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Efforts to preserve Javanese language at elementary school level in KKG Gugus Sakura Dabin IV Welahan District, Jepara

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Article info	Abstract
Keywords: preservation of Javanese language; elementary school; teacher	Indonesia is a country rich in cultural and linguistic diversity. Each region has its traditional language and literature, which are integral to the nation's cultural identity. The purpose of this study was to explore the various efforts made by <i>Kelompok Kerja Guru (KKG) Gugus Sakura Dabin IV Welahan Jepara</i> in preserving the Javanese language in elementary schools. By understanding the strategies and challenges faced, it is hoped that practical solutions can be found to maintain the sustainability of the Javanese language among the younger generation. This research method employs a descriptive qualitative approach. The subjects in this study were the KKG Gugus Sakura Dabin IV Welahan Jepara. The results of the study found seven efforts made by schools in preserving the Javanese language, namely the development of independent teaching modules by schools, the habituation of Javanese language days, talent and interest programs, student pre-competition guidance programs, the creation of Javanese script media, learning while playing, and finally the implementation of Javanese language training for teachers. The preservation of the Javanese language in the elementary schools of KKG Gugus Sakura is increasing through the efforts that have been implemented. Students are increasingly familiar with Javanese and apply it in their daily lives.

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1. Introduction

Indonesia is a country rich in cultural and linguistic diversity. Each region possesses its traditional language and literature, which are essential components of the nation's cultural identity. Language is a crucial aspect of culture, as culture cannot exist without language (Janeko et al., 2023). Every local language has unique characteristics that vary from one region to another. According to Article 32, Paragraph 2 of the 1945 Constitution, the state respects and preserves regional languages as part of the nation's cultural heritage. Through the *Revitalisasi Bahasa Daerah* (RBD) program, efforts have been made to protect and preserve Indonesia's local languages and literature. Regional languages serve not only as communication tools but also as means to preserve cultural values, traditions, and local wisdom (Amalia et al., 2024). One of the most prominent regional languages in Java is the Javanese language.

Javanese plays a significant role in the lives of Javanese people because it carries the noble cultural values of the community. It is commonly spoken in Central Java, Yogyakarta, and East Java. According to a letter from the Head of the Central Java Provincial Education Office, No. 424/13242, dated July 23, 2013 (Nadhiroh, 2021), Javanese is a mandatory subject in the local content curriculum, used to preserve cultural values. Javanese is taught starting at the elementary level, and early exposure helps strengthen national character and promote the preservation of Indonesia's traditions and culture. In elementary schools, Javanese instruction is integrated into several skill areas, typically including the four basic language skills: listening (*nyimak*), speaking (*lisan*), reading (*maca*), and writing (*tulis*) (Wardhanika et al., 2022).

The development of globalisation poses a threat to the Javanese language, as its use is gradually being displaced by modernisation, which is now widespread in daily life. Furthermore, teachers in Javanese language learning at schools typically focus only on explaining theories (Janeko et al., 2023). As a result, students sometimes feel bored and uninterested in participating in the lessons. This situation presents a challenge for elementary school teachers in implementing Javanese language learning in a way that appeals to their students. In line with the research conducted by Ardiansyah and Yulya (2022), there is a decline in the quality of manners and character among Javanese youth when they use the Javanese *krama* language. Considering the current generation's lack of interest in learning Javanese, immediate action is needed to maintain its existence among elementary school students. Local languages are part of national culture that must be preserved and upheld to prevent them from fading away from civilisation and being eroded by time, as an effort to cultivate a love for the homeland. Moreover, Javanese language learning aims to help students enhance their language skills and appreciate the culture of their region (Wardhanika et al., 2022).

Observations reveal that many students still perceive Javanese language lessons as focusing solely on reading. They often do not realise that using the Javanese language can foster creativity, offer entertainment, and build confidence in showcasing their talents. On the other hand, teachers tend to spend more time focusing on students' cognitive aspects than on character development (Setiawan et al., 2020). Moreover, teachers' personality competence significantly affects the success of learning, as students are more likely to engage when their teachers have appealing personalities (Arifin & Munir, 2024). It helps prevent boredom and distractions during class.

The students' interest in learning the Javanese language can also be seen from their preference for digital-based games over traditional ones. This activity highlights a cultural gap, as students are more familiar with online games than traditional ones, such as *gobak sodor*, *engklek*, and *nembang*, or playing *cangkriman*, which are deeply rooted in local culture and community wisdom. Therefore, teachers should discuss solutions to address this issue with their

colleagues. One of the school's external activities is a program at the cluster level called *Kelompok Kerja Guru* (KKG), where meetings are held periodically and attended by several elementary schools, as mapped by the educational coordination unit in the subdistrict. In these meetings, teachers discuss various teaching challenges and collectively address them. Occasionally, an expert resource person, usually an experienced teacher, is invited to conduct training and development based on the chosen theme (Hanum et al., 2020). The hope is that teachers can enhance their creativity in organising lessons and make the most out of the school environment (Suparno, 2020).

Observations from KKG Gugus Sakura highlight the importance of preserving the Javanese language at the elementary school level as a way to sustain local culture. The group is committed to integrating Javanese language education into both the curriculum and daily activities, allowing students to appreciate and take pride in their mother tongue. KKG Gugus Sakura, part of Dabin IV in Welahan Subdistrict, Jepara, consists of 10 elementary schools: SD Negeri Karanganyar, SD Negeri 1 Guwosobokerto, SD Negeri 2 Guwosobokerto, SD Negeri 1 Gidangelo, SD Negeri 2 Gidangelo, SD Negeri 1 Kedungsarimulyo, SD Negeri 2 Kedungsarimulyo, SD Negeri 1 Ujungpandan, SD Negeri 3 Ujungpandan, and SD Negeri 4 Ujungpandan. Their commitment is demonstrated by their participation in the sub-district-level *Festival Tunas Bahasa Ibu* (FTBI). Furthermore, the head of arts coordination for elementary schools, who is also a member of KKG Gugus Sakura, plays a key role in assessing and implementing preservation efforts in this study.

Students from KKG Gugus Sakura participated in the 2024 FTBI competition at the Welahan subdistrict level, achieving notable success. According to an interview with Ms. W, the arts coordinator and principal of SD Negeri 1 Gidangelo, she expressed strong support for programs promoting the preservation of Javanese as a local cultural asset. Efforts to improve speaking skills include enhancing the quality of instruction and developing targeted learning programs (Fatmawati & Wiranti, 2023). SD Negeri 1 Gidangelo has implemented programs aligned with student interests and talents, held on Saturdays. Teachers guide students in honing their abilities—for example, students interested in linguistic arts receive personal coaching and are encouraged to participate in competitions.

As the first formal educational institution to introduce students to local language and culture, elementary schools play a strategic role in preserving Javanese. Schools play a crucial role in shaping students' cultural identity (Somantri et al., 2022). The importance of integrating religious and cultural values into character education for students lies in establishing a strong foundation for shaping their attitudes and behaviour (Putra et al., 2024). Ms. W, in her role as arts coordinator, also facilitates RBD-related activities, such as Javanese language programs. The KKG Gugus Sakura Dabin IV Welahan Jepara community actively contributes to preserving the Javanese language in elementary school settings through various programs and initiatives aimed at fostering students' love and pride in their native language.

In line with related research, Nadhiroh (2021) found that Javanese instruction in elementary schools still uses conservative approaches with minimal teaching aids, resulting in low student engagement. Widiandhieka et al. (2023) also found through interviews that students struggle with Javanese due to its limited use in daily communication. Siregar (2022) emphasised that many regional languages in the archipelago are now facing serious threats to their survival. To address this, traditional schools can serve as centres for regional language preservation. Jatinurcahyo et al. (2024) confirmed the vital role of local languages in various aspects of life, citing *Pranatacara* (ceremonial speech) as a Javanese tradition still practised in Bantul village, upholding Javanese cultural values.

Preserving the Javanese language at the elementary level is expected to cultivate a generation that better understands, values, and maintains their cultural heritage. This study aims to explore the various efforts made by KKG Gugus Sakura Dabin IV Welahan Jepara to preserve the Javanese language in elementary schools. By understanding the strategies and challenges involved, the research aims to find practical solutions to preserve the Javanese language among younger generations. Additionally, this study aims to raise awareness about the importance of language preservation and inspire similar initiatives in other regions.

2. Method

This study employs a descriptive qualitative research method. As defined by Bogdan and Taylor, this method is a procedure that produces descriptive data in the form of written or spoken words from informants and observable behaviours (Pahleviannur et al., 2022: 9). These words encompass phenomena experienced by research subjects, including perspectives, behaviours, actions, motivations, and others, which are described holistically through written narratives and the use of various naturalistic methods. The research subjects consist of a group of teachers, specifically the KKG Gugus Sakura, Dabin IV, Welahan, and Jepara. Their commitment to preserving the Javanese language is reflected in their active participation in the Sub-District Level *Festival Tunas Bahasa Ibu* (FTBI). Additionally, the elementary school arts coordinator at the sub-district level, who is also a member of KKG Gugus Sakura Dabin IV, serves as a valuable resource for examining the preservation efforts implemented in this study. According to Moleong, data sources in qualitative research are categorised into primary and secondary data. Primary data are directly obtained from research subjects, typically in the form of spoken words recorded during interviews. On the other hand, secondary data are acquired indirectly, such as through observations (Haryono, 2023).

The research employs data validity and reliability testing through triangulation. As defined in the Indonesian Dictionary, triangulation is a navigation technique utilising trigonometric properties, where data validity is assessed from three perspectives (Iskandar, 2022). This study employs the triangulation technique to ensure the accuracy of the data. Data collection in this qualitative study involves three primary methods. First, observation is conducted through direct monitoring of elementary schools within the KKG Gugus Sakura Dabin IV Welahan, Jepara. Second, interviews are conducted personally, allowing respondents—elementary school teachers from KKG Gugus Sakura Dabin IV Welahan, Jepara—to provide information through their answers and opinions, whether via questionnaires or direct questioning. Third, documentation serves as tangible evidence of findings derived from field observations. Data analysis in this study is structured in three stages: data reduction, data presentation, and conclusion drawing or verification (Haryono, 2023). During data reduction, essential information is selected while irrelevant data are discarded from observations and interviews. Data presentation is arranged in tables and narrative formats to streamline data management. Finally, conclusions are drawn or verified by interpreting the processed data (Nasrawati et al., 2022).

3. Results

The preservation of the Javanese language at the elementary school level is expected to create a generation that is more knowledgeable about, appreciative of, and capable of preserving their culture. This aligns with the efforts to preserve the Javanese language at KKG Gugus Sakura Dabin IV Welahan Jepara. The research findings identified several efforts as follows.

Table 1. Program Outcomes

No.	Program	Efforts	Results
1	Development of independent teaching modules by the school	<ol style="list-style-type: none"> 1. Preliminary activity: The teacher invites students to sing Javanese songs and perform <i>nembang</i> (traditional Javanese songs). 2. Core activity: The teacher applies innovative teaching models and adjusts them to the students' needs. 3. Closing activity: The teacher administers a quiz to students on Javanese language etiquette (<i>unggah-ungguh basa Jawa</i>). 	The teacher understands the field's needs, and students become more enthusiastic in participating in the learning process.
2	Javanese language day habituation	<ol style="list-style-type: none"> 1. The habituation is carried out on Thursdays. 2. Distribution of Javanese vocabulary sheets to students. 3. The teacher's role is to monitor the implementation and guide students when they misuse the language, according to etiquette, as well as involve parents in the habituation process at home. 	The noticeable impact is that students better understand the etiquette in behaviour and speak more politely.
3	Talent and interest program	The school optimises the provision of facilities to develop students' talents and interests.	SD Negeri 1 Gidangelo Jepara has implemented the program and won the most awards in the FTBI competition in Welahan Sub-district, Jepara, in 2024.
4	Pre-competition mentoring program for students	<ol style="list-style-type: none"> 1. Evaluating previous competition activities, teachers select students from the talent and interest program and then appoint a few selected students. 2. The training guidance is conducted one month before the competition. 	Each school in KKG Gugus Sakura participates in various competition categories, with some achieving satisfying results.
5	Development of Javanese script learning media	The creation of interactive learning media.	1. Enhancing students' memory and improving their skills in writing Javanese script.

No.	Program	Efforts	Results
			2. Assisting students in remembering the symbols of Javanese script.
6	The use of the learning through play model	1. Conducting learning activities outside the classroom. 2. Introducing traditional songs and <i>tembang macapat</i> through a hands-on practical approach.	Students are very enthusiastic about participating in the learning process.
7	Implementation of Focus Group Discussion (FGD) by KKG Gugus Sakura Dabin IV Jepara	1. Developing self-competence is achieved by holding discussion forums as a means of evaluating the learning process. 2. Participating in the <i>macapat</i> training in the Welahan sub-district.	Teachers can develop innovative approaches to teaching Javanese language lessons, making them more engaging for students and promoting the preservation of the Javanese language within the school environment.

4. Discussion

4.1 Development of independent teaching modules by the school

The scarcity of learning resources has become a barrier for the teachers of KKG Gugus Sakura Dabin IV Welahan Jepara in applying the teaching modules provided by the reference books. According to an interview with a teacher from SD Negeri 2 Gidangelo Jepara, the school-provided student books are minimal, with some classes receiving only one book. The problem lies in the unavailability of books for all students. Therefore, it is necessary to adjust to the reality on the ground, where not all students have the books provided, so learning modifications must be made. These modifications come from the teaching modules. The teachers of KKG Gugus Sakura Dabin IV Welahan Jepara addressed this issue by modifying the teaching modules. They create modules that align with the field's needs. It is necessary because the modules from the package books do not match the reality in the field. Thus, teachers must create teaching modules that meet the field's needs, including methods, media, and other aspects. When designing teaching modules, teachers need to analyse the characteristics and needs of their students (Dewi, 2024). The references used by teachers to modify teaching modules in KKG Gugus Sakura Dabin IV Welahan Jepara include the Merdeka Mengajar Platform (PMM) or internet sources.

One alternative used by the teachers of KKG Gugus Sakura Dabin IV Welahan Jepara is to employ an approach tailored to the students' characteristics. The goal is to ensure that students actively participate in the learning process. One form of learning activity includes group discussions, group assignments, presentations, and question-and-answer sessions. The teachers of KKG Gugus Sakura Dabin IV Welahan Jepara employ student-centred learning-based teaching. This is evident in the implementation of direct practice, including demonstration methods, among others.

The teaching module consists of three stages of the learning process: introduction, core, and closing. Interviews with teachers of KKG Gugus Sakura provide a general overview of the

implementation of the *Kegiatan Belajar Mengajar* (KBM). The lesson begins with an introductory activity, where the teacher invites students to sing Javanese songs, such as *nembang*. Then, it is followed by an easy-to-remember apperception, which involves singing songs like (*ji ro lu astane sedeku*, and *sugeng enjing, sugeng siyang, sugeng sonten, lan sugeng ndalu*).

In the core activity, the teachers of KKG Gugus Sakura Dabin IV Welahan Jepara apply an innovative teaching model. SD Negeri 1 Gidangelo and SD Negeri Karanganyar, Jepara, often employ cooperative models. According to sources, using the discussion method encourages students to be more active in following the lessons. Cooperative learning can enhance students' language abilities through group work, question formulation, and helping with speaking skills (Jakavonytė-Staškuvienė, 2021). Similarly, SD Negeri 2 Guwosobokerto Jepara applies the Think-Pair-Share (TPS) cooperative model to improve cooperation among students. Meanwhile, SD Negeri 2 Kedungsarimulyo Jepara uses the role-playing model to train students' Javanese speaking skills. The advantage of the role-playing model is that students become more active during lessons and find it easier to understand the material (Putri et al., 2022).

In the closing activity, at the end of each Javanese lesson, the teacher at SD Negeri 1 Kedungsarimulyo Jepara invites students to play a quiz. The quiz consists of questions about the *unggah-ungguh basa* (language politeness levels) used in the students' daily life. In conclusion, the development of teaching modules at KKG Gugus Sakura Dabin IV Welahan Jepara has helped teachers understand the needs of the field, and students have become more enthusiastic about participating in learning.

4.2 Javanese language day habituation

Challenges in Javanese Language Usage at KKG Gugus Sakura Dabin IV Welahan Jepara, the teachers at KKG Gugus Sakura Dabin IV Welahan Jepara face a challenge where students struggle with using the correct Javanese language registers (*unggah-ungguh basa*). Many students are still confused about the appropriate use of these registers, often misusing *ngoko* Javanese, such as when speaking with older individuals or their teachers. According to the teachers, one of the reasons students struggle with Javanese is that the *Krama* form of Javanese, which is more polite and formal, is rarely used in their school environment. This issue reflects broader concerns, such as Ki Hajar Dewantara's effort to make Javanese a language of instruction across schools in Java (Ardiansyah & Yulya, 2022).

Efforts are being made in Javanese Language Preservation at KKG Gugus Sakura Dabin IV Welahan Jepara to address this issue. KKG Gugus Sakura Dabin IV Welahan Jepara has implemented a program to habituate the use of the Javanese language every Thursday. The program requires all school members to communicate in Javanese according to the appropriate registers (*unggah-ungguh*). The goal is to make Javanese a habitual part of daily interactions, not only during lessons but also outside the classroom. This approach aims to make students comfortable using Javanese in their daily lives. To further support this program, SD Negeri Karanganyar Jepara provides vocabulary sheets with *ngoko* and *krama* forms of Javanese to help students speak correctly according to the language registers. Students who fail to use the language properly are given corrective suggestions for their mistakes. Occasionally, teachers reward students who consistently follow the rules with simple rewards.

The habituation of Javanese language days cannot be separated from the role of teachers in encouraging and facilitating the program to ensure its success. The school sets requirements for teachers, where each teacher is obligated to participate in the habituation process. It is because a teacher must display a well-established and mature personality to serve as a role model for students (Thoyibah et al., 2022). The role of the teachers in the KKG Gugus Sakura program is to

oversee its implementation and guide students when they misuse language, according to proper norms. On the other hand, SD Negeri 4 Ujungpandan Jepara involves parents in the habituation process at home. The aim is to ensure that the use of the Javanese language is carried out properly both at school and at home. The school principal conveyed this message during the distribution of student report cards. The noticeable impact is that students are beginning to understand the norms of polite behaviour and are speaking more respectfully.

4.3 Talent and interest program

The results of interviews with teachers at SD Negeri 1 Gidangelo Jepara revealed that students are not yet consistent in identifying their talents and interests. Meanwhile, extracurricular activities are essential in the context of the *Merdeka Belajar* (Independent Learning) curriculum, which is based on students' talents, interests, and the resources available at each educational unit (Wardani, 2023). Teachers from KKG Gugus Sakura Dabin IV Welahan Jepara stated that schools also need to prepare students according to their talents and interests to participate in competitions. These include competitions with a Javanese language theme, such as the *Festival Tunas Bahasa Ibu* (FTBI) and the *Festival Lomba Seni Siswa Nasional* (FLS2N).

The school optimises the provision of platforms to develop students' talents and interests. A teacher at SD Negeri 1 Gidangelo Jepara highlighted that one area for talent and interest development is Javanese arts and language. The aim is for students to gain a deeper understanding and appreciation of Javanese culture, particularly when participating in Javanese language-themed competitions. It helps students recognise and explore their potential. The Talent and Interest Program is held on Saturdays, during which students receive guidance from teachers. Through regular mentoring, students become better prepared to participate in competitions such as the FTBI. SD Negeri 1 Gidangelo Jepara has implemented this program and has become a model school within KKG Gugus Sakura. It is evident from the school's achievement as the overall winner in the 2024 Welahan subdistrict FTBI competition.

4.4 Pre-Competition Mentoring Program for Students

Elementary schools in KKG Gugus Sakura, Dabin IV, Welahan, Jepara, show great enthusiasm in preparing for competitions. It is evident in the schools' active participation in sending student representatives who possess the appropriate talents and skills. Teachers at KKG Gugus Sakura stated that students are not accustomed to performing in public and therefore need guidance to build their confidence. To improve students' attitudes and mental readiness, direct coaching can be provided (Patriansah et al., 2021). On the other hand, the branches of the Festival Tunas Bahasa Ibu (FTBI), which include seven categories for both boys and girls, are conducted simultaneously. As a result, schools face challenges in managing mentoring schedules, especially when competition announcements are made very close to the actual event date. Consequently, schools must carefully allocate time to balance students' regular learning schedules with mentoring sessions.

Data from interviews shows that schools have implemented several steps in preparing for competitions, including: evaluating past competition experiences, conducting student selection through the talent and interest program, and then appointing selected students. Mentoring and training are typically carried out one month prior to the competition. The goal is to encourage and motivate students so they can perform with confidence. The data also reveals that the implementation of mentoring programs in schools within KKG Gugus Sakura Dabin IV Welahan Jepara varies according to each school's policies. For instance, SD Negeri Karanganyar, SD Negeri 1 and 2 Kedungsarimulyo, and SD Negeri 1 and 2 Guwosobokerto Jepara conduct training

sessions after school hours (outside regular class time). Meanwhile, SD Negeri 1 and 2 Gidangelo, as well as SD Negeri 1, 3, and 4 Ujungpandan Jepara, hold mentoring sessions during break times, specifically on Saturdays. The participation of elementary schools in KKG Gugus Sakura is evident in the official score reports from the 2024 FTBI competition, organised by SATKORDIKCAM Welahan for the elementary school level.

KKG Gugus Sakura Dabin IV Welahan Jepara actively participates in the FTBI program to preserve the Javanese language in elementary schools. Each school in the group participates in various competition branches, and several have achieved satisfactory results. These accomplishments are closely linked to the support provided by the school environment.

4.5 Development of Javanese script learning media

Observational research findings revealed that students experience difficulties in learning how to write in Javanese script. According to the teachers of KKG Gugus Sakura, students struggle to master Javanese script because it is only taught in the classroom and rarely used in daily life, making it easy to forget and hard to recall. Efforts to preserve the Javanese language can be supported by providing simple and effective learning tools (Ningsih & Subrata, 2022). Therefore, teachers optimise the development of instructional media that actively engage students in the learning process. Teachers at KKG Gugus Sakura have introduced innovative methods to spark student interest and increase their motivation to learn how to read and write Javanese script. It is especially relevant since one of the competition categories in the *Festival Tunas Bahasa Ibu* (FTBI) is reading and writing in Javanese script.

The strategy employed by teachers of KKG Gugus Sakura Dabin IV Welahan Jepara to address this challenge is the development of interactive learning media. The goal is to make learning easier for students and to prevent boredom. The teachers explained that several types of interactive media have already been implemented, including flashcard media featuring Javanese script at SD Negeri 2 Gidangelo, which serves to improve students' memory and train them to write Javanese script correctly. Additionally, KKG Gugus Sakura teachers have integrated a script ball media. This strategy is used to help students enhance their memorisation skills. According to a teacher at SD Negeri 2 Guwosobokerto Jepara, this media is considered effective in helping students recall Javanese script characters. During observations, researchers also found supporting facilities such as Javanese script posters displayed in classrooms and libraries. These facilities help students perceive Javanese script as part of their everyday language and environment.

4.6 The use of the learning through play model

Teachers from KKG Gugus Sakura Dabin IV Welahan Jepara revealed the current condition in elementary schools, where students are only able to read traditional songs and *tembang macapat* without truly understanding them. Many students feel unfamiliar with traditional songs and *macapat* chants, as they rarely hear or engage with them. According to the Subject Teacher Conference (MGMP), the low academic achievement in Javanese language learning is due to the continued use of conventional teaching methods by many teachers in schools (Sukoyo et al., 2023). A similar challenge was also expressed by the principal of SD Negeri 1 Gidangelo Jepara, who mentioned the lack of teacher proficiency in *tembang macapat*. This issue is compounded by the fact that students are gradually abandoning traditional games such as *engklek*, *gobak sodor*, and other local games in favour of digital entertainment.

One of the strategies implemented by teachers in KKG Gugus Sakura is conducting outdoor learning activities. Students' motivation to learn can be fostered through fun and engaging lesson

planning (Sukoyo et al., 2023). Therefore, KKG Gugus Sakura teachers introduce and encourage students to play traditional games, such as *engklek* and *gobak sodor*, by integrating them with lesson content. According to teachers at SD Negeri 2 Kedungsarimulyo and SD Negeri 3 Ujungpandan Jepara, learning activities that incorporate traditional games are constructive. The technique involves asking students questions related to the lesson material. Students who complete the games receive small rewards from the teacher.

Another strategy includes introducing traditional songs and *tembang macapat* through direct practice. Rather than just reading, students are encouraged to listen and sing along. When teaching children's folk songs, teachers may begin by providing a demonstration (Ulfa, 2022). For instance, teachers at SD Negeri Karanganyar Jepara use audio media to help students learn. Students are also introduced to the values and messages conveyed in the songs, which apply to daily life. As a result, students show great enthusiasm in participating in the lessons.

4.7 Implementation of Focus Group Discussion (FGD) by KKG Gugus Sakura Dabin IV Jepara

The limited proficiency of teachers in KKG Gugus Sakura Dabin IV Welahan Jepara in mastering the Javanese language and culture highlights the need for ongoing professional development. The lack of funding in the KKG Gugus Sakura forum has become a significant obstacle to teacher development efforts. Government initiatives to improve teacher competence include organising training programs, facilitating access to higher education, conducting workshops, providing technical guidance (bimtek), and holding seminars at both national and regional levels (Artha et al., 2021).

The strategy employed by teachers in KKG Gugus Sakura to enhance their professional competence is by organising discussion forums as an evaluation tool for the implementation of Javanese language lessons. One of the challenges faced by teachers in KKG Gugus Sakura is the lack of effective teaching strategies that are easy for students to understand, especially when learning *tembang macapat*. To address this, teachers in KKG Gugus Sakura participated in *macapat* training sessions in the Welahan subdistrict. Teachers also took the initiative to conduct experience-sharing sessions, where they exchanged insights and teaching methods related to Javanese language lessons. Through these activities, teachers can develop innovative approaches to teaching the Javanese language, making it more enjoyable for students and enhancing the preservation of the language within the school environment. The role of teachers in these discussion forums is to find solutions to the challenges they are currently facing.

5. Conclusion and Implications

The preservation of the Javanese language at the elementary school level can create a generation that is more familiar with, appreciates, and is capable of preserving their culture. The environment plays a crucial role in its implementation, with schools being one of the environments that make a significant contribution. This study focuses on efforts to preserve the Javanese language at the elementary school level in KKG Gugus Sakura Dabin IV Welahan, Jepara. The research findings identified seven efforts made by schools to preserve the Javanese language: the development of independent teaching modules, the habituation of Javanese Language Day, talent and interest programs, pre-competition guidance programs for students, the creation of Javanese script media, learning through play, and the implementation of Javanese language training for teachers. The preservation of the Javanese language in KKG Gugus Sakura elementary schools has shown improvement through these implemented efforts. Students have become more familiar with the Javanese language and apply it in their daily lives.

Recommendations for future research include assessing long-term impacts or conducting action research to test specific strategies. This study can serve as a scientific reference and practical guide for language preservation initiatives in educational environments.

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