning assessments. The validation test was carried out to get inputs, suggestions and an assessment of the learning model developed and to discover whether or not it met the eligibility standards as a learning model worthy of being tested in learning. Table 2 shows the results of the expert validation test.

TABLE 2
EXPERT VALIDATION RESULTS

Aspect of Validation	Expert Judgment		Average	Category
	1	2		
Model concept	87	89	88	Valid
Learning Media	85	86	85.5	Valid
Teaching materials	89	90	89.5	Valid
Evaluation	82	84	83	Valid

(c). *Final Version of Learning Model*

The Javanese speech level learning model was developed based on two philosophies, namely a combination of the philosophy of education and the philosophy of language. The philosophy of education used herein was progressivism, and the philosophy of language was the analytic philosophy. The learning model developed had various components, namely syntagmatic, social system, support system, reaction principle, instructional impact and accompaniment impact. The syntagmatic model included orientation, presentation of material, explanation of how to play, vocabulary play, sentence play, dialogue, assessment and reflection.

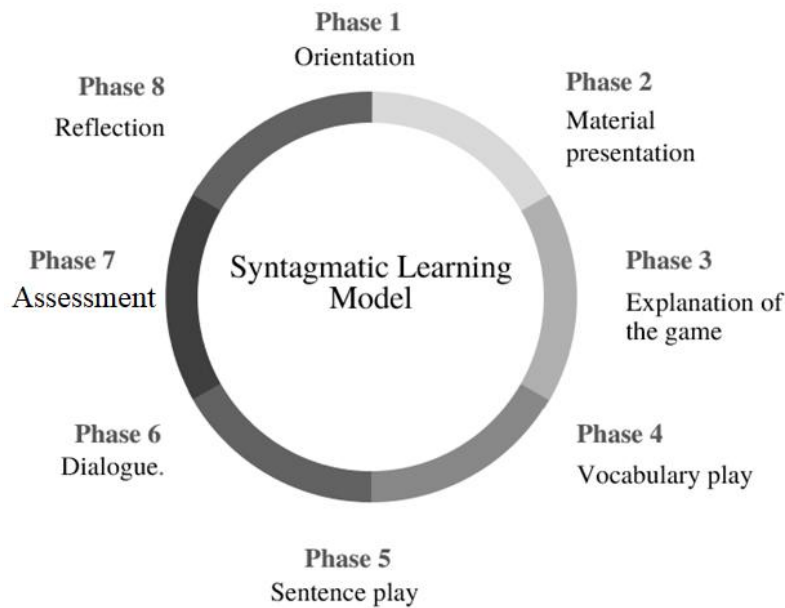


Chart 1. Syntagmatic Learning Model

In addition to the syntagmatic model, other components of the game-based learning model for Javanese speech levels course were social system, support system, reaction principle, instructional impact, and accompaniment impact. The model social system included the principles of joyful learning and the norms of *asah* (honing), *asih* (loving), and *asuh* (nurturing). The reaction principle required the teacher to serve as a facilitator, planner and assessor. The support system included tools, media and learning resources. The instructional impacts included increasing the number of Javanese vocabulary, improving the ability to appropriately use Javanese speech levels, and creating fun learning activities. Finally, the accompaniment impact involved honing emotional sharpness, imagination, and cooperation. The following is a chart of the components of Javanese speech level learning model.

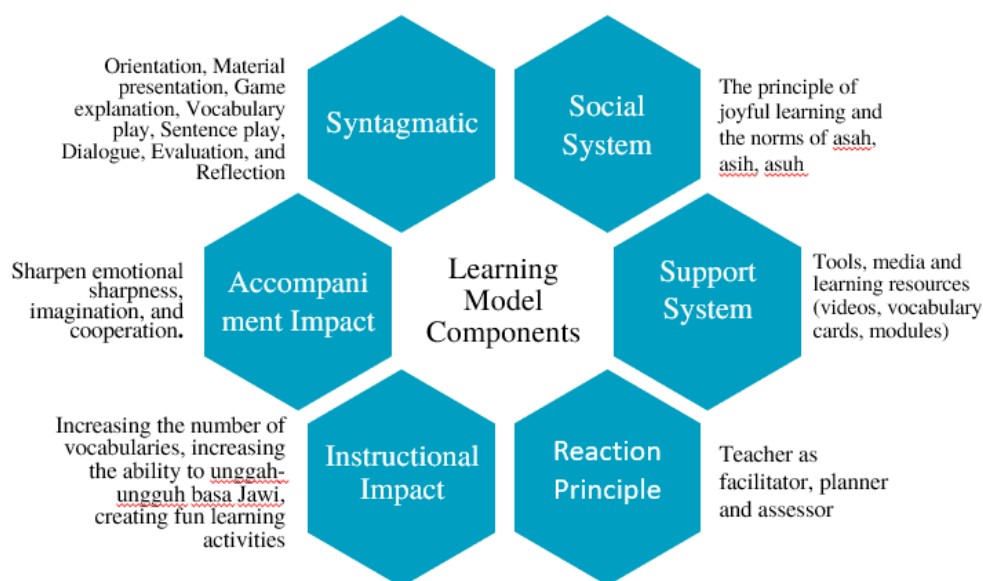


Chart 2. Components of the Javanese Speech Level Learning Model

B. Discussion

(a). *The Philosophy and Theory Underlying the Development of Learning Model*

The learning model was created with the progressivism and analytic philosophies in mind. The progressivism philosophy emerged as a reaction to traditional educational patterns, which continued to employ traditional teaching methods. In relation to the progressivism philosophy, Gezer (2018) argues that progressivism philosophy supports student-centered teaching and learning process. The flow of progressivism philosophy encourages new ideas that are thought to be better for the development of future education. The progressivism philosophy requires its followers to always advance and develop (progressive) and to act in a constructive, innovative, reformative, active, and dynamic way to develop the potentials that exist within themselves (Salu & Triyanto, 2017).

Humanism learning theory is the foundation of progressivism philosophy. According to this theory, students are human beings with various potentials and characteristics. As a result, in this perspective, students are positioned as both the subjects and objects of teaching and learning activities, while teachers serve as facilitators or dialogue partners (Jingna, 2012). Furthermore, Sanusi (2013) states that humanism education always emphasizes communication, personal and group relationships in the school setting. Humanization is the goal of learning according to the humanistic school of thought. Students are the center of teaching and learning activities in humanistic learning, with teachers acting as facilitators rather than dictators, focusing learning on students actively through cooperative and democratic education, and eliminating punishment. If a punishment is imposed, it should be educational rather than physical in nature.

Along with progressivism philosophy, the Javanese speech level learning model was developed based on analytical philosophy. The confusion in understanding the explanation of philosophies leads to analytical philosophy. Many theories and philosophical concepts are presented in perplexing language that is even more removed from everyday language. Because of the confusion and lack of clarity in the use of language in philosophy, philosophy is viewed as a difficult, confusing, and unclear science that many people find difficult to study.

Analytical philosophy has infiltrated the study of languages, particularly through pragmatism viewpoints. The term pragmatics is derived from the Latin word "pragma," meaning "intentional or conscious action." Language teaching from a pragmatic perspective assumes that structural language studies will be ineffective and will create numerous obstacles when combined with practical language use in the field. A person's pragmatic abilities are required in language activities. With its pragmatic form, it is expected that students will be able to use the target language in the context that underpins real-world language activities. It is not possible to achieve good communication skills solely by studying language structurally. This is due to the fact that many non-linguistic factors affect the communication process. In this case, the pragmatic approach to language learning is quite beneficial in a language learning that is oriented toward practical communication.

Ludwig Wittgenstein, with his two major works, *Tractatus Logico Philosophicus* and *Philosophical Investigations*, is the figure of analytical philosophy who has a complete and innovative concept. Language logic is explained in *Tractatus Logico Philosophicus*, while language games are explained in *Philosophical Investigations* (Kaelan, 2004). In essence, language games are enjoyable and can help individuals improve language skills (Djuanda, 2006). Language

games have long been used in Western countries such as the United States and European countries (Zhu, 2012). The goal of language games is to teach children while they are having fun (Lewis & Bedson, 1999).

(b). *Syntagmatic Model of Javanese Speech Level Learning*

Syntagmatic is a systematic series of activities, or the so-called stages, in the learning model. Each learning model has a different syntagmatic. The syntagmatic model of Javanese speech level learning included orientation, material presentation, instruction of how to play, vocabulary play, sentence play, dialogue, assessment and reflection.

TABLE 3
SYNTAGMATIC MODEL OF JAVANESE SPEECH LEVEL LEARNING

Phase/Step	Activity
Phase 1 Orientation	Learning began with activities of describing the basic competencies to be studied, learning objectives, subject matter, benefits of learning and learning procedures. This stage was the initial stage for students to prepare themselves for the learning.
Phase 2 Material presentation	The learning materials presented in this model were related to the types of Javanese language lexicon, the concept of Javanese speech levels, the application of Javanese speech levels in society and materials about dialogue. The media used to deliver the learning materials were videos on Javanese speech levels and slideshow media.
Phase 3 Game Explanation	At this stage the teacher explained the steps of the game to be played. The teacher must make sure that the students understood the steps of the game. If needed, the teacher could demonstrate the procedure for the game. The Javanese speech level learning model consisted of 3 levels. Level 1 was the basic level. The purpose of the level 1 game was to improve students' ability in mastering the Javanese <i>ngoko</i> , <i>krama</i> and <i>krama inggil</i> lexicon. Level 2 game was the medium one. This level 2 game aimed to increase students' understanding of the concept of Javanese speech levels. Finally, the level 3 game aimed to improve students' skills in using Javanese speech levels properly.
Phase 4 Vocabulary play	It was important for students to master vocabulary, because it was what people need first for speaking a language. The first stage of vocabulary play was playing <i>ngoko</i> and <i>krama</i> vocabulary. At this stage, students matched the vocabulary of <i>ngoko</i> and <i>krama</i> with their friends. The vocabularies were written on a vocabulary necklace. The vocabulary necklaces were distributed in front of the class and then students were asked to choose and wear the vocabulary necklaces. For example, a student wore a "putih" (white) vocabulary necklace (<i>ngoko</i>), then he/she must find his/her friend who wore a "pethak" vocabulary necklace (<i>krama</i>). Upon the students' mastery of <i>ngoko</i> and <i>krama</i> vocabularies, then the level was raised to play the vocabulary of <i>ngoko</i> , <i>krama</i> , and <i>krama inggil</i> . Students matched the vocabulary of <i>ngoko</i> , <i>krama</i> and <i>krama inggil</i> with their friends. For example, a student wore the "omah" (home) vocabulary necklace (<i>ngoko</i>), then he/she had to look for his/her friends who wore the "griya" vocabulary necklace (<i>krama</i>), and "dalem" vocabulary necklace (<i>krama inggil</i>).
Phase 5 Sentence play	At this stage, students practiced on how to use the sentences based on Javanese speech levels. The tools used in sentence play were character cards and vocabulary cards. The character cards were those cards that contained figures in the community such as father, mother, older and younger brother/sister, grandmother, grandfather, uncle, aunt and so on, while the vocabulary card was a 10 x 7 cm card containing vocabulary of frequently used verbs in the society, for example eating, sleeping, bathing, walking, talking and so on. At this stage the class was divided into several groups. Each group consisted of 5 students. The character cards and vocabulary cards were placed in the middle of the group. The teacher opened a character card, and each student took one vocabulary card. Students must make sentences using the subject based on the character cards taken and the predicate based on the vocabulary cards taken by the teacher. When students made sentences, they must relate them to the most appropriate words.
Phase 6 Dialogue	This stage was when students showed their speaking skills. Students practiced dialogue by appropriately and correctly applying the concept of Javanese speech levels. The media used were dialogue cards. A dialogue card was a card that contained the context of a dialogue, for example having a dialogue with the village head discussing the commemoration of Independence Day. At this stage, students were divided into several groups. Each group consisted of 3-4 students. The dialogue card was placed in the middle of the group. One of the students took a dialogue card. Students read the instructions in the dialogue card, then they practiced it by applying the Javanese speech levels.
Phase 7 Evaluation	In this stage, the aspects being assessed included attitude, and knowledge and skills competencies. Students' attitude, both social and spiritual ones, was assessed during and after the teaching and learning process. The knowledge competency was assessed during the teaching and learning process and the skills competency was assessed after the teaching and learning process. The instrument used to assess the attitude competency was a questionnaire. Meanwhile, the knowledge and the skill competencies were assessed using a written test and a performance test, respectively.
Phase 8 Reflection	Learning reflection was carried out after the learning process took place, aiming to assess and observe the learning's strengths and weaknesses. Once found, the strengths were maintained, and the weaknesses were corrected. This was to make the developed model a better model.

(c). *Social System*

The social system referred to the norms and principles used in the model application. In the model application, the principles used were the principles of joyful learning, and the norms were honing, loving, and nurturing. The social system also depicted the relationships emerging between the teachers and the students. The social system in the joyful learning-based model for Javanese speech level course included: (i) the application of joyful learning by teachers, (ii) the honing, loving, and nurturing norms applicable in the implementation of learning model, (iii) the communication emerging between teachers and students, and between students themselves, (iv) students' improved learning motivation thanks to the fact that the learning was done outside the classroom through games, (v) students being not afraid of

speaking or expressing their opinions in the learning, (vi) students' increasingly honed imaginations with fun learning concepts and without psychological pressure; and (vii) students' improved senses of kinship, tolerance, and self-respect.

(d). *Reaction Principle*

The reaction principle was a set of activities that described how teachers should interact with their students, including how they should react to what their students did. The teacher in the Javanese speech level learning model should play the role of a facilitator, meaning that they should help students in such a way that their students had a genuine learning experience. The teacher also had to serve as a planner, who designed learning experiences that included teacher-student, student-student, and student-environment interactions. Furthermore, the teacher served as an assessor, meaning that they must be able to provide constructive feedback and assessment to students. When learning problems arose, the teacher acted as a counsellor, a consultant and sometimes a friendly critic.

(e). *Support System*

A support system was anything that could be used to help students achieve their learning goals. The tools, media, and learning resources used to support learning were referred to as the support system. Laptop computers and projectors were used as learning tools in the model. These learning tools were used in the classroom to teach theories. They were also linked to the media used in the learning model, such as cards and video. The media were used to help students practice to use Javanese speech levels properly. Furthermore, reference books, teaching materials, dictionaries, and teachers were used as learning resources in the Javanese speech level learning model. School culture, in addition to school facilities and infrastructure, could be used to support the learning process. The school culture that taught students to be polite could be used as a support for the learning process.

(f). *Instructional Impact and Accompaniment Impact*

The instructional impact was the direct impact of learning activities, whereas the accompaniment impact was an additional effect obtained by students while learning to use a language game-based learning model. The instructional impacts included: increased students' mastery of Javanese vocabulary, students' improved comprehension of the concept and correct application of the Javanese speech levels, fun learning activities, comfortable and relaxed learning conditions, students' higher confidence to speak and less fear of making mistakes in using the Javanese speech levels. Furthermore, the Javanese speech level learning model based on joyful learning was accompanied by the following benefits: developing a sportsmanship attitude, making students more active and creative in learning, honing emotional sharpness, imagination, and cooperation, as well as optimizing the right and left hemispheres of the brain, because it balanced the logic and emotions.

IV. CONCLUSION

The syntagmatic, social system, support system, reaction principle, instructional impact, and accompaniment impact components were developed as part of the Javanese speech level learning model. The developed model had been tested. As a result, the model could be used effectively and efficiently in learning the Javanese speech levels. This could be seen in the test results of students who used the Javanese speech level learning model versus those who did not use the Javanese speech level learning model. The average score of students taught with the Javanese speech level learning model was 72.6, while the average score of students taught with other models was 64.5.

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