



JAVANESE LANGUAGE OF LEARNING STRATEGY MANAGEMENT TO SKILLS IMPROVE DURING COVID-19 PANDEMIC

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui manajemen strategi pembelajaran Bahasa Jawa dalam meningkatkan keterampilan siswa selama pandemi covid-19. Metode yang digunakan dalam penelitian ini adalah kualitatif. Sumber data adalah siswa sekolah menengah atas. Teknik pengambilan data dengan menggunakan observasi partisipatif. Prosedur penelitian ini menggunakan model Stake. Hasil penelitian ini memberikan informasi terkait dengan strategi yang perlu dilakukan oleh guru dalam pembelajaran Bahasa Jawa yaitu mulai dari *plan, strategy, practice, and evaluation*. Masing-masing komponen memiliki kebaruan dan temuan yang berbeda dalam konteks pembelajaran Bahasa Jawa selama pandemi covid-19. Penelitian ini direkomendasikan kepada seluruh guru untuk dapat memahami strategi yang diperlukan dalam proses pembelajaran selama pandemi covid-19 dan secara jarak jauh sehingga keterampilan siswa dapat meningkat dan hasil belajar yang baik.

Kata Kunci: *manajemen strategi, pembelajaran, bahasa jawa*

Abstract

The purpose of this study was to determine the management of Javanese learning strategies in improving student skills during the Covid-19 pandemic. The method used in this research is qualitative. The data source is high school students. Data collection techniques using participatory observation. This research procedure uses the Stake model. The results of this study provide information related to strategies that need to be carried out by teachers in Javanese language learning, starting from plan, strategy, practice, and evaluation. Each component has novelties and different findings in the context of Javanese language learning during the Covi-19 pandemic. This research is recommended for all teachers to be able to understand the strategies needed in the learning process during the Covid-19 pandemic and remotely so that student skills can improve and good learning outcomes.

Keywords: *strategy management, learning, Javanese language*

INTRODUCTION

The quality of education is important to be continuously improved. Increasing the quality of human resources is the concern of all parties in entering this era of globalization (Mahmudah, 2016). The development of the era is the basis for being able to serve as the axis and development of education. National education has the function of developing abilities and shaping the character and civilization of a nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Pemerintah Indonesia, 2003). In achieving this goal, real efforts are needed by all elements of education, especially teachers as the vanguard in delivering learning material and developing skills, abilities, character, and knowledge. Especially for students in increasing their knowledge in Javanese language subjects.

The learning process of Javanese is the responsibility of the teacher. The expected outcomes need to be practiced properly. Like making plans and strategies needed. According to (Nurmasari & Maret, 2019) that learning time in schools should be utilized optimally so that students can learn well because there are a lot of Javanese subject matter that they will not get in the daily interaction. The same thing was also conveyed by (Aini, Wibowo, & Sriningsih, 2015) that Javanese language has the most speakers of the existing another language speakers. The same

thing was also conveyed by (Veronika, Setiawan, & Wardani, 2016) that teaching-learning of Javanese language based on honest character education is the process of planting the values of honest characters through teaching-learning Javanese language on the individual self in order to actualize the values of honest characters in actions and behavior in daily life. This statement is also strengthened by (Adham & Mahmudah, 2021) that the learning management that teachers need to do is due to the characteristics, creation, communication, motivation, learning strategies, and discipline.

One of the strategies that Javanese language teachers need to improve is to have innovations in learning, especially during the Covid-19 pandemic. According to (Mahmudah, 2021) that teachers need to improve skills and competencies through self-innovation. Teachers who have this strategy will certainly find it easier to convey understanding and knowledge to students. Therefore, students are able to improve skills both in communication, language, and in everyday life that can be applied. As stated by (Fatimah & Sari, 2018) that good language skills can make it easier for individuals to communicate and interact with the environment.

This requires teacher assistance in improving student learning outcomes. The teacher as the main media in providing material and skills needs to understand the context of the strategies used for learning. So that students are able to understand the learning delivered. Not only receiving material sent by teachers through various existing platforms but also being able to increase the knowledge provided by teachers

through learning Javanese during the Covid-19 pandemic. According to (Defitrika & Mahmudah, 2021) that the character education process strategically integrated into the education system components, curriculum, teaching and learning activities, extracurricular activities, and school culture. Based on the above, the purpose of this study is to determine the strategies needed by teachers in Javanese language learning management to improve student skills during the Covid-19 pandemic.

METHOD

The method used in this research is qualitative research with a case study approach. The reason

for choosing to use the case study model is to reveal facts in the field that can be used as material for evaluation or making written policies to improve the quality of learning. Participants in this study were students of class XI semester 1 SMA Negeri 1 Depok, Yogyakarta. Data collection techniques using participatory observation. Observations were made using observation guidelines.

Data analysis in this study using a model (Stake, 2010). case study researchers try to create reports that provide grounds for and stimulate action (Stake, 2010). Stake's case study analysis model is as follows:



Figure 1. Case Study Analysis Model (Stake, 2010)

The analysis procedure carried out in this study is based on the case study model in Figure 1, namely:

1. Starting with case selection. This study raises a case related to strategic

management that needs to be done by teachers in Javanese language learning with the theme "Traditional Ceremony" during the Covid-19 pandemic. In several cases this has become the main

asset for teachers to improve the quality of learning. Moreover, during the Covid-19 pandemic, which required extra efforts to interact with students even though with the media and remotely. On that basis, the case will be analyzed regarding the strategic management carried out by the teacher in order to improve student skills.

2. Data collection was carried out by participatory observation. Researchers make observations as well as become participants. Researchers directly observe student interactions with researchers as teachers and understand the ways and practices of students in learning "Traditional Ceremonies" in Javanese learning.
3. Data analysis in this study using the version 8.3 Atlas.ti software. The analysis was carried out by making a transcript of the results of participatory observation, then creating important codes from the research results. The same step is to reduce and sort the data needed in the discussion and to find novelty in strategic management research for effective learning for teachers and to improve student skills in understanding Javanese learning

regarding "Traditional Ceremonies" for SMA class XI semester 1 students.

4. Refinement. This is a remedial step. The researcher did this by simultaneously triangulating the data to obtain quality data and at the same time making improvements to the results of the research that had been carried out.
5. Reports. The final result of this research is a report made in the form of an article and then submitted to a national scientific journal indexed by Sinta. It aims to be disseminated to readers regarding the results of the research that has been carried out.

RESULT AND DISCUSSION

The research was conducted when learning Javanese in the classroom. Researchers as teachers and conducting participatory observations dig carefully related data that are relevant to the management of Javanese language learning strategies so that they can be used as an increase in student skills during the Covid-19 pandemic. The data collected is then made a reflection and transcription. Then the researchers performed data reduction to ensure that the data used were in accordance with the research. Following are the results of research data analysis assisted by Atlas.ti software version 8.3.



Figure 1. Results of Qualitative Research Data Analysis
Management of Learning Strategy for Javanese Language Assisted by Atlas.ti 8.3

Based on the data in Figure 1 above, it can be explained that strategic management in Javanese learning has findings to be used by Javanese language teachers in carrying out learning during the Covid-19 pandemic. The findings from the results of this study indicate that the management of Javanese learning strategies has the following components: plan, strategy, practice, and evaluation. The four important components that need to be in the implementation of Javanese language learning

are a suitable strategy used by Javanese language teachers during learning during the Covid-19 pandemic. The results of the qualitative research data analysis are in accordance with the statement (Ilyas, 2017) that a corporate environment not only customizes learning of individuals and teams and offers relevant content to meet the training needs, but it also acts as a multipurpose strategic tool for the advisory on things like hiring the right talent, leadership development and successions planning, talent

management, performance measurement, rewards and compensations, in all a comprehensive package to create a sustainable competitive advantage for the organization. The same thing was also conveyed by (Sir, 2013) that “strategic learning is a multidimensional construct that is manifested through the sub-processes of strategic knowledge creation, distribution, interpretation, and implementation”. Likewise according to (Mtebe, 2015) that “learning materials constitutes part of the job description for staff and what the implications are for development, performance management, remuneration, and promotion purposes”.

Plan

The components in the results of this study each have different indicators. Plans in the management of Javanese learning strategies can be interpreted as planning, which is to formulate a plan in the implementation of learning. The indicators provided by the results of this study are identifies the concepts, curriculum modification, and target critical skills. These three things are the most important parts that teachers can use in learning Javanese. This is in accordance with the results of research conducted by (Tsai, 2009) that “online learning environments may be too complex for students to plan and manage their own online learning”. According to (Camerer, 2001) that “always planning for the next step after that one”. Therefore, in a lesson, planning is very important to ensure the purpose of implementing learning. Especially in the conditions of the Covid-19 pandemic. Learning can be designed as

desired by Javanese language teachers by improving student skills. So it is necessary to formulate careful plans.

Strategy

Strategies that need to be considered by Javanese language teachers in learning management according to the results of this study are instruments for learning, guide the process, learning objects, student engagement, system connections, and monitoring and feedback. The learning management strategy can be used as a sequence of learning activities made systematically, has the potential to facilitate the teaching and learning activities of students during the Covid-19 pandemic. The results of this study are as presented by (Syafaruddin, 2019) that the position of the teacher is believed to be very strategic, namely: (1) agent of renewal, (2) acts as a facilitator who creates learning conditions in children, (3) is responsible for the creation of learning outcomes for students, (4) as an example, (5), take responsibility in a professional manner to improve their abilities, (6) Uphold the professional code of ethics. The same thing was also conveyed by (Danarwati, 2019) that "Two important strategies needed to improve the quality of learning are aimed at improving the quality of education that is oriented towards broad-based mental and physical skills education (dexterity), and improving the quality of education which is more specifically academically oriented".

Practice

Strategy without practice is a discourse that needs to be evaluated. Therefore the need for practice in the implementation of learning to determine the extent to which the strategies formulated in Javanese learning can improve student achievement and skills during learning during the Covid-19 pandemic. The results of this study provide information that the implementation of learning requires materials, methods, daily tasks efficiently, exercise, learning access, and skills of developing. The findings indicators from the results of this study are important to pay attention to given the conditions that make it impossible to learn Javanese face-to-face. According to (Pinojuste, 2017) that learning strategies become important factors for success in academic performance. Likewise according to (Shi, 2017) that learning strategies are the particular approaches or techniques that learners employ to try to learn. Good practice of the Javanese language learning process will have a positive impact on the series of learning provided by students. So that with this it can increase knowledge, skills, and learning achievement even though the learning process is carried out remotely.

Evaluation

The final component of the implementation of Javanese learning that is used and mandatory for existence is evaluation. This activity is used to measure the implementation of Javanese learning whether it has been achieved as expected or not. In the evaluation it will be seen that the teacher's assessment of the quality of learning and student

learning outcomes. The findings of this research can be interpreted as in the evaluation of learning, performance support tools, easily measurable, and outcome adjustment are needed. According to (Bundsgaard & Hansen, 2011) that the evaluation of learning objects in the design process is studied through a variety of methods from student and faculty ratings and survey questionnaires to think-aloud sessions. The same thing was also conveyed by (Ratnaningsih, 2009) that "evaluation is a process of investigation in which data are gathered through different instruments and from different sources". Evaluation is an important activity that teachers need to do to be used as a benchmark for implementing learning.

CONCLUSION

Based on the results of the study and discussion, it can be concluded that strategic management in Javanese learning in this study there are findings that need to be understood by all teachers, namely those related to plans, strategies, practices, and evaluations. The four components of strategic management are basic needs and needs that need to be developed by teachers. Especially the conditions where students learn from a distance. Therefore, the importance of strategic management in Javanese learning needs to be used as an increase in teacher competence so that learning materials do not only reach students but can also be used as skills enhancement in understanding Javanese language.

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