

# Javanese Culture as Teaching Materials in Teaching Indonesia to Speakers of Other Language (TISOL) in Java Island

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**Abstract:** Javanese culture as one the culture which have many kind of culture elements, such as arts, customs, traditional food, and many more. Many tourists very interested to learn Javanese culture when they're visit Indonesia, also some TISOL students which study in Indonesia. This research have a focus on development of TISOL learning materials based on Javanese culture in three provinces, Yogyakarta, Central Java, and East Java. Data in the form of qualitative data take from documents and informant. Informant who interviewed are lecture and student TISOL also some of Javanese culture expert. Data collected by content analysis in some of TISOL documents and noted some important point. Interview doing with lecture and student about the factors that influence in TISOL learning using Javanese culture. Result of this research can be find that using the element of Javanese local wisdom as learning materials in TISOL learning can increasing preference of study some TISOL student, the learning process become interactive, and effectiveness. By studying Javanese culture, TISOL students can easily socializing with people around the environment. Evaluation in teaching materials using Javanese culture, preferably ask student directly to see the performing arts or traditional ceremony show.

## 1 INTRODUCTION

Indonesian language as a means of communication is relevant to Law Number 24 Year 2009 and Chapter VIII Article 45 Number 13 Year 2003 about Employment. One of foreign employee utilization restrictions is a mandatory requirement of language proficiency in terms of oral and written communication (Kompas, 2015: 15). Department of Employment and Transmigration (Disnakertransduk) of Central Java requires foreign employee to attach Indonesian Language proficiency certificate when applying or prolonging job (Suara Merdeka, 2016: 3). This phenomenon shows that Indonesian Language become more important in MEA era as well as in Indonesia Education.

The amount of foreign students in Central Java, East Java, Special Region of Yogyakarta become increase and they also come from many countries. For example, foreign students in Universitas Sebelas Maret (UNS) Surakarta, Central Java are 191 students (source: UNS website 2015). Some of TISOL institutions in Central Java, East Java and Special Region of Yogyakarta conduct learning process with different sources of learning. TISOL

Institution in UNS uses different teaching materials (Saddhono, 2015). Besides, TISOL institution in Universitas Negeri Yogyakarta (UNY) has teaching materials arranged by TISOL institution personnels. The module is arranged separated in relation to four language skills, including listening, speaking, reading and writing. Nevertheless, introducing culture is given separately from TISOL. Furthermore, teaching material of TISOL in Universitas Negeri Malang (UM) is taken from a comprehensive TISOL book entitled "Living Indonesia". However, it is lack of cultural aspect for supporting the materials.

From that condition, there is a need to develop teaching material based local wisdom or Javanese culture for fulfilling the need of introducing cultural and for increasing communication skill of TISOL students in Central Java, East Java and Special Region of Yogyakarta. A systematic and organized Indonesian Language Learning makes TISOL student more ready and able to comprehend materials. Developed teaching materials contain themes related to Javanese culture to make language material clear and to increase student's skill in real life communication. Every theme is presented with

videos about Javanese cultural phenomenon, so TISOL students will get preliminary knowledge as basic language skill, TISOL student module and teacher module.

Regarding some factors above, teaching material based local wisdom or Javanese culture is required to fulfill the need of introducing cultural and to increase communication skill of TISOL student in Surakarta and Yogyakarta. A systematic and organized Javanese language learning get foreign student more ready and able to comprehend material easily (Erler & Macaro, 2011; Siegal and Okamoto, 2003). Developed teaching material with videos of Javanese cultural phenomenon give preliminary knowledge to Javanese language student as second language. Besides, learning process is facilitated by TISOL student module and teacher module.

Javanese culture is selected as one of TISOL teaching material because it contains unique local values and shows differences with others (Sulaksono, 2016). Some components like art, belief system, traditional ceremony, language and literature in each society are different (Koentjaraningrat, 2004; Sutardjo, 2010). This development research investigates Javanese culture theme because it has a unique aspect to be studied, investigated and developed as a teaching material integrated in Javanese language learning for foreign students. This also can help foreign student to adapt Javanese lifestyle, especially Surakarta and Yogyakarta. Regarding Javanese language and culture dynamism, Javanese language and culture always keep up with the times (Smith & Hegner, 2009).

The novelty of this study is integrating Javanese culture in TISOL teaching material with scientific-integrative approach. By using this approach, the study aims to give deep comprehension to foreign student about language, culture and knowledge needed for practical communication in real life (Saddhono, 2016). Besides, the study about integrating Javanese culture as TISOL teaching media indirectly can increase learning process and result. Learning material utilized as research object is specifically for intermediate foreign student. Therefore, second language learning for foreign student needs to be classified especially in terms of student and foreign language learning levels (Kramsch, 2014).

Moreover, Javanese culture is selected as teaching material and second language for foreign speaker because one of factors why tourists come to or foreign student study in Indonesia is Indonesian culture (Chan, 2017). Indonesian cultures are various and each society in Indonesia has different

culture. In Javanese society, there are also many cultural differences, including Central Java, East Java and Special Region of Yogyakarta. These cultural diversities make foreign student interested in studying in Indonesia. This arguably is an appropriate reason to utilize Indonesian culture as teaching material for intermediate student in TISOL learning.

## 2 RESEARCH METHOD

This research was development research. It developed teaching material by utilizing local wisdom or Javanese culture. The data were qualitative data from some documents and informants (Miles & Huberman, 2009). The setting were three provinces, including Central Java, East Java and Special Region of Yogyakarta. Sampling technique was purposive sampling for collecting sample in accordance to its importance and relation with research topic. This sampling technique was considered as an appropriate technique for research with various data. The data were obtained by observing some Higher Education institutions which utilize Javanese language as second language for foreign students, including Universitas Negeri Malang (East Java), Universitas Negeri Surabaya (East Java), Universitas Sebelas Maret (Central Java), Universitas Negeri Semarang (Central Java), Universitas Gajah Mada (Yogyakarta) and Universitas Negeri Yogyakarta (Yogyakarta). The data were documents or transcripts obtained from some samples which were then analyzed by content analysis. Content analysis was used to define learning media in program related to Javanese Language as second language in Indonesia. Besides, triangulation techniques employed were source of data triangulation, method triangulation, and review from informants. These techniques were utilized to check data validity so research data can be accounted (Moleong, 2014).

## 3 DISCUSSION

Selecting Javanese culture in teaching material development is related to the unique local values. Besides, cultures in each society are different and interesting to be studied, investigated and developed. Thus, this study contributes Javanese culture. The uniqueness of Javanese culture will ease foreign student to adapt Javanese lifestyle, especially

Central Java, East Java and Special Region of Yogyakarta and stimulate tourist interest to visit Indonesia. The new investigation conducted in this study is integrating Javanese culture as teaching materials of TISOL with thematic-integrative approach. This approach is used because some researches employing direct innovative learning model can increase learning process and result (Compton, Grant, & Sharaim, 2018). Teaching material utilized as research object focuses on intermediate foreign student. It is assumed that foreign students who study Indonesian language begin with their interest toward Indonesian culture. Consequently, introducing Indonesian culture is very appropriate to be implemented in intermediate level

of TISOL. One of alternatives is to design learning with scientific-integrative approach, by integrating Javanese culture material in Javanese language materials for foreign speaker (Howard, et al, 2014). Learning media development based Javanese culture must relate learning media and materials with daily life in terms of Javanese culture orientation (Tanu, 2014). This reflects that Javanese society daily life cannot be separated from Javanese culture, in accordance to language use which is appropriate with Javanese language standard (Adelaar, 2011). Multicultural and intercultural learning are design to give student teaching material, so they get information in terms of linguistic and cultural information.

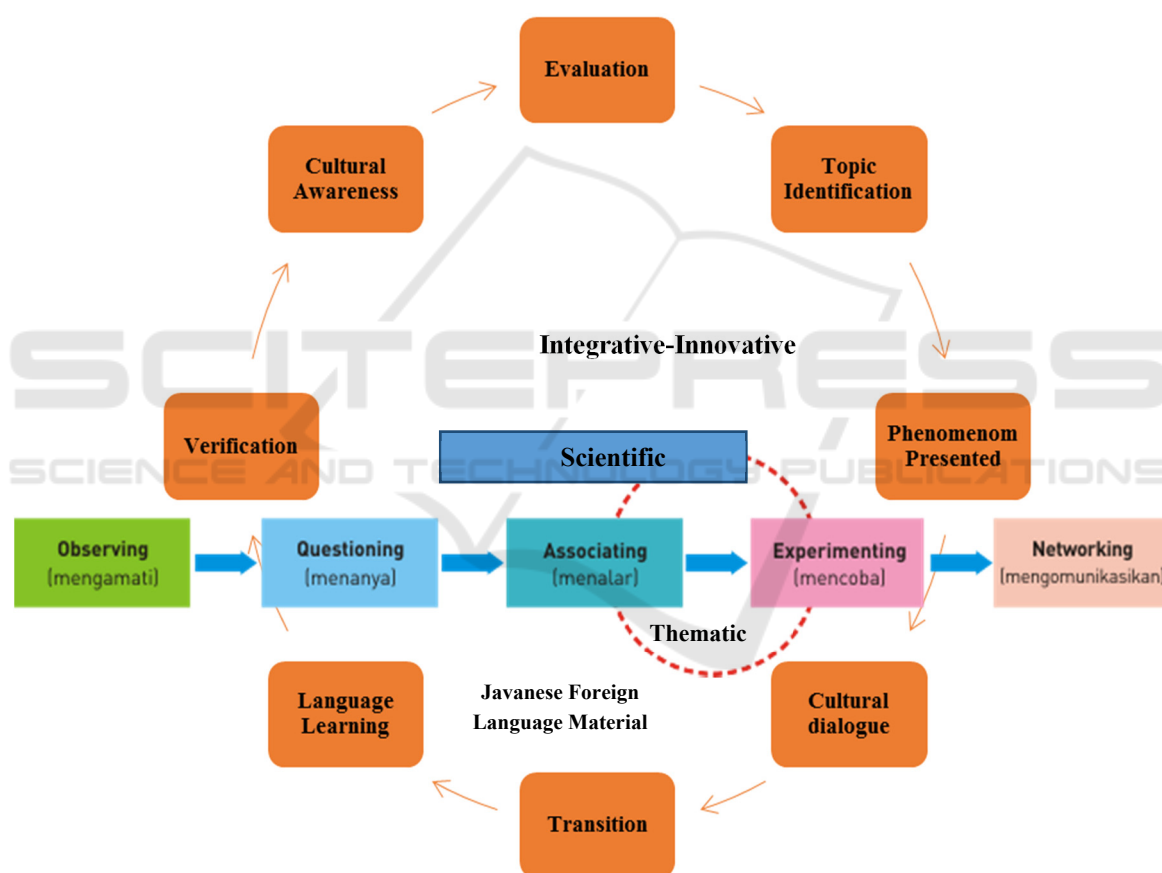


Figure 1. The process of Javanese language learning for foreign speaker.

The figure shows that Javanese language learning begins with observation. It indicates that student is accommodated to watch film or video related cultural phenomenon in Java. After that, student is accommodated to ask question about the video. Those questions are related to Javanese culture materials. Asking question simultaneously can increase remembering skill. Then, student is supervised to try or to practice it directly (Hubbard,

2014). A practical thing is related to four language skills including listening, speaking, reading and writing Javanese language. However, learning more focuses on speaking skill for communication significance. Nevertheless, all language skills of foreign student are still developed.

On learning related to speaking skill, student is encouraged to describe and to give explanation about Javanese culture. In the beginning, teacher gives

pictures and videos to student about one of Javanese cultural phenomenon. After that, teacher gives questions to student related to video. In the end, student is expectedly to retell story related to videos or figures presented with using own language. After performing story, teacher give comment and evaluation about student's speaking skill.

## 4 CONCLUSIONS

In learning Javanese language for foreign student, the process must be well-designed which is interrelated to Javanese learning goals for foreign student. The aim is to make foreign student have good language competence and skill (related to communicative and pragmatic purpose), as well as good knowledge about culture. Hence, a curriculum or Javanese learning module for foreign speaker is required to arrange. Learning material and media utilized has to be based local culture to give more information in terms of language, culture and other aspects which are need for communication practice. Javanese teaching material for foreign speaker should not only discuss linguistic and language skill aspects, but also integrate cultural dimension and concrete cultural phenomenon in Java. Those teaching materials can give comprehensive knowledge for Javanese student of foreign speaker because learning activity and cultural practice are two things which cannot be separated in learning Indonesian language and culture.

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