The Effectivity of *"Sinau Aksara Jawa (Sadewa)"* Module in Improving *Aksara Jawa* Reading and Writing Skills

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Article Info

Abstract

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According to the observation results of Javanese Language subject matter on Aksara Jawa learning materials in 3rd grade of SDN Plalangan 03, it was found that most of students have an inability to focus on the subject materials when learning Aksara Jawa that were taught by the teacher. Students are less motivated in learning aksara Jawa. The usage of learning media and resources to convey the learning material still less varied so that reading and writing skills are lessoptimum. The purpose of this research is the effectivity of Sinau Aksara Jawa (Sadewa) module in improving Aksara Jawa's reading and writing skills. The samples of this research are 3rd grade students of SDN Plalangan 03 and SDN Pakintelan 03. The sampling that used in this research is simple random sampling. The research data were collected through a test of Aksara Jawa's reading and writing skills. The data were analyzed through mean difference test in SPSS application that called paired sample t-test. The results of this research revealed that there is significant difference between the pretest and posttest results of reading and writing test skills using Sinau Aksara Jawa (Sadewa) module. According to the results, the working hypothesis (Ha) were accepted which means the Sinau Aksara Jawa (Sadewa) module is effective in improving the reading and writing skills of 3rd grade students.

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INTRODUCTION

Javanese Language is one of the local languages which part of the national culture in Indonesia which lives and continues to be used in society (Salim, 2017). The learning content in Javanese language contains cultural values, this is why Javanese Language finally included in the local curriculum at the primary and secondary education levels. According to Kurniati (2014) Javanese Language learning is a form of cultural conservation.

According to Kurniati (2015) Javanese Language learning contains 4 skills, there are reading, listening, speaking, and writing skills. Javanese Language contains many learning aspects, some of them are about wayang, drama, aksara Jawa, legend, geguritan, tembang macapat, nulis laying, ragam teks, paragraph, parikan, tata krama, and unggah-ungguh basa. Aksara Jawa is one of the learning materials that important in Javanese Language learning (Silviarista, Setyosari & Sihkabuden, 2018).

Aksara Jawa is letters or aksara which owned by Javanese community. In contrast to Latin Letters, Javanese letters are syllabic, every letter represent one syllable. According to Setyaningrum, Alfiah & Sulanjari (2020) carakan or Javanese alphabet has a sequence from aksara ha to the Nga which amounts to 20 aksara. Setyawati (2019) said that those 20 Aksara Jawa also called as Aksara Legena or letters tthat can stand by itself without sandhangan. Aksara Jawa have unique shape. The Aksara Jawa writing also have some rules so that Aksara Jawa are hard to be studied (Ulya, 2020).

Nurlaeni & Juniarti (2017) said that reading and writing skills is one of the important skills in learning language. A primary school focusing the learning ability on reading skill (Miranda, et al., 2021). Reading skill is an activity that interpret certain symbols which called as letter. According to Sanjaya (2016) reading is one of language skills that beneficial for practicing the other skills especially writing skills.

Reading skills that introduced in this research is reading aspect in order to develop a

mechanic skill. The assessment systems of reading Aksara Jawa skill includes the accuracy of pronouncing aksara, the fluency and speed-reading skills. However, according to this reason, the teacher should be able to be more extra when preparing the teaching and learning medias so that the students' interest and spirit will be increased when they are trying to learn reading and writing skills (Setiyadi, Fortuna & Ramadhan, 2022). So they are required to develop a teaching module which can support the learning process and also increasing the quality of teaching the reading and writing skills (Setiyadi, Rohyana & Muttaqin, 2022).

The next step is writing skill. As reported by Noor & Halidjah (2016), explained that there are criteria in order to scoring the writing skill: quality and scope of content, organization and presentation of content, composition, cohesion and coherence, style and form of language, mechanics, neatness of writing, cleanliness, and the teacher's affective response to written work. Therefore, Sutarsih (2015) said that the indicators of writing Aksara Jawa skills for beginner are the form of writing, neatness of writing, and velocity of writing.

According to Faozan & Wagiran (2016), writing skills are not obtained naturally, but must go through a process of learning and practice. Fakhruddin, Sachari & Haswanto (2019) said that writing Aksara Jawa is substitute the latin writings into Aksara Jawa. Combines every letter into words and sentences (Hafid & Firman, 2019).

In accord with observation results of the learning progress of Javanese Language in Aksara Jawa in 3rd grade of SDN Plalangan 03 Semarang, noted that some of the students are not focus on the Aksara Jawa's material that were told by the teacher. Students are lacking of motivation in order to learning Aksara Jawa. The usage of learning materials and resources in deliver the Aksara Jawa's material still less variative (Ikasanti, Umam, & Marzuki, 2021). The interview results of 6 students said that they are not interested to learn Aksara Jawa which is complicated. They said that learning Aksara Jawa is not beneficial for them. Moreover, the

students also said that learning Aksara Jawa is outdated.

Conforming to interview with the 3rd grade teacher, there is no particular book for learning Aksara Jawa in school library. Besides that, there is insufficient time for learning Aksara Jawa. There are only 3 meetings time allocation for learning and teaching process, which every meeting has only 2 x 35 minutes. Meanwhile the purpose of learning is to make students ingenious in writing and reading Aksara Jawa (10 letters). Whilst 3rd grade itself is a foundation to learn Aksara Jawa in the next grade level. So that students should be able to understand Aksara Jawa (Legena).

The teacher feels that the reading and writing Aksara Jawa skills from 3rd grade is on the low level (setiyadi, Zaenuri & Mulyono, 2018). Conforming to the daily assessment which is done by the teacher in reading and writing Aksara Jawa skills, most of the students' scores are still below the Minimum Completeness Criteria (KKM).

Researchers also conducted market surveys at bookstores in Semarang. They aiming to find books that specifically study Aksara Jawa for elementary students. There are 5 locations that conducted as survey object, there are Annur book store, Gramedia, Merbabu, Duta Buku, and other book stores that located in Diponegoro Stadium. Researchers only found 2 books. Those books contain reading and writing Aksara Jawa practice, but the books were not systematic and coherent in learning Aksara Jawa. The content of the books is not accordance with the standard competition that were thought in elementary school. The content of the books is more general and complex.

The researcher also observed the usage of the book that used in learning Aksara Jawa on the 4 state elementary schools and 1 private elementary school. Some of the text books that used in those 5 elementary schools is "Aku Bisa Basa Jawa 3 Kelas III SD/MI" by Yudhistira, "Remen Basa Jawi kanggo SD/MI Kelas III" by Erlangga, and "LKS Maestro Basa Jawa Kelas 3 SD Semester 1" by CV. Hasan Pratama. The contents in Aksara Jawa material part in those

books have the same characteristics. It is only limited to the introduction of Aksara Jawa. Reading and writing Aksara Jawa letters. The content of the books is still have no reading and writing steps in learning Aksara Jawa yet.

According to that fact, the innovation of learning with the Aksara Jawa module is needed. A module that has its own advantages because it has a complete structure and can be used independently by students (Perwitasari & Djukri, 2018). As reported by Suryanto et al. (2017), one of the strengths of the effective module is a module that can carried in everywhere. It is long and the content of the book is variative. Moreover, the learning module can also be used both individually and groups as needed. This reason is supported by Setiyadi (2021) states that the learning system using teaching materials and contextual module will help students to understand the materials presented by the teacher.

According to Maskur, Permatasari & Rahkmawati (2020) stat that the development of learning module can be in form of readers, dictation, study package or module. In accord with Khulsum, Hudiyono & Sulistyowati (2018) which explained that there are several forms of printed teaching materials, including handouts, books, modules, worksheets, brochures, leaflets, wallcharts, and photos/pictures. The module that will use in this research is a printed material in the form of Aksara Jawa learning module. In keeping with this reason, the teacher should have to give an excellent service in learning process, one of the examples is giving a module which is interesting, having a good quality and innovative (Setiyadi, Munjaji & Naimah, 2022).

Therefore, the purpose of this research is to determine the effectiveness of Sinau Aksara Jawa module in improving reading and writing Aksara Jawa skills. the benefits that can contribute a knowledge in the education world, especially in Sinau Aksara Jawa module. The result of this research is also expected to increase knowledge to readers, especially third grade elementary school teachers in the effectiveness of the learning module for reading and writing Aksara Jawa skills.

METHODS

The research design that use is true experimental design. The design that chosen in this research is pretest-posttest control design that have two groups which chosen randomly. The population that use is students of 3rd grades in SD Negeri Plalangan 03 and SD Negeri Pakintelan 03. The sampling technique that use is simple random sampling. The methods of collecting the data in this research is using test, observation, and documentation. The result of prerequisite test can be seen in the Table 1.

Table 1. The Result of Prerequisite Test

Prerequisite Test	Score	Sign	Conclusion
Normality test	0.191	0.05	Normal distribution of data
Guhomogeneity test	0.610	0.05	Data homogeneous

RESULTS AND DISCUSSION

The *Aksara Jawa* Reading Skills

Based on the results of observations, the ability to write aksara Jawa is still relatively low with an average of 65. Meanwhile, the ability to write aksara Jawa with an average of 67. So an action is needed to increase the average writing skill and reading skill of aksara Jawa.

According to the SPSS results in paired statistics test shows that 1) the pre-test average is 39.86 and the average post-test is 80.12 with the amount of 57 students. 2) The SPSS score results sig. (2-tailed) is 0.000 <0.05 in the paired sample t-test. It can be said that Ha is accepted or there is significant difference between the results of reading skills using Sinau Aksara Jawa pre-test and post-test.

As supported by the research by Suryanti et al. (2017) which succeed for producing a mathematic module based on guided discovery about measurement in 4th grade of elementary school. In accord with t-test with the experimental data and pre-test and posttest data shows that there is a difference results between students. The students' response about the module also categorized as good with 80,12% presentation and the students love to study mathematic in measurement material with the guided discovery module and strategic.

Moreover, the other research which is related with the module development which done by Perwitasari and Djukri (2018) was succeeded to develop a thematic-integrate module guided discovery based in order to increase students' critical thinking and scientific attitude. The results showed that the validation from material and media experts was categorized as very feasible. In addition, the module is also effective for improving critical thinking skills and scientific attitudes of fourth grade elementary school students.

The other relevant research conducted by Irawan (2017) shows data that using a textbook-based approach is effective for improving reading skills of fourth grade elementary school students in learning theme 9, Healthy and Nutritious Food. The test result shows that there are different significance between experimental and control class. The experimental class average is 73.93 meanwhile the control class average is 67.76.

Supported by research by Susilowati and Setiawan (2019), it is stated that there are differences in learning outcomes between before and after using Aksara Jawa flash card media. The module development is no less important in the learning process. The research that conducted by Dilamsyah and Subrata (2020) said that module development needs to be validated and practiced so it can be used in a real learning.

In line with this, Budiarti and Haryanto (2016) shows that reading is very important to successing a long-term education but it depends on the language ability which came in the early life. As supported by Rahman and Haryanto (2014) stated that learning language is one of the individual activities which cannot be separated in life especially in elementary school. Therefore, reading skill is required to mastered by elementary school students, include reading Aksara Jawa.

In accord with paired sample t-test above which produce Ha accepted or there is different significance between reading and writing skill pre-test and post-test result using Sinau Aksara Jawa (Sadewa) module, then it can be said that Sinau Aksara Jawa (Sadewa) module is effective in order to increase reading and writing skill in 3rd grade elementary school students. Akasara Jawa is one of the ancestral heritages which should be preserved especially in Central Java. Fatima, et al (2020) conducted that the fading of Javanese culture, especially the Javanese character in society. This is the beginning of Aksara Jawa culture that needs to be learned and preserved through education starting in elementary school.

According to Hidayati, et al (2019) states the reading aspects with latin letters and Aksara Jawa needs to understand the local content materials, one of them is reading Aksara Jawa. The following is the Sadewa module as shown in Figure 1. Sadewa Module shows the background of Aksara Jawa in detail concept so the students can understand Aksara Jawa appropriately. The following is Aksara Jawa writings.

The learning process when introducing students with Aksara Jawa's reading skills as shown in Figure 2. Then it is continued by an introduction to Aksara Jawa from the Aksara Carakan, the sequence and Aksara Jawa's shapes. The next step is about the history of Aksara Jawa which contains the origin of Aksara Jawa, there are the legend of Ajisaka, Dora lan Sembada, the meaning of Hana Caraka, Data Sawala, Padha Jayanya, and Maa Bathanga, as shown in Figure 3 and 4.

Figure 1. The cover of *Sadewa* Module

Figure 2. *Aksara Jawa* writings

Figure 3. *Hanacara Datawala*

Figure 4. *Padhajayanya Magabathanga*

ꦲꦤꦕꦫꦏ	=	Hana caraka
		(ana utusan)
ꦢꦠꦱꦮꦭ	=	Data sawala
		(padha regejegan (tukaran))
ꦥꦝꦗꦪꦚ	=	Padha jayanya
		(padha digdayane (sektine))
ꦩꦒꦧꦛꦔ	=	Maga bathanga
		(Padha dadi bathang (nemahi pati))

Figure 5. The meaning of *Aksara Jawa*

The meaning of each Aksara Jawa contains a lot of advice and it is shown in Figure 5. The material in reading Aksara Jawa contains a sequence of Aksara Jawa. There are 10 Aksara which learnt by students, there are ha na ca ra ka, da ta sa wa la. In this meeting, the students trying to adapt with the module that used by them, teacher's direction helps students to understand the module, as it shown in figure 6.

The students pay attention to the teacher when reading the Aksara Jawa. Every student was giving the same chance to read Aksara Jawa letters consecutively. Students feel challenged in this case, because the teacher creates an interesting learning atmosphere by using games so that learning is not saturated.

Figure 6. Teacher doing the learning process

When the students had the difficulties in reading, the teacher takes an individual approach to the student. The teacher teaches the students individually when reading the *Aksara Jawa*, as it shown in Figure 7.

Figure 7. The teacher teaches the students individually

Gladhen is an exercise that is done at home or called as homework (Nurati & Pramono, 2018). As supported by Pertiwi, Indiatmoko & Supriyanto (2020) which states that Gladhen contains a sequence of exercise about the materials as practice for students. The Aksara Jawa learning process is done for about 4 meetings. Every 2 meetings per lesson (JP), with the 35 minutes duration every lesson hour.

The first, second, and third meetings the students studying about Aksara Jawa. There are many learning materials in reading Aksara Jawa. It is because in this part the students should be able to memorize the Aksara Jawa. That is why it is require a longer process. The students can learn individually in their home. Then the teacher can monitor each student's Aksara Jawa reading skills ability. The students tell the teacher on what page they have mastered in reading Aksara Jawa.

Gladhen 1 point I given as a homework; it is matching the latin letters to Aksara Jawa letters. At the end of the learning process, there is an evaluation about their knowledge and skills in reading Aksara Jawa as well as assessment rubrics as a teacher reference to assess the knowledge and reading Aksara Jawa skills aspects. The scoring aspects in reading Aksara Jawa is using a reading test (Gladhen 1) as shown in Figure 8 and 9.

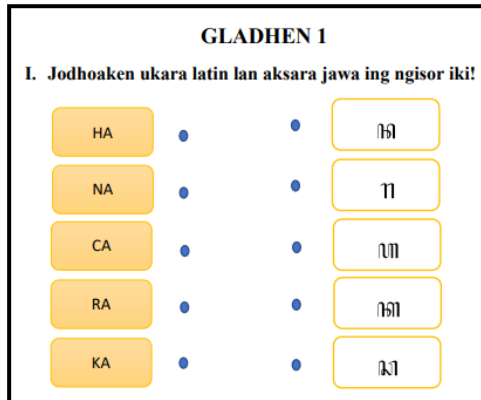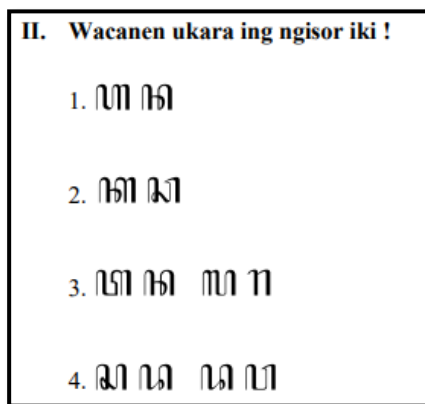**Figure 8.** *Gladhen 1*

Figure 9. Reading *Aksara Jaw*a test

The assessment in reading *Aksara Jawa* skills is using assessment guidelines as it shown in Table 2.

No	Aspect		No. Test	Score
I	Knowledge		1 – 10	10
II	Reading	Skills	1	2
	Aksara Jawa		2	2
			3	4
			4	4
			5	6
			6	6

Table 2. Reading Skills Assessment Guidelines

The value in Romawi I on the aspect of knowledge uses the formula value = correct number x 10 and the value of the aspect of reading skills uses the following formula.

$$Score = \frac{Total\ Score}{Max.Score} \times 100$$

Supervision is carried out not only by the teacher, but also by the parents by affixing the initials of the parents and the teacher. In accord with Wulandari, et al (2018) states that in learning Javanese Language there are four aspects that should be mastered, there are listening, speaking, reading and writing skills.

The *Aksara Jawa* Writing Skills

As the results of Paired statistics test in SPSS shows that the average of the pre-test is 87.95 with the total 57 students. The sign. score (2-tailed) scored 0.000 < 0.05 in Paired Sample t-test, it can be concluded that Ha is accepted or there is a significant difference between the results of pre-test and post-test using Sinau Aksara Jawa (Sadewa) module in writing Aksara Jawa skills. According to the test results that shows Ha accepted means Sinau Aksara Jawa (Sadewa) module is effective in improving reading and writing Aksara Jawa skills for 3rd grade of elementary school.

According to Dilamsyah and Subrata (2020) conducted that the calculation hypothesis result using paired samples test formula above concluded that the tempirik Result is 12,178 which are then interpreted by ttabel with the significance level 5% (12,178 > 2,042). If the significance value < 0,05 (0,000 < 0,05) then the hypothesis is accepted or the effectivity in using the Aksara Jawa flash cards media in writing Aksara Jawa ukara Lamba skills in 4th grade students in SDN Kebraon I/436 Surabaya.

Rustanti, Mulyono and Daryanto (2017) states that the achievement of the percentage of classical completeness in scoring writing Aksara Jawa skill in pre-action test is 17% with the average 61,9, increased in the first cycle to 80.9% with an average value of 77.8 and in the second cycle to 90.5% with an average value of 83.

According to Sari & Subrata (2018) conducted that the way of conveying ideas, thoughts and feelings through written form that has meaning is called writing skills. In the writing activity, there are sequence of activity of assembling, compiling, describing a symbol, sign, and writing in the form of a conclusion of letters that will be formed into a word, a collection of

words forming a sentence, a collection of sentences forming a paragraph, and a collection of paragraphs forming a story and having meaning.

In accord with Fatima, et al (2020) said that to teach Aksara Jawa, we need to emphasize in a form of game like snakes and ladders, crossword puzzle, and writing some other words. Safitri & David (2021) said that to make the reading and writing learning system becomes interesting for students, a teacher needs to find some ways. Rustanti, Mulyono and Daryanto (2017) stated that to write Aksara Jawa appropriately it is written from the left to the right, written hanging and stuck to the top line.

In consonance with Rustanti, Mulyono & Daryanto (2017) which stated that how to write Aksara Jawa is from left to right, under the line if the paper is lined. Moreover, the placement is should be noticed, it is written with the symbol comprehensiveness that used when write Aksara Jawa so that the Javanese Language learning especially writing Aksara Jawa needs understanding, practicing, and great teaching. So it can be concluded that writing is a productive activity that produces a message or information in written form which can be in the form of words, sentences, paragraphs, and stories that have meaning. The results of the preetest for writing Aksara Jawa can be seen in Figure 9.


Figure 9. The Results Of The Pretest For Writing *Aksara Jawa*

In the process in writing Aksara Jawa, students should be able to notice the good and right writing style. There are rules in writing Aksara Jawa. Those rules help students in writing simple sentences in Javanese Language using Aksara Jawa. The Aksara Jawa writin material contains exercises in writing Aksara Jawa. The

students will connect the dots that form Aksara Jawa. Every Aksara written 15 times, as it shown in Figure 10. The results of the pretest writing Javanese script can be seen in Figure 6

Nevertheless, not a few students that lack of interest in writing Aksara Jawa learning material because they have to memorize letters in the module. In spite of that, the teacher's role greatly influences student interest in the learning to be carried out. It can be done by providing a game between groups related to the material so that students who are less interested in taking lessons will indirectly adjust to other friends who take lessons enthusiastically.
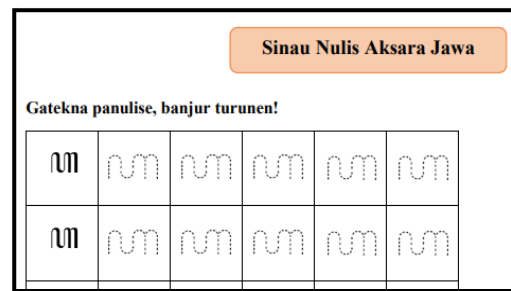
Figure 10. Writing *Aksara Jawa*

Next, the teacher asks the students' readiness before starting the lesson, after the students' feel ready and the circumstances has started to be conducive, the teacher begins to explain the material to students about writing Aksara Jawa. After the teacher explaining the lesson materials to the students, the teacher forming small groups contains of 4-5 students in each group. Before the teacher begins to explain, the response that were given by students in this third meeting is already showing good and positive response. It can be seen from the students' enthusiastic in asking the module that will be used. Most students have been able to use the Sadewa module properly and correctly, so the teacher does not need to re-explain how to use it. But before that, the teacher reminded the students how to use the module to be used so that it would not be easily damaged.

After forming small groups, the teacher distributes modules to each group. The Sadewa module contains a collection of several exercises for writing Aksara Jawa and contains instructions for its use. after that, the teacher giving

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instruction to all students for pay attention to how to use the module to be used. Then, after the students understanding the usage of the module, the teacher giving a game between groups to arrange words from the cards. In this case, students are trained to work in groups and work together in solving the questions given. Moreover, in this Sinau Nulis Aksara Jawa point, the students are asked to thicken the letters of the Aksara Jawa by imitating the pattern for 5 repetitions with the same letter, and 4 times of writing Aksara Jawa task in Gladhen 2 as shown in Figure 11.

GLADHEN 2

I. Tulisen aksara Jawa

No	Aksara Latin	Aksara Jawa	No	Aksara Latin	Aksara Jawa
1	Ca		6	Sa	
2	Na		7	Wa	
3	Ra		8	Ta	
4	Ka		9	Da	
5	Ha		10	La	

II. Tulisen tembung ngisor iki nggunakake aksara Jawa

No	Aksara Latin	Aksara Jawa
1.	Tana	
2.	Lara	
3.	Ana lawa	
4.	Saka kana	
5.	Sada rada dawa	
6.	Dana saka wana	

Figure 11. Gladhen 2

The teacher will give a reward for a group that can answer quickly and correctly. The responses given by students were very enthusiastic because the competitive side between students began to form during the game. The teacher gives some test questions to be worked in groups and after that students were asked to form Aksara Jawa from the arranged card. In the process, students are given only 20 minutes to complete the quiz given, as shown in Figure 12. Not few students are able to finish the quiz that given in 20 minutes. From this case, it is shows that the existence of innovative module and their application interspersed with the educational games indirectly make students easier to memorize Aksara Jawa.

Each page of the module is given a description that the assignment is done on what day, and on what date, as well as the initials of

the parents as proof that the students did the assignment well. Moreover, there is knowledge and skills evaluation in accord with Aksara Jawa at the end of the meeting. There is rubric assessment as a matrix of teacher in order to assess the knowledge and skills in writing Aksara Jawa.

Figure 12. Students writing *Aksara Jawa*

At the post-test that given, students were asked to do the exercise Gladhen 2 around 20 minutes. After 20 minutes, the students' result was asked and collected. At this stage, the teacher wants to know the level of student understanding by paying attention to the predetermined timing. The assessment is carried out during post-test, nevertheless, the researcher using the scores of previous students who have not using the module as a comparison. According to the comparison between before using the media and after using the media the results obtained are quite significant. The score that obtained from the study result used as a benchmark in students' understanding with Sadewa module. The results of the posttest writing Javanese script can be seen in Figure 13.

Figure 13. The Results Of The Posttest For Writing *Aksara Jawa*

In accord with Wardhani & Hartono (2021) stated that two things that need to notice

in order to deliver Aksara Jawa lesson material is the shape of the letters and how to read it. the shape of the letters means the shape od Aksara Jawa that should be written from the bottom up and adjust it to the Aksara Jawa pattern. This is requiring a patience and a continuous practice so that Aksara Jawa can be read clearly. The scoring aspects in writing Aksara Jawa skills is using latin letters that change into Aksara Jawa. The aspects that scored in writing Aksara Jawa skills can be seen in Table 3.

Table 3. *Aksara Jawa* Scoring Aspects
Writing Skills Assessment Guidelines

No	Aspects		No. Test	Score
I	Knowledge		1 – 10	10
II	Writing	Skills	1	2
	Aksara Jawa		2	2
			3	4
			4	4
			5	6
			6	6

The score in Romawi I in knowledge aspects using formula score = correct amount x 10 and writing *Aksara Jawa* skill score aspects using this formula.

$$Score = \frac{Total\ Score}{Max.\ Score} \times 100$$

Supervision is carried out not only by the teacher, but also by the parents by affixing the initials of the parents and the teacher. The effectivity of Sinau Aksara Jawa (Sadewa) module can be seen in the paired sample t-test result with the amount of 57 students as the samples in reading and writing Aksara Jawa skills. the average of pre-test in reading Aksara Jawa skills is 39.86 and the average of post-test is 80.12 with the score sig. (2-tailed) get the score $0.000 < 0.05$.

Meanwhile in writing Aksara Jawa skills, the pre-test average is 44.96 and the average of the post-test is 87.95. The score sig. (2-tailed) get the score $0.000 < 0.05$. According to the writing and reading test results shows Ha accepted, it is means Sinau Aksara Jawa (Sadewa) module is

effective in improving reading and writing skills in 3rd grade of elementary school.

The novelty in this research is the Sadewa Aksara Jawa module is suitable for the character of third grade students at SD Negeri Plalangan 03 and SD Negeri Pakintelan 03 to improve reading and writing skills in Aksara Jawa and their interest in learning will increase, so that learning objectives will be achieved. In line with Ariyanti's research (2015) which states that learning Javanese can increase students' motivation in learning to read and write Aksara Jawa.

CONCLUSION

The research result shows that there is significant difference between pre-test and post-test in reading skill using *Sinau Aksara Jawa (Sadewa) Module*. Whilst there is significant difference between pre-test and post-test in writing skill using *Sinau Aksara Jawa (Sadewa)* Module. According to the test results in reading and writing skills shows Ha accepted, which means the *Sinau Aksara Jawa (Sadewa)* module is effective in order to improving the reading and writing *Aksara Jawa* skills for 3rd grade of elementary school.

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