



Developing Story Book with Pictures to Increase Javanese Skill *Ngoko Alus* in Early Childhood



Mallevi Agustin Ningrum¹, Nurulloh Lailatul Jannah²
^{1,2}Universitas Negeri Surabaya

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Abstrak

Kurangnya pengetahuan penggunaan Bahasa Jawa yang tidak sesuai dengan *unggah ungguh basa*, berdampak pada masa depan bahasa itu sendiri. Maka dari itu pentingnya pembelajaran *unggah ungguh basa* sedari kecil dengan melakukan pembiasaan. Penelitian ini mengembangkan buku cerita bergambar Bahasa Jawa *Ngoko Alus* atau bahasa sehari-hari. Tujuan dari penelitian tersebut ialah mendeskripsikan adanya kelayakan buku cerita bergambar untuk meningkatkan kemampuan Bahasa Jawa *Ngoko Alus* pada anak usia 5–6 tahun. Penelitian ini menggunakan metode penelitian dan pengembangan (*Research and development*) dengan model penelitian *ADDIE*. Penelitian ini menggunakan teknik pengumpulan data observasi dan angket yang dilakukan secara *online* melalui *google form*. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kuantitatif dan kualitatif. Hasil penilaian kelayakan dari ahli media mendapat persentase sebanyak 88% dan ahli materi mendapat persentase sebanyak 86%, nilai persentase tersebut dalam kategori sangat layak. Adapun hasil data penelitian yang diperoleh dari uji coba pengguna yaitu guru TK di Kabupaten Mojokerto sebanyak 20 orang mendapatkan persentase 85,2%, nilai persentase tersebut dalam kategori sangat layak. Dapat disimpulkan bahwa media buku cerita bergambar Bahasa Jawa *Ngoko Alus* layak digunakan dalam pembelajaran Bahasa Jawa.

Abstract

The lack of knowledge on the use of Javanese language that is not in accordance with unggah-ungguh, has an impact on the future of the language itself. Therefore, it is important to teach unggah-ungguh, from childhood by doing habituation. This research develops story book in Javanese Ngoko Alus or everyday language. The purpose of this research is to describe the feasibility of picture story books to improve the Javanese language skills of Ngoko Alus in children aged 5 – 6 years. This study uses a research and development method with the ADDIE research model. This study uses observation and questionnaires conducted online via Google form as data collection techniques. The data analysis technique used in this research is quantitative and qualitative data analysis. The results of the feasibility assessment from media experts got a percentage of 88% and material experts got a percentage of 86%, the percentage value was in the very feasible category. The results of the research data obtained from trials to kindergarten teachers in Mojokerto regency, 20 people get a percentage of 85.2%, the percentage value is in the very feasible category. It can be concluded that the Ngoko Alus Javanese picture story book media is feasible to use in learning Javanese.



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✉ Corresponding author:

E-mail: mallevingrum@unesa.ac.id

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INTRODUCTION

Aspects of development in early childhood education are focused on 6 aspects: religion and morals, physical motoric, cognitive, language, socio-emotional, and art, according to age stages as written in *Permendikbud* 137 of 2014 concerning the National Standards for Early Childhood Education. This childhood period is very important for parents to provide stimulation for the development and growth of children, because at this time children are very quick to receive information, so that children do a lot of emotional, behavioral, and language imitation. Once the importance of early childhood, it is not surprising that this period is called the golden age. During this time they will imitate what they have seen and heard before, so it is important for parents to teach their children according to their age portion, and don't forget to teach manners.

In this modern era, we often encounter children who are still lacking in manners to those who are older than them, we also often encounter children using words that are not appropriate for adults, especially when in the village and in the community. In an era of much progress like today, there is almost a forgotten culture in the birthplace of culture itself, the Javanese language. Javanese is a regional language in Indonesia which is still used as a means of communication between people (Kholidah: 2015). In Javanese culture, when talking to others, it is regulated by the presence of Javanese *unggah-ungguh*. Javanese language is divided into two, namely *basa krama* and *basa ngoko*, *basa krama* which includes *krama alus* and *krama lugu*, *basa ngoko* which includes *ngoko alus* and *ngoko lugu* (Widyana, et al, 2020).

Ethically it is *ngoko lugu*, *ngoko alus*, *krama lugu*, and *krama alus*. Speech level is the variety in language whose differences are determined by the speaker and the interlocutor. The Javanese themselves sometimes still speak the national language, Indonesian, including in the kindergarten environment. All kindergarten teachers use Indonesian to their children, on the other hand, children use Javanese when talking to their families. There are also many children today who do not know the meaning of etiquette when talking to someone who is older than them, while the level of speech shows polite manners.

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Training children to use Javanese from a young age is very necessary, it is hoped that children can speak politely when talking to older interlocutors, and improve children's language skills. Language development is a basic ability of children in Kindergarten (Arini & Reza, 2014). Language skills are the ability to communicate with the interlocutor, which includes thoughts and feelings combined with speech, writing, gestures, facial expressions, numbers, and paintings (Jahja, 2011). Teaching from a lower level first by using the Javanese *Ngoko Alus* or it can be called colloquial language, over time the child will get used to it and will build character from the way he speaks. Harjawiyana (2001) Javanese *Ngoko Alus* is used to communicate by Javanese people. The characteristic of *Ngoko Alus* is that it uses a more subtle style of language with the aim of respecting the interlocutor, because it is considered more pleasant to hear, even though the words are simple.

Games that have a function to develop language skills are story books, playing words, and imagining (Chandra, 2017). By making a children's Javanese picture story book, in which the story uses Javanese daily, children can apply it according to their daily lives, teachers are also expected to help read the story in front of the class, and children are expected to master the concepts of story content, such as written in STTPA. Majid (2013), a good book is a book that is made in an interesting way, with beautiful pictures, and writing that is easy for the reader to understand, and the text is made according to the idea of the story. Nurbiyanti (2011) argues that children and teachers need story books based on character education. The importance of picture story books can help make it easier for children to understand the conversations contained in story books, and see actions such as illustrations in picture story books. Using storybook media with the storytelling method is considered very effective, plus this storybook uses the theme of everyday life. Children will be interested if there is something interesting in front of their eyes, so as much as possible make pictures that can attract children's attention, because children at an early age are known to be good listeners. The advantages of this product are that it can improve children's ability to speak Javanese, and can speak Javanese which is more organized or there are uploads when talking to people who are older than them. This product uses everyday Javanese so it is not too formal, so children can easily remember it. It is written in Javanese with Indonesian translation for teachers who do not understand Javanese very well.

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Based on observations on December 16–18 2019, observations were made to kindergartens, that 80% of children did not use Javanese *alus* when talking to teachers, gardeners, and their mothers, they also sometimes used Indonesian when talking to their teachers, therefore the researcher considered This Pancasila Kindergarten is as expected. In this Pancasila Kindergarten, the children's mothers wait in front of the class, which is very unfortunate, when the child talks with the teacher, gardener, and his mother, the mother of this child does not reprimand or tell her that it is better to use a more polite language when talking to older people. From him, the mothers tend to be quiet and don't mind it, even though this small thing needs to be done because it has a big impact on the future of the child.

The formulation of the problem in this study: 1) How is the feasibility of picture story books to improve Ngoko Alus' Javanese language skills in children aged 5-6 years? Based on the formulation of the research problem, the objectives of this study are: 1) To describe the feasibility of picture story books to improve Ngoko Alus Javanese language skills in children aged 5-6 years.

LITERATURE REVIEWS

Story Book

The existence of these interesting pictures will beautify the book and also strengthen the content of the story (Nurgiantoro, 2010). It can be concluded, picture books are story books whose contents contain elements of illustrations and stories that are presented to produce an interesting storyline, and books are full of beautiful colors. Interesting pictures can be seen on the cover of the book, it is intentional because to attract the attention of readers and children, and on the content page there are also beautiful pictures with narration to bring the story to life.

According to Vindaswari & Ulfah (2018), in developing a picture story book, it is necessary to first determine the theme, create a story line/storyboard, and determine the characters/characters in the picture story book that will be developed. This needs to be considered in the manufacture of picture story books that will be developed.

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Javanese

According to Abdullah & Ahmad (2012) language is a sound used in communicating, collaborating, and self-identifying by social groups when socializing in Indonesia.

Language becomes a tool for children to interact with others (Jatmikowati & Wardhani, 2019). There are levels of speech in Javanese (*undhak-usuk* or *unggah-ungguh ing basa*). This level of speech is a variation in language to distinguish between the speaker and the interlocutor (Mulyana, 2008).

It can be concluded that the notion of Javanese language is a tool for communicating and interacting by the Javanese population, in which there are variations of language, namely, *ngoko* and *krama* languages, and make characteristics in distinguishing Javanese from other languages.

Ngoko Alus

The *Ngoko Alus* language is a simple, natural, natural Javanese language that has not undergone any changes, and all of its lexicon is in the form of *Ngoko* (Suryadi, 2014).

Ngoko alus is a form of *unggah-ungguh* which does not only consist of *ngoko* and neutral, but also consists of *krama inggil*, *krama andhap*, and *krama* (Rohman, et al, 2015).

The Javanese *Ngoko Alus* language is usually used by Javanese people for daily communication, because the language is simple and easy to hear when talking to the other person.

METHODS

This study uses research and development methods (*Penelitian dan Pengembangan*). Sukmadinata (2015) Research and Development is the process of developing a new product or improving an existing product, and can be accounted for.

This study uses the ADDIE research model which has 5 stages, namely: Analysis, Design, Development, Implementation and Evaluation. This model research is carried out in stages and thoroughly so that it can achieve the desired

Mallevi Agustin Ningrum, Nurulloh Lailatul Jannah. Developing Story Book with Pictures to Increase Javanese Skill *Ngoko Alus* in Early Childhood goals. Each stage in ADDIE will be evaluated first before being able to proceed to the next stage.

Analysis stage, this initial stage will be carried out to analyze needs, identify problems, and find solutions. The initial activity carried out was observation to obtain information and see the situation in the field. The design stage, at this stage the media design is made in such a way that it has an attractive appearance and content, as well as the suitability of the material with the characteristics of students.

In the development stage, at this stage a design specification is carried out in the form of a draft which includes the search and collection of references needed in the development of materials, drawings, and the preparation of evaluation instruments. After that, product validation was carried out by media experts and material experts to determine the quality, and limited trials were carried out to teachers to obtain an overview of the level of effectiveness.

The implementation stage, at this stage the activities carried out are field trials of the product to test its effectiveness, at this stage no field trials are carried out due to the Covid-19 pandemic, but this research will be carried out in further research.

The evaluation stage consists of formative evaluation and summative evaluation (Tegeh, 2014). At this stage it is carried out in each stage and uses formative evaluation because this research focuses on development. The use of this formative evaluation aims to determine the feasibility of the media.

This study uses data collection techniques, namely observation and questionnaires. The data analysis technique used in this research is quantitative and qualitative data analysis. Quantitative data analysis was obtained from questionnaires from the validation results of media experts, material experts, and responses from teachers which would be calculated using a Likert scale formula and then calculated using the combined validity formula. Qualitative data analysis is in the form of suggestions and criticisms from media experts and material experts. The results of the data obtained aim to make improvements and see the feasibility of the developed media. The criteria for the effectiveness of product revisions according to Kristanto (2016) are as follows:

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Table 1. Effectiveness Level

Percentage	Appropriateness	Information
81% - 100%	Very Good	Succeed
61% - 80%	Good	Succeed
41% - 60%	Adequate	Less
21% - 40%	Less	Not successful
0% - 20%	Bad	Not successful

RESULT AND DISCUSSION

1. Analyze

The initial stage carried out in this research is the analysis of existing problems in the field. Data obtained from observations at school. The problem that was observed during the observation was that there were still many children who did not use Javanese according to the level of the interlocutor. The teacher when teaching uses Indonesian, while the children still cannot put the level of polite speech in Javanese. When making observations, children are interested in learning to tell stories, but do not support the media, so that children's concentration is lost in the middle of the story, it is necessary to have help to attract children's interest in learning by using the media picture book of Javanese language *Ngoko Alus*.

2. Design

The first design stage is to design learning objectives that are tailored to STTPA language skills of children 5 – 6 years old, which is expected to allow children to show concepts in story books, understand the relationship between sounds and letter shapes because in Javanese there are several letter forms that are almost the same but sounds different, for example; e and é, and understand the content of the story. After that, make a design of material content that is adapted to the basic competencies of children 5 – 6 years old as in 3.10 understand receptive language (listening and reading), and 4.10 demonstrates receptive language skills (listening and reading), also adapted to my theme, my favorite sub theme, and the material coverage of various activities, and making pictures that can attract children's interest in reading, using everyday language or *Ngoko Alus* Javanese is certainly not difficult for children to remember. The Javanese story book *Ngoko Alus* is equipped with an Indonesian translation. Second, design the manual image

Mallevi Agustin Ningrum, Nurulloh Lailatul Jannah. Developing Story Book with Pictures to Increase Javanese Skill *Ngoko Alus* in Early Childhood first, after that it is scanned and edited using Corel Draw. The finished design is saved in JPG format for the embedding process.

3. Development

In this development stage, drawings and coloring are made manually first, there are 3 characters, namely: Mother, Father, and Tia, with the theme of a child helping his parents on Sunday. The story book is made up of 12 pages including the cover, content, and moral message of the story as a closing, after that it is scanned using a scan tool. Then the colors were corrected and the conversational text of *Ngoko Alus* Javanese and Indonesian were added as translations in the Corel Draw application and saved in JPG format. Then it is printed in portrait form using glossy paper or A4 size art paper and bound in a spiral.

After that, product validation was carried out by media experts and material experts. This validation technique is carried out online, namely by providing a media feasibility assessment questionnaire containing aspects of media feasibility indicators in terms of content (presentation of material), design/ display feasibility, and language feasibility, in the form of a Google form.

The results of the assessment and validation from media experts and material experts are then accumulated using a calculation formula. This formula calculates the overall total score obtained, then divided by the maximum total score and then made into a percentage. The percentage value of media experts is made in the form of a diagram as in Figure 1 and material experts can be seen in Figure 2.

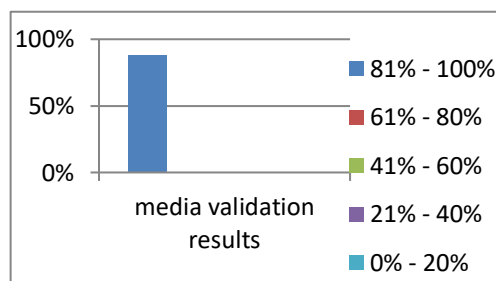


Figure 1. Percentage of media validation results

The score obtained from media experts is as much as 88% by getting revised notes to add a moral message at the end of the storybook. The percentage value is categorized as "very good", from the assessment it is concluded that from the media expert's point of view it is feasible to be tested on the test subject.

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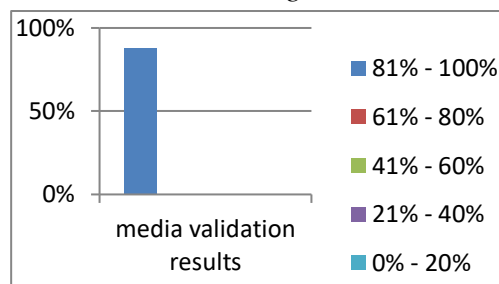


Figure 2. Percentage of Material validation results

The results of the assessment from material experts showed a percentage value of 86%. This value is included in the "very good" category by obtaining a note that there is a need for guidance from parents or teachers when reading story books. Looking at the percentage value, it can be concluded that in terms of presentation, and the suitability of the material in the media, it is very feasible to use *Ngoko Alus* Javanese language learning in early childhood aged 5 – 6 years.

The validation and revision stages for material experts and media experts have been carried out, then tested on 20 kindergarten teachers in Mojokerto district with the following criteria: 1) Teaching Kindergarten in Mojokerto Regency, 2) *SI PG PAUD / PG TK*, 3) at least teaching Kindergarten 3 Years, 4) teaches Kindergarten B, 5) has attended a seminar themed on story books. The trial was carried out by distributing an assessment questionnaire containing 10 questions which included material presentation, design feasibility, and language feasibility along with a PDF link of the *Ngoko Alus* Javanese picture story book via an online Google form.

The results of the trial of the *Ngoko Alus* Javanese picture story book media through an assessment questionnaire aimed at 20 kindergarten teachers in Mojokerto Regency as respondents, can be seen in Figure 3.

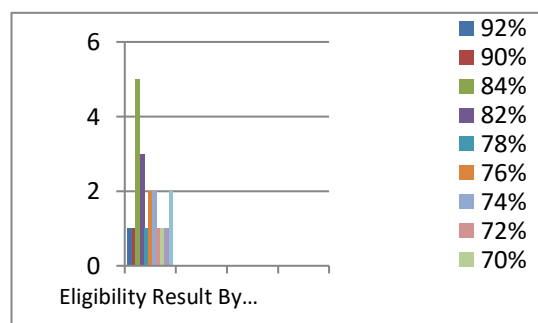


Figure 3. Percentage of teacher eligibility results

From Figure 3, it can be explained that the percentage value of the feasibility of the *Ngoko Alus* Javanese picture story book media obtained the highest

Mallevi Agustin Ningrum, Nurulloh Lailatul Jannah. Developing Story Book with Pictures to Increase Javanese Skill *Ngoko Alus* in Early Childhood percentage value of 92% with a total of 1 person, then the lowest percentage value obtained by 66% with a total of 2 people, and the highest percentage value 84% with a total of 5 people. It can be explained that 10 respondents showed a percentage value of 81%-100%, then 10 respondents showed a percentage value of 61%-80%. The next stage, the results of the assessment of 20 respondents were analyzed using a combined validity calculation technique so that the feasibility of the *Ngoko Alus* Javanese picture story book media could be known clearly. The results of these calculations obtain a percentage value of 85.2%. This value is included in the "very good" category, so it can be concluded that the picture story book media in Javanese *Ngoko Alus* is very suitable to be used in introducing *Ngoko Alus* Javanese to children aged 5– 6 years.

4. Implementation

At this stage it has not been carried out due to the Covid-19 pandemic.

5. Evaluation

The evaluation stage is carried out with the aim of being able to determine the feasibility of product development by using a questionnaire as a reference in measuring the feasibility of the *Ngoko Alus* Javanese picture story book media. The evaluation was carried out by researchers by conducting guidance and revisions to media experts and material experts until it was stated that the *Ngoko Alus* Javanese picture story book media that was made was very feasible to use and furthermore deserved to be tested on teachers. The percentage of assessment results from media experts got a score of 88%, and from material experts got a score of 86%.

Based on the results of the calculation of the average assessment from the teacher, the percentage is 82.5%. The percentage of these scores is included in the "very good" criteria. So that the media of the *Ngoko Alus* Javanese picture story book is said to be very suitable to be used in teaching *Ngoko Alus* Javanese language to early childhood aged 5–6 years.

CONCLUSION

The conclusions of this research are:

1. The development of the *Ngoko Alus* Javanese illustrated storybook media has been carried out in five stages: 1) Analysis, 2) Design, 3) Development, 4)

Mallewi Agustin Ningrum, Nurulloh Lailatul Jannah. Developing Story Book with Pictures to Increase Javanese Skill *Ngoko Alus* in Early Childhood Implementation, 5) Evaluation. The results of the development of the Javanese picture story book *Ngoko Alus* have been validated and received revisions from media experts and material experts. The media of the *Ngoko Alus* Javanese picture story book includes learning the introduction of *Ngoko Alus* Javanese or everyday Javanese.

2. The picture story book media in Javanese language *Ngoko Alus* was categorized as very suitable for use in learning, based on the results of the validation test and limited field test. This is evident from the calculation of a questionnaire in the form of a Google Form, for 20 kindergarten teachers in Mojokerto district, showing a result of 85.2% which is included in the "very good" category. The validation results from media experts by 88% and material experts by 86% stated that the *Ngoko Alus* Javanese picture story book media was very suitable to be used for learning.

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