

## **Analysis Of The Role Of Multisensory Methods In Learning Javanese Script In Class Iv Primary Schools In Banyuwangi City**

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### **ABSTRACT**

*The preservation of local cultural heritage is one of the essential things that need to be considered in developing the character of the younger generation. In Indonesia, regional cultures are very varied and rich in values that are aesthetic and provide education. Local culture includes traditions, arts, customs, languages, and handicraft products that reflect the identity of a region. However, with globalization and technological advances, attention to preserving local culture is declining, especially among the youth. One way to overcome this problem is to integrate local culture into the teaching and learning process at school. Every grade 3 elementary school student must master Javanese writing and language skills. Most students find the skill of writing Javanese script very difficult to master. Learning to write Javanese scripts in elementary school needs to be studied to determine the teacher's teaching method in class. This study aims to analyze the ability of students to recognize, write, and read Javanese script letters after applying multisensory methods and describe the process of applying multisensory methods in learning Javanese script in class IV elementary school. This study uses descriptive qualitative research methods with data collection through observation, interviews, documentation, and research subjects, namely grade IV students and class teachers. The teacher uses the multisensory method, which involves using various senses in the learning process. The study results are expected to help other researchers compile Javanese language research, add insight into knowledge for readers in the field of education, and can be applied practically in the classroom as a form of learning.*

**Keywords:** multisensory method; Javanese script learning; elementary school.

### **ABSTRAK**

Pelestarian warisan budaya lokal adalah salah satu hal penting yang perlu diperhatikan dalam pengembangan karakter generasi muda. Di Indonesia, budaya lokal sangat bervariasi dan kaya akan nilai-nilai yang tidak hanya bersifat estetik, tetapi juga memberikan pendidikan. Budaya lokal mencakup tradisi, seni, kebiasaan, bahasa, dan juga produk kerajinan yang mencerminkan identitas suatu wilayah. Namun, dengan munculnya globalisasi dan kemajuan teknologi, perhatian terhadap

pelestarian budaya lokal semakin menurun, khususnya di kalangan pemuda. Salah satu cara untuk mengatasi masalah ini adalah dengan mengintegrasikan budaya lokal ke dalam proses belajar mengajar di sekolah. Keterampilan menulis aksara dan berbahasa jawa yang harus dikuasai oleh setiap siswa kelas 3 sekolah dasar. Sebagian besar siswa keterampilan menulis aksara jawa sangat sulit untuk dikuasai. Pembelajaran menuliskan aksara jawa di sekolah dasar perlu diteliti untuk mengetahui metode guru yang digunakan dalam mengajarkan aksara jawa dikelas. Penelitian ini bertujuan untuk menganalisis kemampuan peserta didik dalam mengenali, menulis, dan membaca huruf aksara jawa setelah penerapan metode multisensori dan mendeskripsikan proses penerapan metode multisensori dalam pembelajaran aksara jawa di kelas IV sekolah dasar. Penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan pengumpulan data melalui observasi, wawancara, dokumentasi serta subjek penelitian yaitu peserta didik kelas IV dan guru kelas. Metode pembelajaran yang digunakan oleh guru menggunakan metode multisensori yang dimana metode ini merupakan metode yang melibatkan penggunaan berbagai indera dalam proses pembelajaran. Hasil dari penelitian diharapkan dapat membantu peneliti-peneliti lain dalam menyusun penelitian bahasa jawa, menambah wawasan pengetahuan bagi pembaca dalam bidang pendidikan, serta dapat diaplikasikan secara praktis di kelas sebagai bentuk pembelajaran.

**Kata Kunci:** metode multisensori; pembelajaran aksara jawa; sekolah dasar.

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## INTRODUCTION

Indonesia is a country with many ethnic groups. The country consists of ethnic groups living in a unified territory and culture that has developed over hundreds of years and has become a national culture (Nadhiroh, 2021). National culture blends all layers of Indonesian culture and reflects all aspects of national life, including language, art, customs, and religious beliefs. As a pluralistic and diverse nation, Indonesia highly values cultural diversity, so it is classified as multicultural (Munadlir, 2016). The ideal multicultural state is one where diverse ethnicities and cultures unite, where different cultures are respected, and where they can live in peace and tranquility under one national roof (Klinenberg, 2018; Lowenthal, 2015; Wahyuni, 2015). Javanese local wisdom has a rich culture, including language, customs, arts, and traditions. Teachers can utilize Javanese local wisdom to educate children to love their homeland. By using the Javanese language, children can learn to appreciate the patriotic values contained in the Javanese language and culture (Latifah & Wathon, 2021).

Reintroducing our local culture can be done through education, especially for children who are just entering elementary school age. Children at the elementary school level are the ideal target for this effort, not only by the community but also by educators. This effort aims to maintain and reintroduce local culture in our environment so that students can understand the existence of the local culture where they live (Aisara et al., 2020). It is believed that Javanese local content should be taught as compulsory local content at the level of education units at both primary and secondary school levels. Local content is a set of plans and arrangements about goals, materials, and reading resources made by educational institutions according to variations in regional potential, local advantages, community needs, and the local environment, as well as methods used as a guide in carrying out the learning process to achieve specific educational goals (Putro & Nidhom, 2021).

Providing Javanese language subjects in elementary schools is an effort by the government to preserve Javanese culture. Competency-based Javanese language learning for elementary

school students includes five indicators: listening, speaking, reading, writing, and understanding (Widodo & Hanifah, 2020). As the Yogyakarta Special Region Governor Regulation Number 64 of 2013 concerning Javanese Language Subjects as Mandatory Local Content in Schools or Madrasahs. The Javanese language is made a compulsory local subject, functioning to shape students' character and personality. This character and personality can be applied in their community. Therefore, learning materials such as *unggul-unggul*, Javanese social institutions, manners, and understanding and introduction to various forms of tradition are expected so that students retain the heritage of their ancestors (Sulaikha & Kalijaga, 2020).

Javanese script learning material is a traditional Indonesian script with high cultural and historical value. However, the dominance of Latin script in education and media has led to a decline in script use among the younger generation (Sukoyo et al., 2020). Therefore, it is important to find effective learning methods so that the Javanese script retains its meaning and is learned by the younger generation. According to the current Javanese language curriculum, writing skills are taught using Javanese script starting in grade IV of elementary school (R. N. Sari & Subrata, 2018). In terms of writing, everyone needs to produce a product. However, the academic context is challenging for everyone to master. Learning Javanese writing material is difficult for students to master, but that does not mean ignoring the material and avoiding learning activities (Kusumawati & Maruti, 2019). Indeed, this is a challenge that teachers and students must overcome. Teachers must find the right way to teach students to write using Javanese characters. By finding a quick and easy way to write Javanese script in lessons, students can write Javanese words and sentences accurately using Javanese script. With this, learning to write Javanese characters is expected to be a manageable obstacle in students' learning activities (Avianto & Prasida, 2018).

The multisensory method involves students' various senses (visual, auditory, kinesthetic) in the learning process. This method has been proven effective in improving understanding and retention of subject matter (Aprilia, 2023; Wijayanti & Laili, 2024). In the context of learning Javanese script, the multisensory approach can help students assimilate the shape, sound, and movement of writing Javanese script. The provision of Javanese language subjects in elementary schools is a government effort to preserve Javanese culture (Kurino, 2022). Writing and reading Javanese scripts are important materials in Javanese language lessons. Competency-based Javanese language learning for elementary school students includes five indicators, namely listening, speaking, reading, writing, and understanding literature. The ability of students to read Javanese text is one indicator of the success of Javanese language learning (Intiana et al., 2023).

## METHODS

### Type and Design

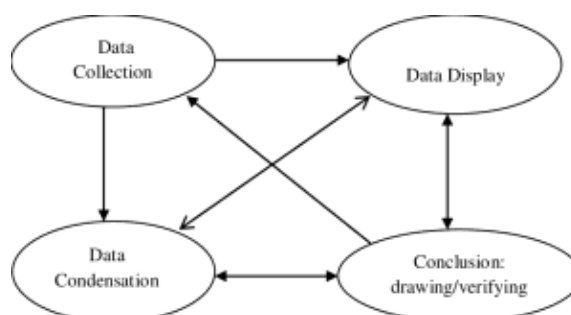
This research was conducted at SD 01 Dadapan Banyuwangi, at Jalan Raya Jember No. 111, Dadapan, Kabat sub-district, Banyuwangi district, East Java. The subjects of this research were fourth-grade students of SD 01 Dadapan Banyuwangi. Researchers in this study used qualitative methods through a descriptive approach. The use of descriptive qualitative aims to analyze, explain, and summarize various circumstances and situations based on data collected

from interviews or observations related to the issues under study that occur at the scene (R. L. Sari et al., 2022). The qualitative approach is a research method based on phenomenology and constructivism theory in knowledge development. Risnita outlines eleven main characteristics of the qualitative approach, namely: using a natural environment, making humans the primary tool, applying qualitative methods (such as observation, interviews, or document analysis) to collect information, inductively conducting data analysis, building theories from below (grounded theory), analyzing data descriptively, prioritizing process over results, limiting the focus of research, using specific criteria (such as triangulation, peer review, detailed description, etc.) to validate information, using a temporary design that can be adjusted to conditions in the field, and research results are negotiated and agreed upon by subjects who are data sources (Risnita, 2024).

### Data and Data Sources

In this study, data were collected systematically using primary and secondary data. Primary data for this research was collected directly from direct observation and interviews with class teachers at SD 01 Dadapan Banyuwangi. At the same time, the secondary data in this research is in the form of documentation of activities (photographs) and reference journals. Observation provides an overview of the role of multisensory methods in learning Javanese characters in grade IV elementary school students. The interview technique is also the basis of data collection involving informants, including class IV teachers. This interview was designed in a structured and in-depth manner.

### Data collection technique



Flow of Data Analysis according to (Miles & Huberman, 1994)

In this study, the researcher used Miles & Huberman's flow to analyze the data; this technique has several steps. a) data collection, b) data reduction, c) data presentation, and d) conclusion drawing/verification. To obtain accurate research data, the researcher checked the data, which is also defined as triangulation. There are several types of triangulation, namely source triangulation, triangulation of data collection techniques, and time triangulation. The triangulation researchers examined this phenomenon using data collection triangulation techniques.

## RESULTS AND DISCUSSION

The results of this study show that teachers use multisensory methods in teaching Javanese characters to fourth-grade students. The multisensory method itself is a learning

method that combines the functions of each human sense organ. Multisensory methods are based on the assumption that students will learn better if the subject matter is presented in various modalities (Shofiah & Mawaddah, 2018). According to (Komalasari, 2015), the modalities generally involved are visual (vision), auditory (hearing), kinesthetic (movement), and haptic (tactile). Multisensory methods can stimulate new desires and interests, arouse motivation, stimulate learning activities, and even psychologically impact students, which ultimately improves students' learning abilities and understanding of lessons. Based on previous research, multisensory methods are used to improve the reading ability of dyslexic children in elementary school. This is based on research conducted (Primasari & Supena, 2021). Dyslexic children have difficulty understanding parts of words and sentences and usually have difficulty biting.

Difficulties in reading and writing are usually interrelated and cannot be separated from language problems because all elements in this communication system are interconnected. Therefore, dyslexic children will face challenges in following the learning process at school, as reading and writing are the foundation of understanding for all subjects taught. Treatment is carried out with multisensory methods, which include stringing letters into syllables and words, triggering visual stimulation by writing the word on the board, and auditory stimulation by the student pronouncing the sound of the word. Tactile stimulation is carried out using embossed alphabet letters made of colored play dough so that students can feel the letters to stimulate the sense of touch (Saragih et al., 2020).

The purpose of using multisensory methods is to provide more opportunities to understand and remember new information (Dewi, 2015). The advantages of this method include: a) Allowing children to absorb knowledge from different learning styles, b) Making it easier for children to store and memorize letter shapes, c) Helping children learn to write early. About the advantages and disadvantages of multisensory methods. According to ((Birsh & Carreker, 2018), The advantage of this method, in general, the multisensory method with handwriting instruction is to strengthen children's knowledge of letter symbols and the shape of these symbols while connecting them to the letter names and sounds.

Based on previous research (Sela et al., 2022), there are 4 stages and steps of applying the multisensory method: 1) Visual; a. Using alphabet posters so students can distinguish the letters in the alphabet, b. Write down the difference between capital and lowercase letters written directly on the board. 2) Auditory; a. Explain some reading material, then ask students to listen and tune in, b. Ask students to repeat words they can remember from previously conveyed. 3) Kinesthetic; a. Creating an atmosphere that makes students want to show their courage when learning activities occur by daring to read in front of the class, b. Learners dare to read in front of the class with a loud voice. 4) Tactile; a. Asking learners to write back the alphabet letters in their respective notebooks to find out that learners have understood and can distinguish between the letters, b. Asking students to write sentences in the form of words.

The implementation of multisensory methods in learning Javanese script at SD 01 Dadapan Banyuwangi is as follows: In the first step, the teacher displays a picture of Javanese characters to students and is asked to listen to the displayed image (visual). In addition, the teacher also

asks students to bring books (links, packages, and a peak) to every Javanese script learning to help them recognize the letter forms of each Javanese script. Image media has several advantages over other graphic media. Among them are: (1) accurate. Pictures or photos can be considered by students more clearly and realistically so that the material or message to be conveyed is easier to understand, (2) overcome space and time constraints, and (3) reduce the limitations of eye observation (Rohani, 2020).



Figure 2 Introduction of Javanese alphabets

The second step, learners listen to the teacher explaining the material of Javanese script letter forms by listening carefully. After explaining the material, the teacher asks 3 children to repeat back (auditory) some forms of Javanese letters that students remember. This activity aims to enable students to understand, remember, and repeat the shapes of Javanese letters from what has been conveyed previously. According to (Silviana & Mardiani, 2021) states that repeating is an active effort to enter information into long-term memory. Repeating back aims to give students the opportunity to reorganize the information they have received, in their own language (Susanti, 2020).



Figure 3 Writing Javanese letters

In the third step, the teacher makes game innovations to attract students to be more active in learning. The teacher asks to write the word “book” using Javanese script on the board, if there are students who can be given a star as a prize. The teacher's action of asking students to write ahead is to train the ability to write Javanese characters (kinesthetic). According to (Nuraeni, 2016) argues that writing is a language skill that does not come by itself but must be passed with repeated and regular practice and practice. Not only writing the word “book”, the teacher also asks students who dare to come forward to read the Javanese script sound properly and correctly. Daring to appear in front can add, train, build his own confidence. Self-confidence is an individual attitude and belief that starts from a firm commitment to oneself as the main foundation for everyone. This allows a person to face various obstacles in life and recognize all their potential, both strengths and weaknesses, in an effort to meet various needs aimed at achieving personal happiness (Widyaningrum & Hasanah, 2021). According to

(Fadilla & Pramudiani, 2023), reading habits can affect critical analysis skills because most thinking comes from what is read. The more material students read, the broader their understanding, and their thinking skills also develop. Reading habits are also one of the elements that influence critical thinking skills. There are several things that contribute to success in critical thinking, such as thinking actively, efficiently and logically, improving skills, awareness of the environment, and objective assessment of things.

The fourth step is the ability to write Javanese script (tactile). Writing is one of the most important language skills to be taught in the official education system (Khasanah, 2023). Writing learning is done by writing 20 Javanese script letters by looking at existing examples. Furthermore, the teacher pronounced the sound "Ha" and students were asked to write the words spoken by the teacher without seeing the example. Writing Javanese script is also one of the basic skills that students must master. The learning process that indirectly uses the transliteration strategy stimulates students to memorize Javanese script, and this understanding also affects Javanese script literacy (Widiyono et al., 2022). This is done by the teacher to see the extent of student understanding and focus on learning. The second step, learners listen to the teacher explaining the material of Javanese script letter forms by listening carefully. After explaining the material, the teacher asks 3 children to repeat back (auditory) some forms of Javanese letters that students remember. This activity aims to enable students to understand, remember, and repeat the shapes of Javanese letters from what has been conveyed previously. According to (Silviana & Mardiani, 2021) states that repeating is an active effort to enter information into long-term memory. Repeating back aims to give students the opportunity to reorganize the information they have received, in their own language (Susanti, 2020). Reading is the key to gaining knowledge. Success in reading in the early stages greatly affects the subsequent teaching and learning process. Therefore, teachers need to use appropriate methods in teaching reading skills at the beginning. The selection of the right method is very influential on the success of the learning process that is being done (Maspika & Kurniawan, 2019).

To write Javanese script, it is necessary to master the basics of writing carefully, gradually, repeatedly, and regularly. This is because Javanese script has a very diverse form, and the way of writing the script is different from that of Latin script in general. Therefore, in order to keep Javanese script alive in Javanese culture from an early age and so that students can learn it effectively, it is important to learn how to write Javanese script in elementary school. (Wulantika & Subrata, 2022). Language is a means of communication organized in the form of units such as words, phrases, clauses, and sentences, which are expressed both orally and in writing. Language has many definitions, and this is just one of them. You can compare this definition with: Language is a system of human communication expressed through a series of sounds or written expressions arranged to form larger units such as morphemes, words, and sentences (Wiratno & Santosa, 2014). The Javanese language creates a fun learning atmosphere for students. By following the characteristics of elementary school students, how to teach writing and reading

## CONCLUSION

The application of multisensory methods in learning Javanese script has shown positive results in helping students master this script more effectively. However, learning Javanese script is often considered difficult by elementary school students because the shapes of the letters are complex and different from the alphabet they use daily. Multisensory learning methods involve the use of multiple senses, such as sight, hearing, touch and movement. This approach aims to improve understanding and retention of information through richer and more interactive learning experiences. The students showed a better understanding of Javanese script. Learners were able to recognize and write the script more accurately and quickly compared to conventional learning methods. The use of multiple senses in learning makes the learning process more interesting and fun. Students are more engaged and motivated to learn Javanese script as this method reduces boredom and increases interaction. Activities involving touch and movement help develop students' fine motor skills which are important in writing ability. Project-based learning and other creative activities not only help in learning Javanese script, but also encourage students to think creatively and innovatively. These interactive and fun learning experiences help students to better appreciate and love their cultural heritage, and equip them with essential skills for the future. The multisensory method is an effective and innovative approach that can be adopted more widely for script learning and other materials in primary schools.

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