



Cultivating Ethical Communicators: Role-Playing as Character Education for Javanese Linguistic Etiquette Mastery

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ABSTRACT

This study examines the effectiveness of role-playing pedagogy in enhancing Javanese language proficiency aligned with traditional etiquette principles among fifth-grade students at SD Negeri Pucangan 3. Recognizing that Javanese linguistic-cultural competence serves as both a character-building tool and a vehicle for cultural preservation, the research employed a two-cycle Classroom Action Research (CAR) methodology comprising planning, implementation, observation, and reflection phases. Twenty participants were assessed through performance-based observations using instruments adapted from established protocols, with data analyzed through reduction, systematic presentation, and cyclical interpretation. Initial assessments revealed only 37.5% mastery of etiquette-appropriate Javanese communication, evaluating four key linguistic dimensions: (1) conversational fluency in formal contexts, (2) grammatical accuracy of honorific structures, (3) phonological precision in stratified vocabulary, and (4) contextually appropriate lexico-cultural choices. Post-intervention results demonstrated significant improvement to 71.25% mastery, confirming role-playing's efficacy in developing both linguistic competence and cultural awareness. The findings highlight how experiential learning methods can effectively bridge the gap between language acquisition and cultural transmission, particularly in maintaining indigenous linguistic etiquette among younger generations. Furthermore, the study underscores the pedagogical value of integrating performance-based strategies into character education curricula, suggesting their potential application in other indigenous language preservation contexts. These results contribute to ongoing discussions about culturally responsive teaching methodologies while providing empirical evidence for role-playing as a mechanism for sustaining linguistic heritage and reinforcing the socio-cultural values embedded within stratified language systems like Javanese. The implications extend beyond language education, offering insights into innovative approaches for holistic character development through culturally grounded pedagogies.

Keywords: speaking skills, *Javanese Etiquette*, role playing

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INTRODUCTION

Javanese is a spoken language used in interacting with the Javanese people (Dewi & Apriliani, 2019). The Javanese language plays a very important role in the lives of Javanese people as Indonesian heritage and identity because it contains the noble cultural values of the Javanese people (Nadhiroh,

[2021](#)). Javanese as an Indonesian identity is used in oral traditions such as puppet performances (Soehardi, [2012](#)). Javanese has a variety of speech (Arfianingrum, [2020](#)). Javanese is one of the most widely spoken regional languages in Indonesia. This is evidenced in data published by BPS (Central Statistics Agency) as a result of the 2020 Population Census Long Form (LF SP2020) which states that the Javanese language speaking population is 80 million Indonesians and is ranked 15th as the most widely used language (Purbowati et al., [2020](#)). Javanese is different from other languages, one of which is Indonesian. These differences lie in phonological aspects, syntactic aspects, and semantic aspects (Sena et al., [2023](#)). This is supported by Rangga et al., ([2021](#)) who argue that there is a difference in the morphology of the affixation process in the formation of verbs or nouns. Therefore, there is a significant difference between Javanese and Indonesian both in terms of oral and written. Javanese is important to learn. In Wijayanti's study stated that the Javanese language can strengthen character through *Javanese Etiquette* that are used as habits in daily life (Wijayanti, [2018](#)).

Javanese language learning includes two aspects, namely the aspect of language ability and the aspect of literary ability (Fadli et al., [2023](#)). Language skills are divided into four aspects, namely listening skills, speaking skills, reading skills, and writing skills (Tarigan, [2008](#)). Speaking skills are a person's ability to express opinions, thoughts, and feelings verbally to a person or group (Harahap et al., [2024](#)). Speaking is the ability to pronounce articulated sounds or words to express, unify, and convey thoughts, ideas, and feelings (Tarigan, [2008](#)). Based on this opinion, speaking skills can be interpreted as a person's ability to convey their ideas. A person is said to be skilled in speaking when meeting indicators, including the accuracy of speech, the placement of pressure, and the choice of words (Andini Putri et al., [2021](#)) In Javanese speaking skills, often students still have a lot of difficulties when using it. One of them is the complexity of the Javanese language which includes language levels, synonyms (dasanama), homographic words and spellings, and a very broad knowledge of the Javanese language (Nurmasari et al., [2017](#)) This involves indicators of pronunciation, vocabulary, sentence structure, speech content, and body language (Rahmad Setyo Jadmiko & Evi Sri Wahyuningsih, [2023](#)). Therefore, it is important to have Javanese speaking skills to maintain the existence of the Javanese language, because as time goes by, the existence of the Javanese language begins to fade, which can be seen from the increasing number of Javanese speakers by the Javanese people in their daily lives (Qurniawati, [2024](#)) So that Javanese is important to be taught to children from an early age as well as a language which is a form of human communication (Devi Hardiyanti Arini, Niswatul Imsiyah, [2019](#))

The important Javanese speaking skill for elementary school students to master are to apply the value of *Javanese Etiquette*. This is because *Javanese Etiquette* is an important aspect of Javanese culture that includes ethics in speaking and behaving, so children at the basic education level need to master it in order to strengthen character and maintain morals through culture (Setyawan et al., [2023](#)) The value of *Javanese Etiquette* is interpreted as rules and procedures in speaking and behaving to

respect and respect others, so that the Javanese people make it an identity that must be maintained and preserved (Nida, [2020](#)) *Javanese Etiquette* are grouped into two aspects, these aspects are vocabulary and levels (Fatmawati & Wiranti, [2024](#)) The two aspects in *Javanese Etiquette* are divided into two varieties, namely the variety of *ngoko* and the variety of *krama* (Sasangka, [2019](#):85). *Javanese Etiquette* a variety of *ngoko* used by people of the same age and are familiar. Meanwhile, various manners are used to respect older interlocutors, people who are not yet familiar, or people with higher social status to show respect for interlocutors, both in the educational environment and in the community environment. (Masjid & Nugraheni, [2020](#)) In a study conducted by Fatmawati & Wiranti ([2024](#)), it was found that students did not apply the value of *Javanese Etiquette* in learning Javanese or when communicating with teachers in class. This shows that students understanding still has difficulty in understanding and applying the value of *Javanese Etiquette* in communicating using Javanese.

Based on the above circumstances, the Indonesian government has made efforts to improve the ability to speak Javanese in accordance with the values of *Javanese Etiquette*. This is shown through the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022 which states that educational units that implement the Independent Curriculum are required to integrate local Javanese content starting from the 2022/2023 school year. The government requires Javanese language learning to stand alone as a subject and is given a minimum allocation of 2 hours of lessons per week or 72 hours of learning per year, this is intended so that children from elementary school age can preserve and apply the Javanese language in their daily lives (Kepmendikbudristekdikti, [2022](#)). However, the reality in the field is that there are still difficulties in speaking Javanese according to *Javanese etiquette*. This is supported by the research of Latifah ([2019](#)) who argues that when students no longer use Javanese in accordance with the value of *Javanese etiquette* due to a decrease in interest in the Javanese language and its learning which is considered less meaningful and less interesting. Therefore, the researcher proposes a solution to improve Javanese speaking skills according to the value of Javanese etiquette. This is in line with the opinion (Fatimah et al., [2022](#)) that in overcoming difficulties in speaking Javanese, the role-playing method is a suitable method for teachers to use. Role playing has advantages compared to other methods. This method improves various aspects of speaking, including vocabulary, grammar, fluency, and comprehension (Mustika & Lestari, [2020](#)).

Previous research on improving Javanese speaking skills has been conducted by several researchers. The first research conducted by Putri et al., ([2024](#)) using the children's toy game method succeeded in improving Javanese speaking skills. The second study conducted by Marfungah et al., ([2019](#)) using the paired storytelling method also succeeded in improving Ngoko Javanese speaking skills through puppet story material. Meanwhile, the method used in this study is to play a role in Grade V elementary school students. Meanwhile, for researchers and teachers, this research is useful as a

reference in designing learning that aims to improve the ability to speak Javanese in accordance with the values of *Javanese etiquette*.

METHOD

Research Design

The research conducted is Class Action Research (CAR) which presents processes and results with the aim of improving speaking skills in Javanese in accordance with the values of *Javanese Etiquette* (Yudha et al., 2023). The research flow was carried out using the Kemmis and Taggart models, which are cycles that are carried out repeatedly and continuously to achieve improved results. This research was carried out in two cycles, each cycle was passed through four stages, namely planning, implementation, observation, and reflection.

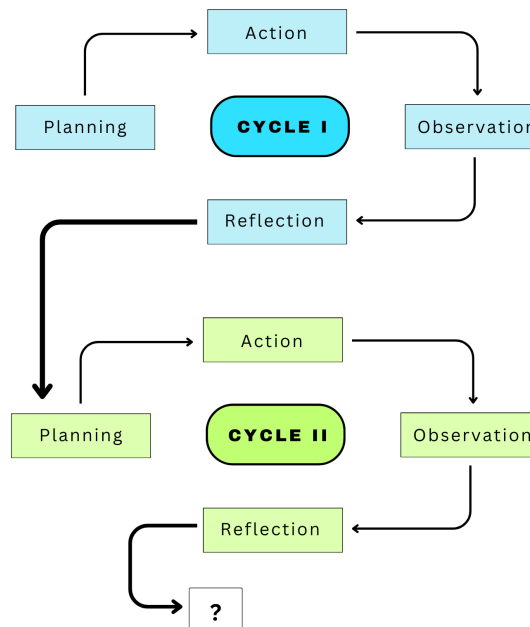


Figure 1. CAR Cycle

Research Setting

The research was conducted at SD Negeri Pucangan 3, Kartasura District, Sukoharjo Regency with 20 students in Class V for the 2024/2025 Academic Year, consisting of 9 male students and 11 female students. The class was chosen because in initial observation it was found that 20% or about 4 students who were fluent in Javanese spoke Javanese according to *Javanese Etiquette*. This was obtained from the results of an interview with the homeroom teacher of class V who explained that there were 16 students in class V who were still experiencing difficulties in Javanese subjects, especially when interacting using the Javanese language. The basis for the selection of 20 students as participants is because they have received *Pachelathon* material (conversation in Javanese). Based on this, students already have material provisions but are not yet skilled to speak Javanese in daily life.

Data Collection Techniques and Tools

In accordance with the purpose of the study, the data collection technique used observation, unstructured interviews, and demonstration of Javanese speaking skills in accordance with *the upload-unduh score*. Observation in the form of learning observation when students demonstrate the ability to speak Javanese in accordance with *the Javanese Etiquette* score as observer material in conducting assessments, unstructured interviews in the form of student learning experiences that can be used as reflection in the next cycle, and demonstrations in the form of student dialogue using *Javanese Etiquette according to Javanese Etiquette* Score. So that the data needed is quantitative data in the form of performance assessment in the form of numbers or numerical (Dhewy, [2022](#)) The instrument used in this study is the adoption of Mardari research conducted by Handayani & Mulyana, ([2024](#)) regarding the ability to speak Javanese. The triangulation used is a triangulation technique that interprets data from observational data, unstructured interviews, and work performance.

Data Analysis Techniques

In looking at the development of Javanese speaking skills in accordance with the *Javanese Etiquette* score, the researcher made an observation sheet based on the Javanese speaking ability instruments used. The assessment was carried out by 2 observers, namely observer 1 and observer 2. To measure the degree of agreement between the two observers, researchers used *Cohen's Kappa formula*. The result is obtained with a value of *0.75 which means* substantial agreement, then the validation process can be continued.

The data analysis techniques used are data reduction, data presentation, and conclusion drawing (Miles and Huberman, [2014](#)). In the data reduction stage, after the researcher collects research data using the Richter scale, the data will be encoded and grouped into tables. Then, after the data is subtracted, the data is presented in the form of a table. Once the data of cycles 1 and 2 are presented in the table, the data can be deduced.

Action Procedure

The research was carried out in two cycles with research steps ranging from planning, implementation, observation, and reflection (Putri et al., [2023](#)). The first step is planning, the researcher prepares teaching modules and creates the media to be implemented. Then the second step is implementation, the researcher carries out learning according to the teaching module and students act out the dialogue that has been arranged based on their group. The third step is observation, researchers and observers observe learning in class, including when students demonstrate the dialogue that has been prepared. The fourth step is reflection, researchers and observers together reflect on learning about the advantages and disadvantages of the learning process that has been implemented, so that the advantages are maintained and the shortcomings become a step of improvement in the next cycle.

RESULTS & DISCUSSION

Results

This research was carried out to improve the Javanese speaking skills of grade V students at SD Negeri Pucangan 3 in accordance with the *Javanese Etiquette* score using the role-playing method. The research was carried out twice in cycles carried out by one teacher and two observers to help record student progress in learning and observe the strengths and weaknesses of the learning process so that it can be used as a reflection for the next cycle.

Cycle I

1. Planning

In the planning stage, researchers create teaching modules, learning media, and observation sheets. The teaching module is made using the Problem-Based Learning (PBL) learning model which emphasizes the use of the role-playing method. To support this learning, the researcher made a learning video that stimulated students by displaying a short dialogue on the use of correct and incorrect Javanese language *Javanese Etiquette*. Through the video, students are directed to analyze the use of words (*ngoko*, *madya*, and *krama*) according to their position. The expected result is that students can conduct dialogues according to the right Javanese language *Javanese Etiquette*. The dialogues carried out by students are observed using observation sheets. The observation sheet used contains indicators of fluency, accuracy of Javanese structure, accuracy of pronunciation, and accuracy of diction selection. The observation sheet is used to record the student's progress in learning recorded by the observer.

2. Implementation

Cycle I is carried out in class V in Javanese with a time allocation of 2 learning hours (LH) (2 x 35 minutes). Learning is carried out by one teacher and two observers. Learning is carried out using the role-playing method which goes through several stages. The first stage is to warm up the atmosphere of the group. In this stage, the teacher perceives, conveys learning objectives, and conveys the procedures for implementing role playing. In the perception activity, the first cycle the teacher displays a video of dialogue either with peers, parents, or someone who has a high position. The second stage is student selection. In this stage, students are formed in heterogeneous groups. In cycle I, students are asked to compile a dialogue with a free theme. The third stage is student conditioning. In this stage, students and teachers discuss the roles that will be presented. Previously, teachers had provided stimuli to students in the form of learning videos and conveyed the order of appearance in demonstrating the dialogue in front of the class. The fourth stage is the cast. In this stage, students and their groups presented dialogues that had been arranged in order from group 1 to group 4. Students play a role based on the characters made along with their speech actions (*Javanese Etiquette*). In addition, observers conduct assessments using the speaking skills rubric. The fifth

stage is discussion and evaluation. In this stage, teachers and students give appreciation and feedback to the group that performs. At this stage, students are invited to analyze the material they are learning, such as the types of speech acts (*Javanese Etiquette*) and their impact on life.



Figure 2. The teacher explains the material Javanese Etiquette Javanese language



Figure 3. Implementation of the role-playing method

3. Observation

At this stage, the observer makes observations on student development during the learning process. The observation observed was his ability to speak Javanese according to the value of *Javanese Etiquette*. Based on the observations that have been carried out, the results shown in table 1 are obtained.

Table 1. Results of Cycle I

Indicator	Description of the Number of Students	
	Yes	Not
Fluency Not stammering in the pronunciation of dialogue	7 Students	13 Students
Accuracy of Javanese Language Structure Able to assemble Javanese dialogue text sentences correctly	10 Students	10 Students
Pronunciation Accuracy Can pronounce some words correctly	8 Students	12 Students
Accuracy of Diction Selection Can choose the appropriate diction for <i>Javanese Etiquette</i>	6 Students	14 Students

Based on the observation results of the first cycle, it can be used as a reflection and evaluation for teachers to design learning that improves Javanese speaking skills according to the *Javanese Etiquette* scores in the next cycle.

4. Reflection

Based on the learning results, several things were found that became reflections to improve learning outcomes in the second cycle. The first reflection is that the use of the PBL learning model is considered less effective in facilitating the role-playing method to improve Javanese speaking skills according to the *etiquette score*. The second reflection is a change in the content (content) of the learning media, so that students can better understand the stimulus given related to dialogues that use the *value of Javanese Etiquette* appropriately. The third reflection is the theme of the dialogue that will be demonstrated. This is intended so that the dialogue is made more direct. Therefore, this study requires cycle II as an effort to improve Javanese speaking skills according to the value of *Javanese Etiquette*.

Cycle II

1. Planning

In the planning stage for cycle II, researchers create teaching modules and learning media. The teaching module is made using the Discovery Learning model and still emphasizes the use of the role-playing method. To support this learning, the researcher made a learning video that stimulated students by displaying a short dialogue on the use of Javanese language uploads in an event with the background of a hospital. Through the video, students are directed to analyze the use of words (*ngoko*, *madya*, and *krama*) according to their position. The expected result is that students are able to conduct dialogues according to the right Javanese language *Javanese Etiquette*. The dialogues carried out by students are observed using observation sheets.

2. Implementation

Cycle II is carried out in class V in Javanese with a time allocation of 2 JP (2 x 35 minutes). Learning is carried out by one teacher and two observers. Learning is carried out using the role-playing

method which goes through several stages. The first stage is to warm up the atmosphere of the group. In this stage, the teacher perceives, conveys learning objectives, and conveys the procedures for implementing role playing. The second stage is student selection. In this stage, the teacher displays a learning video containing a short dialogue on the use of Javanese uploads in an incident with the background of the hospital. Next, the teacher divided the group. The group division in cycle II is different from cycle I, the goal is to equalize students' abilities based on the results of cycle I. Based on this, students with the ability to speak Javanese according to *Javanese Etiquette* are expected to be able to provide peer tutors to their friends.



Figure 4. The teacher guides students in composing conversations

In cycle II, students are asked to compile a dialogue with a predetermined theme. Group I gets the theme "Family", group II "Market", Group III "School". and Group IV "Community". Through this theme, students will be more directed in mastering the material studied. The third stage is student conditioning. In this stage, students and teachers discuss the roles that will be presented. The fourth stage is the cast. In this stage, students and their groups demonstrate the dialogues that have been arranged according to the division of the themes obtained. Students play a role based on the characters made along with their speech actions (*Javanese Etiquette*). On the other hand, observers conduct assessments using the speaking skills rubric. The fifth stage is discussion and evaluation. In this stage, teachers and students give appreciation and feedback to the group that performs. At this stage, students are invited to analyze the material they are learning, such as the types of speech acts (*Javanese Etiquette*) and their impact on life.



Figure 5. Implementation of the role-playing method

3. Observation

At this stage, the observer makes observations on student development during the learning process in cycle II. The observation observed was his ability to speak Javanese according to the value of *Javanese Etiquette*. Based on the observations that have been carried out, the results shown in table 2 are obtained.

Table 2. Cycle II Results

Indicator	Description of the Number of Students	
	Yes	Not
Fluency Not stammering in the pronunciation of dialogue	14 Students	6 Students
Accuracy of Javanese Language Structure Able to assemble Javanese dialogue text sentences correctly	15 Students	5 Students
Pronunciation Accuracy Can pronounce some words correctly	15 Students	5 Students
Accuracy of Diction Selection Can choose the appropriate diction for <i>Javanese Etiquette</i>	14 Students	6 Students

Based on the results of these observations, there was a significant increase in Javanese speaking skills according to the *Javanese Etiquette* mastered by students.

4. Reflection

In cycle II, the learning strategies implemented have provided an improvement in Javanese speaking skills according to the *etiquette* score. Thus, there are consistent results, as evidenced by the significant improvement shown by students. Based on these results, the second cycle was declared successful in improving speaking skills so that no further cycle stage was needed.

Discussion

Based on the results of research that has been carried out in two cycles using the role-playing method, it was found that Javanese speaking skills according to *Javanese Etiquette* in grade V of SDN Pucangan 3 have improved. This is evidenced by the results obtained from the assessment of student role-playing which shows a significant increase from cycle 1 to cycle 2. The improvement can be seen in the Figure 6.

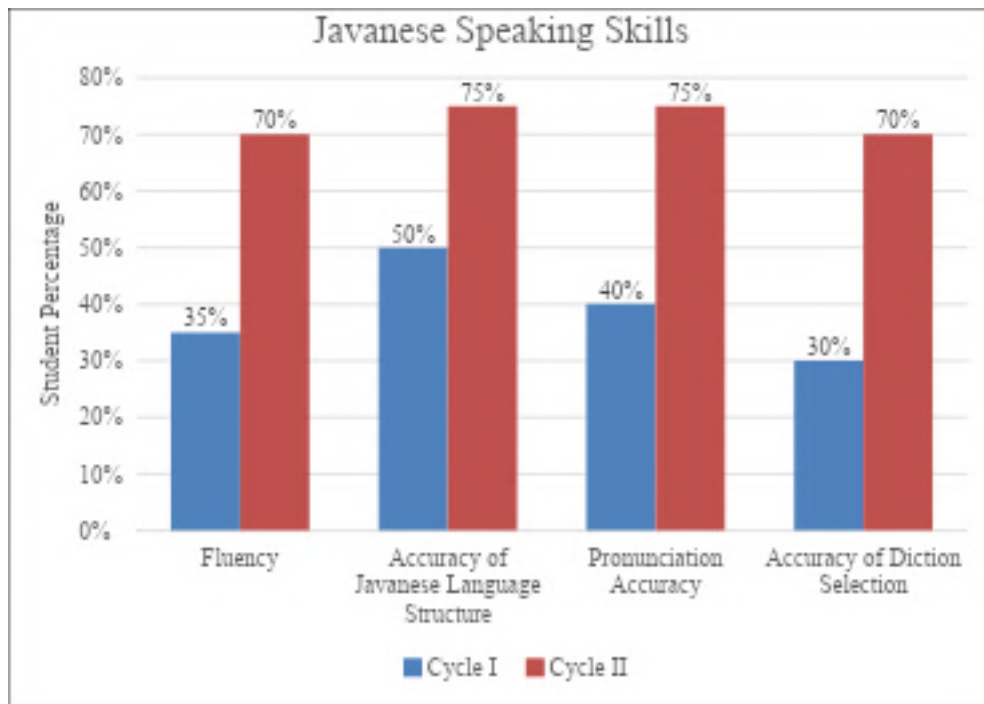


Figure 6. Percentage of Results of Cycles I and II

Based on the average graph of the increase in Javanese speaking skills according to *the Javanese Etiquette*, there is a significant difference in the two cycles. This can be seen in every indicator of Javanese speaking ability according to *Javanese etiquette*. The first indicator is Fluency. In the first cycle, there were 7 students, or 35% who were fluent in Javanese, while in the second cycle there were 14 students, or 70% who were fluent in Javanese. The second indicator is the accuracy of the Javanese language structure. In the first cycle, there were 10 students or 50% correct in composing Javanese dialogue sentences while in the second cycle there were 15 students or 75% correct in composing Javanese dialogue sentences. The third indicator is pronunciation. In the first cycle, there were 8 students, or 40% who could pronounce Javanese words according to *Javanese etiquette* while in the second cycle there were 15 students or 75% who could pronounce Javanese words according to *Javanese etiquette*. The fourth indicator is the selection of diction. In the first cycle, there were 6 students, or 30% who could choose Javanese diction according to the *Javanese Etiquette* score correctly, while in the second cycle, there were 14 students, or 70% who could choose Javanese diction according to the *Javanese Etiquette* score correctly. Based on the description above, the average in each cycle is 37.5%

in the first cycle and 71.25% in the second cycle. Based on the results of *the n-gain statistical test*, a result of 0.89 was obtained which was categorized as *a high* criterion. These results show that the role-playing method can improve the ability to speak Javanese in accordance with the *Javanese Etiquette score* in students.

The results of this study are in line with the research conducted by Putra, W. (2016) which shows that the role-playing method is able to improve students' speaking skills in linguistic aspects (pressure, speech, tone and rhythm, diction, sentence structure) and non-linguistic aspects (fluency, material mastery, and attitude). Another study was conducted by Fatimah et al. (2022) which showed that the use of the role-playing method was able to improve Javanese speaking skills as evidenced by complete learning outcomes, positive responses in the learning process, and teachers who could manage the classroom well so that students were actively involved.

In our research, students' speaking ability can be seen based on their ability to act as characters with appropriate appreciation, speaking fluency, pronunciation accuracy, accuracy in choosing sentence structure, and diction selection according to the context. The speaking ability indicators are in line with research (Handayani et al., 2024) which measures students' Javanese speaking ability with three indicators, namely the accuracy of Javanese language use (diction, articulation, and intonation selection), pronunciation clarity, and speaking fluency. A similar study is a study by (Fatimah et al., 2022) which shows that the use of role-playing methods is able to improve Javanese speaking skills as evidenced by complete learning outcomes, positive responses in the learning process, and teachers who can manage the classroom well so that students are actively involved. Through the ability to speak Javanese in accordance with good uploads, it directly impacts a communicative approach that emphasizes linguistic competence to convey messages according to their role so that they can reflect good manners, respect parents, build strong interpersonal relationships and facilitate the problem-solving process (Widiyono et al., 2020). The use of role-playing methods in the improvement process makes students more confident. Indirectly, this confidence helps to improve each indicator. The research is in line with research conducted by (Anggraeni et al., 2024) which states that role-playing methods can arouse the spirit of learning and arouse students' confidence.

Based on this discussion, this research is important for teachers to practice and improve their Javanese speaking skills in accordance with the value of *Javanese Etiquette* for students using the role-playing method. This is intended to strengthen the character and maintain the morale of elementary school students through culture, namely the Javanese language (Setyawan et al., 2023). In addition, this research is useful for stakeholders who can be used as a reference for further research related to improving Javanese speaking skills.

The study can still be optimized in several areas, such as expanding the number of participants and adding other statistical tests. Therefore, this study is a provision for other researchers to optimize this research such as increasing the number of research subjects and using ANOVA statistical tests.

CONCLUSION

Based on the purpose of our research, it was obtained that the role-playing method can improve the ability to speak Javanese in accordance with the value of *Javanese etiquette* of elementary school students. This can be seen from the improvement of students' speaking skills which are measured through four indicators, namely fluency, accuracy of Javanese language structure, pronunciation of words, and diction selection. In addition, it can be seen from the difference in the average of each cycle followed by the average that increases in cycle II. This research is expected to provide benefits for teachers and other researchers in improving the ability to speak Javanese in accordance with the value of *Javanese Etiquette* in elementary school students.

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