



CATHARSIS 12 (2) 2023
150-164

p-ISSN 2252-6900 I e-ISSN 2502-4531



Catharsis: Journal of Arts Education

<http://journal.unnes.ac.id/sju/index.php/chatarsis>

Web-Based Interactive Applications in Macapat Learning to Introduce Local Wisdom Values

Mantaaba Zukhruf Nabilunnuha[✉], Sunarto Sunarto, Syahrul Syah Sinaga
3sinaga@mail.unnes.ac.id

Universitas Negeri Semarang, Indonesia

Received 15 May 2023, Accepted 22 July 2023, Published 15 September 2023

Abstrack

Macapat is a literary form with musical elements that is gradually losing its prominence in modern times. The limited efforts to preserve Macapat in Javanese language education necessitate innovation to engage students in learning activities. The utilization of technology can offer an intriguing learning experience. To this end, web-based applications can be employed to develop educational media. The purpose of this study is to describe the implementation of web-based interactive media in learning macapat and introducing the value of local wisdom. The research was conducted at SD Negeri Burengan 2 Kediri, with the participation of Javanese language class teachers and 5th grade students as research subjects. The data collection techniques in this study included observation, interviews, and documentation. After collecting the data, the researchers analyzed it using the Miles and Huberman model, which includes three stages: data condensation, data display, and conclusion drawing/verification. To ensure the data's validity, the researchers utilized data triangulation techniques. The study's findings demonstrate that website-based interactive media can enhance learning experience through interactivity. Various website-based applications like Canva, Wheelofnames, Online-Stopwatch, and Wordwall can serve as learning media. Employing interactive media helps guide students' focus, allowing for the effective transmission of the inherent value of local wisdom found in macapat.

Keywords: Web-Based Interactive Applications; Macapat Learning; Local Wisdom Values

INTRODUCTION

Local wisdom pertains to the cultural values that evolve and develop within a society. Such values encompass norms, ethics, beliefs, and customs passed down through generations. The concept of local wisdom is a frequent subject of academic studies. Educating learners about their cultural heritage from an early age can bolster the nation's identity and character. Therefore, they are taught to appreciate and comprehend their cultural roots before engaging with external cultures. It is crucial to ensure that individuals develop an unblemished personality and are not swayed by globalization. A suggested implementation approach is to incorporate local wisdom into the education system. The integration of local wisdom values in education has been extensively investigated and applied in diverse settings. Numerous studies indicate that emphasizing the inclusion of local wisdom values in education underscores its impact on the character development of students. Hijriadi Askodrina (2022) research underscores the significance of indigenous knowledge in environmental management and conservation of cultural heritage. Sukaesih et al., (2020) emphasize the religious, social, and cultural values of the Ogoh-Ogoh tradition in Bali as a source of historical learning. Both Wati et al., (2019) and Ferryansyah et al., (2020) highlight the importance of leveraging local wisdom to enhance students' mathematical literacy. Wati found that students with high math proficiency were able to effectively apply mathematical literacy, while Ferryansyah's study reported a significant improvement in students' math ability through the Math Clinic program. These findings highlight the value of integrating local wisdom values in education for well-rounded student development.

Java Island, as the cultural hub of Indonesia, boasts a rich amalgamation of regional customs, ethnic diversity, and profound cultural values. Local wisdom, an integral component of daily life, has been a

faithful reflection of the cultural legacy of the Javanese community (Nadhiroh, 2021). Incorporating local wisdom values in the educational environment could potentially enhance the general education system and foster student growth. The increasing recognition of cultural values that are frequently disregarded in the present syllabus emphasizes the significance of comprehending and employing local knowledge in the educational domain on Java Island (Arfianingrum, 2020). Javanese culture has transmitted information, ethical principles, and traditions that affect everyday activities. Nonetheless, retaining the relevance of local wisdom during an era of globalization and modernization poses a challenge at the implementation stage. Initiatives to incorporate local wisdom values into the curriculum can facilitate the establishment of a more inclusive and resilient education system.

The incorporation of local languages to teach local wisdom has been explored in primary education, particularly on the island of Java where Javanese is widely used. This is part of a broader effort to integrate local knowledge and values into education. The use of Javanese as a medium of instruction to impart local wisdom is becoming increasingly common. Technical abbreviations such as Javanese should be explained upon first use. Preserving local cultural identities is an increasingly urgent matter, particularly in Java, which is regarded as a region with an abundance of cultural diversity (Josaphat et al., 2022). Integrating local values into the syllabus assists children in recognizing and appreciating differences, fostering a sense of community with the local surroundings, as well as understanding cultural heritage. Education serves as a tool to connect cultural heritage and address the challenges of globalization, equipping the next generation with essential skills to succeed in an increasingly interconnected world (Bhakti, 2020). To disseminate traditional values more authentically, Javanese serves as the language of instruction. The effort to include these

elements in the education process illustrates the growing appreciation for connecting educational encounters with regional cultural contexts (Isfak & Setyawan, 2022). As evidenced by the interplay between language acquisition and the surrounding milieu, the intimate link between these factors establishes a solid basis for emphasizing the integration of local knowledge. Integrating local wisdom into education is crucial not only in preserving cultural identity but also in shaping students' character and understanding of societal values (Mustaghfiroh & Safe'i, 2021). Therefore, local wisdom serves not only as a component of the learning process but also as a fundamental aspect that enhances the overall educational experience.

Javanese local content education includes a sub-chapter on *tembang macapat*, which is taught at the elementary and secondary school levels. *Tembang Macapat* embodies noble principles and profound meanings (Suprpto et al., 2021). It is a genre of traditional Javanese poetry, distinguishable from other music due to its distinct melody and rhythm. Preserving regional cultural heritage is vital for instilling a sense of national identity in the next generation from an early age. To achieve this goal, teaching local literature, particularly *tembang macapat*, in elementary school using relevant literary works aims to cultivate an understanding of noble ideals and a love for the country (Diab et al., 2022). Teaching *tembang macapat* to elementary school students can enhance their language skills, sensitivity, and creative imagination. Students can learn *tembang macapat* by reading texts and listening to recordings. These techniques can be adapted to match the students' interests and ability levels (Yuliatin et al., 2021). *Tembang macapat* is taught in elementary schools to instill character education principles in students. The subject matter is modified to suit each lesson's objectives (Rochadiana et al., 2022).

Most primary schools do not include local wisdom, such as *macapat*, into their curriculum. Although some schools still teach *macapat* songs, the learning experience is often dull and subpar. The causes are varied, including curriculum changes that prioritize academic material, a lack of student interest and appreciation for Javanese culture, and insufficient teaching staff to introduce *Macapat* songs (Pamungkas & Maulana Rizka, 2022). Students find it difficult to memorize *tekbang macapat* because the language used is different from everyday language. *Tembang macapat* is considered ancient and uninteresting to learn. This is due to the lack of varied learning methods. In addition, the lack of facilities and infrastructure in teaching *tembang macapat*. Students are not encouraged to investigate *tembang macapat*'s meaning, aesthetics, and practical applications in an interesting way. Consequently, *macapat* is perceived as old-fashioned and dull, which diminishes students' enthusiasm for learning and using it. Unfortunately, amid the onslaught of global culture and the interest of the latest Generation Z to Alpha in modern entertainment, elementary school-level learning and appreciation of *macapat* are gradually diminishing (Subrata, 2018). *Tembang macapat* can aid in the development of students' character as it provides moral lessons and local wisdom. Additionally, studying *tembang macapat* can enhance students' creativity, imagination, and comprehension of the diverse archipelago literature. On the other hand, the survival of *tembang macapat* as a national identity is at risk without the continued efforts of future *macapat* heirs. To ensure that this folklore is preserved as an intangible cultural heritage for future Indonesian generations, it is essential to creatively teach *macapat* in elementary schools using an engaging and entertaining approach.

Reasons for lack of interest or interest in *tembang macapat* among grade 5 elementary school students include limited understanding

and singing ability, as well as a lack of priority for macapat learning among teachers (Bawon et al., 2020). Thus, the aim of creating this resource for learning tembang macapat is to foster character development, remove temporal and spatial constraints, and enhance the educational experience. There is a pressing need to preserve tembang Macapat for elementary school students. Strategic measures must be taken to integrate tembang Macapat education into the school curriculum, increase students' curiosity and admiration for Javanese culture, and support the training and development of teaching staff who are proficient in introducing tembang Macapat (Ajeng Rahadini & Nurhayati, 2022). Curriculum alterations are one of the primary reasons for a decrease in student interest. The academic curriculum does not provide adequate opportunity to comprehend and value tembang macapat, owing to its focus on contemporary and global subjects. Moreover, a focus on improving academic performance in national exams may lead students to overlook traditional cultural elements that are not deemed essential for learning. Additionally, advancements in technology and easy access to information via the internet could also contribute to students' disinterest in learning tembang macapat (Hudzaifah & Lauder, 2021). The cultural heritage represented by tembang macapat is frequently disregarded due to the younger generation's preference for modern, instant media. Although contemporary challenges like changes in curriculum, the prevalence of modern media, and academic pressures may hinder some students from appreciating tembang macapat, competent educators can establish learning environments that stimulate and encourage. Expertise in delivering relevant and engaging material is a vital factor enabling teachers to effectively teach tembang macapat (Sarifah et al., 2022). Teachers who can connect the values of tembang macapat to students' everyday lives are better able to cultivate their interest in the subject.

Teachers who still teach Macapat songs properly have a very important role in the preservation of Javanese culture. They not only teach Macapat songs to students, but also instill a love for Javanese culture and the noble values contained therein (Wang & Pan, 2022). The efforts made by teachers who still teach Macapat songs properly need to be appreciated and supported. The government needs to help in the form of training and developing teacher competence, as well as providing adequate teaching materials and learning resources. The community also needs to play an active role in supporting tembang macapat learning, among others by providing moral support to teachers and students, as well as providing conducive learning facilities. The role of the teacher in teaching tembang macapat is not only limited to the technical aspects of literature, but also to the practice of developing macapat (Budiastra et al., 2021). This vocal art skill needs to get more attention where the practice of macapat is starting to be eroded by the times. involves the formation of student character through the values contained in the song. Teachers who successfully combine the aesthetic aspects and moral values of macapat songs can have a positive impact on the formation of students' personalities. Changes in the era of globalization and rapid information technology, education is faced with demands to continue to innovate in order to meet the needs of effective and relevant learning. One of the innovations that emerged in this context is the use of interactive learning media.

Interactive learning media encompass a variety of tools and technologies that aim to enhance student engagement and participation in the learning process. The advancement of digital technologies, including computers, mobile devices, and the internet, has created opportunities to develop more dynamic and engaging educational experiences. Amid the shift in the learning paradigm from conventional approaches to technology-based learning, the relevance of interactive learning media is increasing (Vinko et al., 2020). The

significance of such media is related to the challenges encountered in teaching during this digital era. Teachers must understand how to utilize technology to enhance information absorption and student interest in learning. Integrating interactive learning media into the learning process can help teachers create a more dynamic classroom atmosphere, encourage student participation, and improve teaching effectiveness (Bartholomew et al., 2004). The significance of using website-based interactive learning media lies in its potential to enhance the quality of learning through various interactive features. Website applications can present educational content in an engaging and comprehensible format, featuring animations, simulations, and educational games. The incorporation of visual and interactive elements reinforces learning comprehension for students. Application-based learning media facilitates personalized learning, enhancing the overall learning experience (Sujarwo et al., 2022). Students can access learning materials based on their individual needs and abilities, resulting in a personalized and tailored learning experience. The app website utilizes advanced learning algorithms to respond dynamically to student progress, while providing timely feedback and adapting the material difficulty level accordingly. The interactive learning media implemented on the application website promotes a collaborative environment, further enhancing the learning experience. Collaboration among students and teachers, as well as among students themselves, can be improved by utilizing interactive features like discussion forums, team-based activities, and collaborative projects (Raja et al., 2021). This approach enhances student engagement and creates a learning environment that reflects real-world collaboration.

Research and development of interactive learning technologies and media is crucial for improving the quality of education. It is imperative to increase support from multiple stakeholders, including the

government, educational institutions, and the technology industry, to create a learning environment that fosters the widespread application of interactive learning tools (Atmazaki et al., 2021). The research will concentrate on teaching macapat at the elementary school level. Educators are implementing technology to innovate macapat, including website-based interactive media. The objective of this research is to enable education to keep pace with changing times, prepare the youth to confront global challenges, and foster a savvy and inventive society.

METHODS

Descriptive qualitative research methods were utilized as they were deemed appropriate for identifying and exploring the research topic (Sugiyono, 2019). This study aims to investigate the use of applications in the learning process, particularly the implementation of website-based media for macapat language learning. The research focuses on 5th grade students and teachers studying the Javanese language macapat subchapter. The study subjects include Arina Novita Sari, the Javanese Language Subject Teacher. Furthermore, additional topics can be incorporated to enhance the study's outcomes. School principals serve as additional sources of information regarding school policies. The research was conducted at SD Negeri Burengan 2 on Jl. Letjen Suprpto No. 44, Burengan, Kec. Pesantren, Kediri City, East Java, with a zip code of 64131.

Data collection methods encompassed interviews, observations, and documentation. Researchers utilized a semi-structured interview method to openly explore problems and attain the opinions and ideas of interviewees, as well as to obtain direct information from the source. The interviews were conducted through face-to-face written communication, as well as through long-distance communication via WhatsApp or telephone. In this study, we employ the

observation method to explore the application of learning activities in cultural arts subjects. The period of observation spans from August to September, during which we observe the learning process both in and outside the classroom, specifically in the context of music practice. Early research documentation consisted of photos and videos capturing performances, attendance, and test scores in relation to the research topic, with application of KI and KD.

The data analysis process commences by thoroughly examining all information collected from diverse sources, such as interviews, observations, personal and official documents, pictures, and photographs, concerning students' feedback on incorporating applications in the instructive practice of cultural arts with music as the central focus. The study's data analysis process employs the Miles and Huberman model consisting of three stages: data condensation, data display, and conclusion drawing/verification (Rosyidah & Fijra, 2021). Researchers collected data objectively by recording observations and conducting interviews in the field. At the stage of data condensation, researchers began to condense data by separating field data from the formulation of research problems, such as sorting out demands for assessing teacher administration in light of learning innovations. The researcher then summarized the results of the interview and followed the list for the subsequent stage, data display. From the reduced data, a narrative description details the innovative approach to learning music implemented with the wordwall.net application, complemented by tables, charts, and images as discussed in the study. The analysis process concludes with the drawing of conclusions.

In this study, the researchers drew conclusions by employing data triangulation techniques to configure research evidence. They combined interviews, observations, and documentation from various sources to obtain valid information. This technique helped to

ensure the information obtained in the research was not overlapping and had significance.

RESULTS AND DISCUSSION

Characteristics of Web-based Interactive Media in Art Learning

Learning macapat songs in elementary schools can be optimized by utilizing interactive media. The use of website applications Worldwall, Canva, timer, and Wheelofnames allows the creation of interesting, multimodal, and interactive learning characteristics. Interactive quizzes on Worldwall, melody and lyric content guessing games on Canva, singing competitions with timers, and musical simulations of macapat songs with Wheelofnames are examples of applications that can increase student interest and motivation. In addition, the accessibility of learning content through online devices allows students to learn independently outside of class hours and according to their learning style.

The interactive learning characteristics of this media can be a solution to overcome the problems of learning tembang macapat in elementary schools. Teachers need to choose learning content and methods that suit students' needs and abilities, as well as help and guidance during the learning process. The application of this media interactive learning is expected to help students understand the meaning of tembang macapat, love Javanese culture, and improve their competence in the art of tembang macapat.

Learning Process Using Web-based Interactive Media

Macapat learning, as a component of Javanese cultural heritage encompassing art, literature, and traditional values, possesses profound worth and distinctiveness. Nonetheless, given the age of disruption, considerable modifications in learning habits and student preferences, and the challenges arising from a progressively dynamic labor

market, adaptation is necessary to maintain the relevance of macapat learning (Palacios Núñez et al., 2021). Information and communication technology is a crucial component in improving the quality of macapat learning during this era of disruption. The integration of technology can increase accessibility and make macapat teaching and learning available to students in different locations and contexts. Adjustments in macapat learning should account for student preferences for interactive and personalized education (Tugtekin & Odabasi, 2022). Implementation of dynamic learning techniques that encourage active student involvement can ensure macapat learning remains engaging and relevant to the younger generation who grew up in the age of technology. Adapting macapat learning to the era of disruption is vital in maintaining and cultivating interest and appreciation for traditional arts and culture among the younger generation.

Adapted macapat learning can serve as a way to preserve cultural heritage while addressing the educational and developmental needs of students in accordance with contemporary demands. Web-based applications offer a solution for creating interactive learning materials. Web-based applications possess interactivity, which makes them a tool capable of stimulating active student involvement in the learning process. By utilizing features such as simulations, educational games, and other interactive elements, the application can effectively increase student interest in the subject matter. Thus, the learning process involves not only information dissemination, but also the creation of a more profound and meaningful learning encounter. In this research, Arina Novita Sari, a teacher at SD Negeri Burengan 2 Kediri, employs web-based application technology to create learning materials. These include Canva, a name scrambler application, timer, and wordwall.

Canva as a web-based application is a web-based graphic design platform that offers

a variety of features to create learning materials that are attractive, interactive, and in accordance with user needs. Canva makes it easy for users, including educators and students, to create aesthetically pleasing and engaging learning materials (Mulyati et al., 2022). With an intuitive user interface and a variety of pre-prepared design templates, Canva minimizes graphic design barriers that may be faced by those without specific skills in the field. This opens opportunities for educators to create visually appealing learning materials without having to experience significant technical constraints. Canva offers a variety of design elements and graphic objects that can be used to enhance interactivity in learning materials (Elsa & Anwar, 2021). By providing icons, images, and vector graphics that can be integrated easily, Canva allows creators of learning materials to present information in a more visual and attention-grabbing way. Users can combine these elements to create a more dynamic and comprehensible learning experience. Canva's collaboration feature facilitates cooperation between teachers or students in the development of learning materials. By allowing various users to contribute jointly to a design project, Canva creates a collaborative environment that supports the exchange of ideas and experiences. This can improve the quality of learning materials through the diversity of perspectives and expertise involved (Saputra et al., 2022). Canva allows the integration of different types of media, such as images, audio, and video, thus increasing the diversity of formats in the presentation of learning materials. With this capability, educators can create a more holistic learning experience, combining various multimedia elements to provide information in the most effective way and according to students' learning styles.

In practice, Arina Novita Sari as a teacher at SD Negeri Burengan 2 Kediri uses Canva to create learning materials in the form of presentation media which will later be displayed using a projector. The material is

arranged in a slide format per page to make it easier for students to understand.



Figure 1. Implementation of canva in presentation material for learning tembang macapat.

The instructional process commences with organizing the class into groups aligned with the daily learning objective, specifically, identifying the names of various planets. Subsequently, the instructor displays a slide presentation featuring the content of tembang macapat pucung. The material is gradually taught by the teacher, beginning with the delivery of the macapat metre. Guru gatra explains the number of lines in a sentence, Guru wilangan discusses the number of syllables, and guru lagu focuses on the vowels at the end of each line. Students are taught how to analyze parts of tembang macapat pucung.



Figure 2. Implementation of a name player application for selecting groups

To enhance equity and boost student participation, implementing a name selection tool like the app readily available at <https://wheelofnames.com/id/> could be an inventive approach. By employing a name rotation app, the selection process of which group will work on the worksheet initially can become more interesting and motivate students to actively engage in the learning activity (Laely et al., 2023). This unexpected element can enhance the learning experience, promoting greater student engagement and motivation. By implementing a name player app, technology enables an objective and transparent selection process, which can minimize subjective bias in student grouping. As a result, the consistent use of this app can assist in reducing such bias. This objectivity promotes fairness in task assignment, enhances students' perception of it, and contributes to a positive classroom atmosphere.



Figure 3. Implementation of timer application to allocate learning time

Setting time limits on learning activities benefits both teachers and students by improving time efficiency and time management skills. To address this challenge, timer apps like those offered by <https://www.online-stopwatch.com/rocket-timer/> can be a practical and effective solution. These apps provide visual and audio cues to clearly communicate time constraints to students, effectively aiding in their time management. Selecting a timer app that displays a rocket timer adds a unique feature, using a rocket launch visual to indicate time (Fawwaz & Chung, 2023). Such visualization can capture students' attention and aid their comprehension of remaining time in class activities. Employing timer apps encourages discipline and routine in the classroom. By setting time limits for each stage of learning, educators can aid pupils in cultivating crucial time management abilities that will serve them well in the years ahead (Klara et al., 2020). This approach to time discipline not only establishes a structured and well-organized learning environment, but it also affords an opportunity for enjoyment in the learning experience. For instance, instructors can employ timer applications to designate a time

restriction for a specific task and stimulate competition by incentivizing its completion within the given time allotment. This can enhance a competitive atmosphere and boost students' drive to efficiently complete tasks.



Figure 4. Implementation of wordwall application for assessment

Teachers use the Wordwall application, available at <https://wordwall.net/>, to enhance students' analytical skills. The application displays the relationship between guru gatra, guru lagu, and wilangan through engaging games. This innovative solution provides dynamic assessments for students to comprehend the concept of metre in tembang macapat. Wordwall offers interactive game options that can be tailored for assessing students' understanding of tembang macapat's metre. Through various game formats such as "Quiz," "Match," and "Cloze," educators can devise challenges that align with the level of difficulty and students' requirements (Van et al., 2022). Consequently, assessments constitute not just evaluations but also more engaging learning experiences. Wordwall facilitates the integration of multimedia elements into assessments, enabling images, audio, or video aligned with the roles of "guru gatra," "guru lagu," and "guru wilangan" to be incorporated. Multimedia integration can help illustrate concepts more concretely, support student understanding, and make assessments more contextualized (De & Marpaung, 2022).

Understanding of Local Wisdom in Macapat

Local wisdom is a tool for knowledge and practices that can be used to solve community problems in a way that aligns with

community values (Zulkarnaen, 2022). Variations of this term include "living wisdom," "living policy," "local genius," and "rural philosophy," all of which imply knowledge based on experiences passed down through generations. This information guides daily activities involving family, neighbors, communities, and the environment. Local wisdom, commonly referred to as local genius, encompasses the cultural characteristics that are shared by most individuals based on their early life experiences (Hasibuan, 2022). In relation to this definition, local wisdom may serve as a community's repository of knowledge passed down from past generations or gained through experiences related to the environment, or from other communities as a means of addressing various life challenges.

Local wisdom is a system of local knowledge owned by the community that is based on the guidance and experience of their ancestors to address local situations and conditions (Fahmiati et al., 2023). This knowledge is summarized through verbal and non-verbal expressions to promote harmony, humanism, and dignity. The main features of local wisdom include cultural traits, community members as cultural custodians, and life experiences that lead to these cultural traits (Zakaria, 2022). Local knowledge is resistant to external factors and has the ability to develop for the future. The community's personal resilience can be determined by the strength of local knowledge when faced with external forces. This is due to several strategic factors such as the formation of identity from birth, familiarity with the knowledge, emotional strength in valuing local wisdom, voluntarily learning about it, and building self-esteem and self-confidence. Therefore, local knowledge can enhance the dignity of the nation and state (Surherni, 2021).

The local wisdom found in Sekar Macapat Pocung allows individuals to contribute positively to their religion and country. This cultural value is tied to a particular society and reflects its unique

beliefs. Therefore, as a Javanese product, Sekar Macapat Pocung embodies and promotes local wisdom in religious and national affairs. Exploration of Javanese local wisdom in Sekar Macapat Pocung offers inspirational and prideful insights for the Javanese community, emphasizing the culture's high moral values as a life guide. Local wisdom constitutes a component of abstract culture and serves as a symbolic representation, connoting both positive and negative meanings. However, in the context of Indonesia, local wisdom necessarily carries a positive connotation due to the inherent positive associations with the term 'wisdom'. Based on this understanding, local wisdom is a positive and abstract form of culture. Correspondingly, Sekar Macapat Pocung contains positive values. Javanese culture is renowned for its nobility and many ethical and mannerly values, both at home and within the community. The moral values conveyed through the poems of Sekar Macapat Pocung have been identified by (Cahyono et al., 2020). The local wisdom embodied in Sekar Macapat Pocung holds significant philosophical meaning encompassing the concept of leading a meaningful life. Sekar Macapat is understood as a series of human life journeys from birth to death. Therefore, it contains Javanese cultural local wisdom that provides wise counsel and religious values conveyed through its verses. The values conveyed in local wisdom become abstract Javanese cultural products that serve as guidelines for living religious and national life (Putra & Ilhaq, 2019).



Figure 5. Tembang macapat pucung used for learning

In practice, Arina Novita Sari as a teacher at SD Negeri Burengan 2 Kediri chose macapat with the lyrics *Bener luput lelorone aweh pemit, aja padhe lena, den prayoga ngati-ati, ing kalane kita mesthi tanggung.* with the meaning of right and wrong both provide understanding, do not be complacent, and must be careful, one day we must be responsible. the statement "right and wrong both provide understanding" illustrates the complexity of the message conveyed in tembang macapat. The statement encourages the reader or listener to not only passively receive information, but to critically reflect on the implied meaning. In the world of Javanese literature, the use of the concepts of "right" and "wrong" are not always absolute, but rather leave room for broad and contextual interpretations. the warning "do not be complacent" implies a warning against being negligent and lulled by mere comfort or pleasure. This message highlights the importance of being vigilant and critical of situations that may deceive or blind oneself. In the context of the meaning of tembang macapat, this warning can be connected to the moral and ethical aspects contained in the literary work. the statement "must be careful, one day we must be responsible" shows that the understanding and actions taken have consequences. This emphasizes the value of responsibility in dealing with decisions and actions. Tembang macapat clearly conveys the message that every action will have consequences, and therefore, wisdom and prudence are needed in living life. The

importance of giving meaning to the tembang macapat lies in its contribution to character building and students' ethical understanding. Javanese literature, as a means of character education, plays a vital role in shaping life values. By deeply interpreting the meaning of the tembang macapat, teachers can guide students to contemplate and internalize these values, so that they can apply them in their daily lives. The effort to give meaning to the meaning of tembang macapat is an important step in supporting the learning of Javanese literature as an integral part of character education and cultural succession. Full support from various parties, including educational institutions and the community, is needed to ensure the continuity and relevance of the cultural values contained in tembang macapat.

CONCLUSION

Learning about tembang macapat, integrated with web-based interactive media, presents an innovative solution to maintain relevance and enhance the quality of education amidst the current era of disruption. Being a part of the Javanese cultural heritage, tembang macapat embodies profound and unique values that can significantly contribute to character-building and ethical understanding amongst students. In adapting tembang macapat learning to remain relevant, it is necessary to utilize information and communication technology due to the changing learning paradigm and increasingly dynamic needs of students. A new dimension is given to tembang macapat learning through the adoption of web-based interactive media, including the Canva application, name player, timer, and Wordwall. Canva, a platform for graphic design, aids creators of educational materials in producing engaging and interactive content without technical obstacles. The use of a player and timer application adds a sense of unpredictability and structure to the learning experience. Additionally, Wordwall offers a plethora of interactive games for

assessing comprehension. The implementation of web-based interactive media by Arina Novita Sari, a teacher at SD Negeri Burengan 2 Kediri, demonstrates that it can elevate student engagement, foster a dynamic learning experience, and enhance student character development. Moreover, using this technology aids in preserving and cultivating interest and appreciation for traditional arts and culture.

The discussion of local wisdom in tembang macapat, particularly Sekar Macapat Pocung, demonstrates that the song carries moral, religious, and philosophical values that are an essential component of Javanese cultural local wisdom. Tembang macapat serves not only as a medium for acquiring knowledge of Javanese literature but also as a significant life guide for the Javanese populace. Combining tembang macapat learning with web-based interactive media not only creates more interesting and relevant educational experiences, but also aids in the preservation and development of local cultural values. This approach not only supports character education, but also makes a valuable contribution to the community's identity and local wisdom. With the support of multiple parties, leveraging technology in tembang macapat education may establish a basis for fostering a generation that possesses superior skills, creativity, and appreciation for their cultural heritage.

REFERENCES

- Ajeng Rahadini, A., & Nurhayati, E. (2022). Teachers' Beliefs About Javanese Learning Materials on Local Wisdom Curriculum in Indonesia. In *Indonesia. Journal of Language and Linguistic Studies*.
- Arfianingrum, P. (2020). Penerapan Unggah-Ungguh Bahasa Jawa Sesuai Dengan Konteks Tingkat Tutar Budaya Jawa. *Jurnal Prakarsa Paedagogia*.
- Atmazaki, Ramadhan, S., Indriyani, V., & Nabila, J. (2021). Dialogic-Interactive Media Design for Language Learning to Improve Speaking Activities and Skills. *Journal of Physics: Conference Series*.
- Bartholomew, H., Osborne, J., & Ratcliffe, M. (2004). Teaching students "ideas-about-science": Five dimensions of effective practice. In *Science Education*.
- Bawon, S., Mulyanto, & Sumartono, B. (2020). *Sindhenan Learning in Karawitan Arts Learning as a Means of Establishment of Student's Character in Malang 4 Junior High School*.
- Bhakti, W. P. (2020). PERGESERAN PENGGUNAAN BAHASA JAWA KE BAHASA INDONESIA DALAM KOMUNIKASI KELUARGA DI SLEMAN. *Jurnal Skripta*, 6(2).
- Budiastra, A. A. K., Puspitasari, S., Wicaksono, I., & Erlina, N. (2021). Study of The Local Wisdom Curriculum of Geopark Belitung to Support Local Cultural Values in Context of Natural Science Learning for Elementary School. *Advances in Social Sciences Research Journal*.
- Cahyono, A., Widodo, W., Jazuli, M., & Murtiyoso, O. (2020). The song of macapat semarangan: The acculturation of javanese and islamic culture. *Harmonia: Journal of Arts Research and Education*.
- De, F., & Marpaung, N. (2022). Students' Perception On Quizizz As Online Quiz Learning Tool. *The SEALL Journal The STKIP Al Maksum English Education, Linguistics and Literature Journal*.
- Diab, A. L., Pabbajah, M., Nurina Widyanti, R., Muthalib, L. M., & Fajar Widyatmoko, W. (2022). Accommodation of local wisdom in conflict resolution of Indonesia's urban society. *Cogent Social Sciences*, 8(1).
- Elsa, E., & Anwar, K. (2021). The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*.

- Fahmiati, M., Iraqi, H. S., Seni, E., Jurnal, :, Pengetahuan, I., & Seni, K. (2023). REPOSITIONING THE CREATION OF NEW MINANGKABAU DANCE: ENTERTAINMENT MEDIA AND PRESERVATION OF LOCAL WISDOM. *Ekspresi Seni: Jurnal Ilmu Pengetahuan Dan Karya Seni*, 25(1), 34–43.
- Fawwaz, D. Z., & Chung, S. H. (2023). Adaptive Trickle Timer for Efficient 6TiSCH Network Formation Using Q-Learning. *IEEE Access*.
- Ferryansyah, F., Hermansyah, H., Widyawati, E., & Rahayu, S. W. (2020). KLINIK MATEMATIKA SEBAGAI UPAYA MENINGKATKAN MINAT, MOTIVASI, DAN KEMAMPUAN MATEMATIKA SISWA SMP DI WILAYAH PERBATASAN KALIMANTAN UTARA. *Jurnal Pengabdian Masyarakat Borneo*.
- Hasibuan, H. A. (2022). Peran Modul Berbasis Kearifan Lokal Untuk Mendukung Pendidikan Merdeka Belajar. *Prosiding Pendidikan Dasar*.
- Hijriadi Askodrina. (2022). PENGUATAN KECERDASAAN PERSPEKTIF BUDAYA DAN KEARIFAN LOKAL. *Al-Ihda': Jurnal Pendidikan Dan Pemikiran*.
- Hudzaifah, & Lauder, M. R. M. T. (2021). The problematic implementation of javanese language local content: A case study of language policy in serang municipality. In *Sociolinguistics and Dialectological Studies in Indonesia*.
- Isfak, M. A., & Setyawan, B. W. (2022). Representasi Bahasa Jawa Krama sebagai Bahasa yang Melambangkan Tindak Kesopanan. *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra*.
- Josaphat, Y. A. P., Cahyaningrum, A. N., Ladifa, H., Syach, S. F. N., & Khana, S. W. C. (2022). Eksistensi Bahasa Jawa Bagi Masyarakat Jawa Di Era Westernisasi Bahasa. *Titian: Jurnal Ilmu Humaniora*.
- Klara, M., Citra, A., Tukan, S. D., Ceunfin, F., & Kian, M. (2020). HOW TO PLAY AND TUNE SASANDO IN EDON STYLE. *Ekspresi Seni: Jurnal Ilmu Pengetahuan Dan Karya Seni*, 22(1), 21–36.
- Laely, K., Madyawati, L., Hermahayu, H., Rizki, S. F., & Chomisah, C. (2023). Implementation Outdoor Learning Activities (OLA) to Develop Early Childhood Language Skills. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*.
- Mulyati, I., Indri Astuti, & Eny Ernawaty. (2022). Development of Canva Application Assisted Learning Media in Class XII Advanced Study Materials with 4-D Models. *JTP - Jurnal Teknologi Pendidikan*, 24(3).
- Mustaghfiroh, S., & Safe'i, B. (2021). Nilai Lokal Budaya Jawa Nilai Lokal Budaya Jawa dan Islam dalam Tinjauan Multikulturalisme. *Culture & Society: Journal Of Anthropological Research*.
- Nadhiroh, U. (2021). PERANAN PEMBELAJARAN BAHASA JAWA DALAM MELESTARIKAN BUDAYA JAWA. *JISABDA: Jurnal Ilmiah Sastra Dan Bahasa Daerah, Serta Pengajarannya*.
- Palacios Núñez, M. L., Toribio López, A., & Deroncele Acosta, A. (2021). Educational innovation in the development of relevant learning: A systematic literature review. In *Universidad y Sociedad*.
- Pamungkas, J., & Maulana Rizka, A. D. (2022). Analysis of Educational Values in Macapat Song Learning in Kindergarten. *Return: Study of Management, Economic and Bussines*.
- Putra, E. R., & Ilhaq, M. (2019). “FUNKY SLAWE” IN THE CREATIVE PROCESS OF SENDRATASIK (ART, DRAMA, DANCE, MUSIC) STUDENTS IN THE UNIVERSITY OF PGRI PALEMBANG. *Ekspresi Seni: Jurnal Ilmu Pengetahuan Dan Karya Seni*, 21(2), 104–119.

- Raja, P., Setiyadi, A. B., & Riyantika, F. (2021). THE CORRELATION BETWEEN PERCEPTIONS ON THE USE OF ONLINE DIGITAL INTERACTIVE MEDIA AND READING COMPREHENSION ABILITY. *International Journal of English Language and Literature Studies*.
- Rochadiana, A., Narimo, S., Prastiwi, Y., & Rahmawati, L. E. (2022). The Implementation of Tembang Macapat Learning as A Means of Primary School Character Education. *Journal of Innovation in Educational and Cultural Research*, 3(4).
- Rosyidah, M., & Fijra, R. (2021). Metode Penelitian. *Deepublish*.
- Saputra, A. G., Rahmawati, T., Andrew, B., & Amri, Y. (2022). Using Canva Application for Elementary School Learning Media. *Sciencetechno: Journal of Science and Technology*, 1(1).
- Sarifah, I., Rohmaniar, A., Marini, A., Sagita, J., Nuraini, S., Safitri, D., Maksum, A., Suntari, Y., & Sudrajat, A. (2022). Development of Android Based Educational Games to Enhance Elementary School Student Interests in Learning Mathematics. *International Journal of Interactive Mobile Technologies*.
- Subrata, H. (2018). Character Learning Using The Javanese “Tembang Macapat” In Primary School. *Proceeding Seminar Internasional Pendidikan*.
- Sugiyono. (2019). METODE PENELITIAN PENDIDIKAN. In *Bandung:Alfabeta*.
- Sujarwo, Herawati, S. N., Sekaringtyas, T., Safitri, D., Lestari, I., Suntari, Y., Umasih, Marini, A., Iskandar, R., & Sudrajat, A. (2022). Android-Based Interactive Media to Raise Student Learning Outcomes in Social Science. *International Journal of Interactive Mobile Technologies*.
- Sukaesih, N. M. P., Sukardi, S., & Sholeh, K. (2020). NILAI KEARIFAN LOKAL TRADISI OGOH-OGOHO DI DESA RUOS KABUPATEN OKU SELATAN SEBAGAI SUMBER PEMBELAJARAN SEJARAH DI PASRAMAN WIDYA DHARMA. *Kalpataru: Jurnal Sejarah Dan Pembelajaran Sejarah*.
- Suprpto, N., Prahani, B. K., & Cheng, T. H. (2021). Indonesian curriculum reform in policy and local wisdom: Perspectives from science education. *Jurnal Pendidikan IPA Indonesia*.
- Surherni, S. (2021). EXPLORATION OF LOCAL WISDOM IN HANDLING COVID 19 IN NAGARI SITUJUAH BATUA. *Ekspresi Seni: Jurnal Ilmu Pengetahuan Dan Karya Seni*, 23(1), 169–176.
- Tugtekin, U., & Odabasi, H. F. (2022). Do Interactive Learning Environments Have an Effect on Learning Outcomes, Cognitive Load and Metacognitive Judgments? *Education and Information Technologies*.
- Van, L. P., Jean, C., Meyrueis, V., Gazo, C., Mantelet, F., Guegan, J., Buisine, S., & Segonds, F. (2022). IdeAM Running Quiz: A Digital Learning Game to Enhance Additive Manufacturing Opportunities Discovery. *International Journal of Emerging Technologies in Learning*.
- Vinko, L., Delaney, S., & Devetak, I. (2020). Teachers’ opinions about the effect of chemistry demonstrations on students’ interest and chemistry knowledge. *Center for Educational Policy Studies Journal*.
- Wang, J., & Pan, L. (2022). Role of Resistance to Innovation, Lack of Intercultural Communication, and Student Interest on the Student Demotivation Results Towards the English Education System. *Frontiers in Psychology*.
- Wati, M., Sugiyanti, S., & Muhtarom, M. (2019). Analisis Kemampuan Literasi Matematika pada Siswa Kelas VIII SMP Negeri 6 Semarang. *Imajiner: Jurnal Matematika Dan Pendidikan Matematika*.

- Yuliatin, Husni, L., Hirsanuddin, & Kaharudin. (2021). Character education based on local wisdom in Pancasila perspective. *Journal of Legal, Ethical and Regulatory Issues*.
- Zakaria. (2022). Integrasi Nilai Kearifan Lokal Dalam Pembelajaran Tematik Sd/Mi. *Jurnal Pemikiran Dan Pendidikan Dasar*.
- Zulkarnaen, M. (2022). Pendidikan karakter berbasis kearifan lokal di era milenial. *AL MA'ARIEF: Jurnal Pendidikan Sosial Dan Budaya*.