



Analysis of Tembang Macapat Learning in Grade 3 Students of SDN 2 Karanggondang

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Articles Information

Abstrak

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Penelitian ini bertujuan mengidentifikasi masalah yang dihadapi guru saat mengajarkan tembang macapat pada siswa kelas 3 di SDN 2 Karanggondang dan menawarkan solusi untuk meningkatkan efektivitas pembelajaran. Dengan pendekatan kualitatif dan studi kasus, data dikumpulkan melalui observasi, wawancara, dan dokumentasi, melibatkan guru kelas 3 serta 24 siswa. Analisis data dilakukan melalui pengumpulan data, reduksi, penyajian, dan penarikan kesimpulan, serta diuji validitasnya dengan triangulasi teknik. Hasil penelitian menunjukkan kendala utama meliputi keterbatasan keterampilan guru, minimnya media pembelajaran interaktif, rendahnya minat siswa, dan terbatasnya waktu belajar. Faktor eksternal seperti kurangnya fasilitas dan rendahnya keterlibatan orang tua turut memperburuk keadaan. Solusi yang diusulkan mencakup pelatihan guru, penggunaan media berbasis teknologi, integrasi tembang macapat dalam ekstrakurikuler, serta kolaborasi guru, sekolah, dan orang tua. Penelitian ini berkontribusi pada pengembangan strategi untuk mengatasi tantangan dalam pembelajaran tembang macapat di sekolah dasar.

Abstact

This study aims to identify the problems faced by teachers when teaching tembang macapat to grade 3 students at SDN 2 Karanggondang and offer solutions to improve learning effectiveness. With a qualitative approach and case studies, data was collected through observation, interviews, and documentation, involving 3rd grade teachers and 24 students. Data analysis was carried out through data collection, reduction, presentation, and conclusion drawn, and its validity was tested by triangulation techniques. The results of the study show that the main obstacles include limited teacher skills, lack of interactive learning media, low student interest, and limited learning time. External factors such as lack of facilities and low parental involvement also make things worse. The proposed solutions include teacher training, the use of technology-based media, the integration of tembang macapat in extracurriculars, and collaboration between teachers, schools, and parents. This research contributes to the development of strategies to overcome challenges in learning tembang macapat in elementary schools.



INTRODUCTION

The application of local content of the Javanese language in the Independent Curriculum is based on the 1945 Constitution Article 36 which states that the state respects and preserves regional languages as national cultural assets. Language plays a central role in the development of students' social, emotional, and intellectual skills (Zumrotun et al., 2024). Law Number 20 of 2003 concerning the "National Education System" Article 33 states that the educational curriculum can contain local content that includes aspects of culture, language, and local wisdom. The ability of local content includes regional languages, customs, regional arts, and other aspects adjusted to the potential of the region (Ali & Mulasi, 2023). The application of local Javanese content in the independent curriculum aims to introduce and preserve regional culture and language to students (Hidayah et al., 2023). By learning Javanese, students are expected to be able to understand more deeply about the traditions, values and local wisdom that exist in the surrounding community. That way, students not only learn academic materials, but also understand their own cultural identity. In Central Java, the implementation of the Javanese language in basic education follows the Governor's Regulation number 423.5/04678 concerning guidelines for the Javanese local content curriculum in 2022. However, in practice, there are a number of challenges faced by teachers in the implementation of this curriculum, especially at the basic education level. One of them is in learning Javanese language material of the tembang macapat. Tembang macapat is not only part of the curriculum, but also a cultural heritage that is rich in moral, ethical, and life philosophies that are relevant to the younger generation. If the obstacles in teaching tembang macapat are not overcome immediately, then there is a risk of eroding students' interest in traditional arts, which can ultimately threaten the sustainability of local culture. Therefore, research is needed to find effective solutions so that learning tembang macapat can run optimally and be attractive to students.

Integrating cultural elements into the curriculum is an important effort in preserving and enriching Indonesia's diverse cultural heritage. Istiningsih & Dharma (2024) emphasizes the importance of using the Javanese language as a local content to instill ethical, aesthetic, moral, spiritual, and character values in education. Tembang macapat, which is a traditional Javanese poem with a deep meaning, is often used as a means of conveying moral values, ethics, and local wisdom that are relevant to the development of students' character, such as simplicity, patience, and hard work (Anto & Anita, 2019). Understanding and appreciation of tembang macapat from an early age is important for the younger generation, especially elementary school students. Grade 3 elementary school students are at the optimal stage of cognitive and linguistic development to understand and appreciate the complexity of local culture. However, the implementation of learning tembang macapat faces various significant problems in the elementary class.

The importance of learning the word macapat arises from concerns about the loss of traditional culture in the midst of the modern world. Education has a very important role in cultural preservation, and tembang macapat is one of the aspects of Javanese culture that contains noble values that must be taught to students as early as possible (Nazarudin, 2023). In an effort to preserve traditional culture, especially in the face of the fading of the mamapat song, the value of learning this art is not solely based on the concern of the loss of noble values in the modernization era, but also as an effort to instill cultural identity in the younger generation. Education has an important role in this, and tembang macapat is one of the art forms that is rich in philosophy and moral values (Sari & Yuliati, 2021).

However, there are several indicators of teachers' problems in learning macapat songs, namely the lack of teachers' skills in singing macapat songs (Ralita et al., 2024). Grade 3 teachers at SDN 2 Karanggondang have difficulties in teaching the material of tembang macapat to students. This causes the learning process to be less effective and students find it difficult to understand and practice the song correctly. The lack of interactive learning media and low student interest in lessons that are considered ancient are also obstacles that are often found (Tunjungwati, 2020). This is in line with the learning media used in grade 3 of SDN 2 Karanggondang, namely with a video of learning the word macapat. The limited allocation of time for learning Javanese causes teachers to lack motivation to learn (Rizki, 2022). As the learning of the word macapat in grade 3 of SDN 2 Karanggondang which is only 45 minutes long, so teachers are less effective in delivering learning materials.

Obstacles in learning tembang macapat do not only come from the limitations of teachers' skills, but also from external factors. For example, the lack of facilities such as supporting musical instruments such as gamelan and appropriate spaces can be an obstacle for teachers in delivering the learning of tembang macapat optimally (Tunjungwati, 2020). At SD 2 Karanggondang, gamelan musical instrument facilities are available. However, in practice, this musical instrument is rarely used due to the lack of skills from teachers and students. The lack of support from schools and parents for traditional cultural learning such as tembang macapat can also be an obstacle. When the environment around students is not supportive, their motivation to learn also decreases (Ekalanti et al., 2022). In this context, collaboration between teachers, schools, and parents is urgently needed to create a conducive learning atmosphere. By identifying the problems faced by teachers in this learning, it is hoped that this research can provide solutions that can be applied in the classroom to increase students' understanding and interest in the mamapat song. Effective learning will help students not only understand the content of the song, but also appreciate the cultural meaning contained in it.

After an interview on Tuesday, November 5, 2024 with a 3rd grade teacher at SDN 2 Karanggondang and an observation on Wednesday, Thursday, November 6 and 7, 2024, problems were found in learning the Javanese language, especially in the mamapat language material. Of the 24 students, only 2 students or 8.3% were able to understand and sing the macapat song correctly. Teachers face various challenges, including limitations in mastering the right claw and rhythm. Teachers use the demonstration method by demonstrating or practicing a process, skill, or concept to students (Sinaga et al., 2023).

However, in his delivery, the teacher used an alternative in the form of a video of learning the word macapat. In addition, the availability of complete teaching materials for tembang macapat that is in accordance with the curriculum is very limited (Latifah, 2022). This makes it difficult for teachers to find learning materials that are interesting and easy for students to understand.

Another challenge faced by grade 3 teachers at SDN 2 Karanggondang is the low interest of students in learning the word macapat and the lack of a supportive learning environment (Mukti & Fathurrahman, 2023). Where students are not interested in traditional arts, while schools do not have extracurriculars that concern traditional arts. So that it is difficult for students to get used to these traditional arts (Tunjungwati, 2020). Moreover, exposure to modern culture spread through social media makes students more familiar and comfortable with new things compared to traditional arts and culture (Yunus & Mudzakir, 2023). Therefore, this research is important to improve the quality of learning tembang macapat and preserve Javanese culture through the younger generation.

Research by Rahayu & Efendi (2020) identified obstacles in learning elementary school in Sukoharjo Regency, Central Java, such as internal factors in the form of teachers' background expertise, motivation, and creativity. As a result of the study, only 8.7% of Javanese teachers mastered the word macapat. Factors such as limited time allocation, namely only 2 hours of learning in 1 week and the lack of digital facilities. Difficulties in singing the words according to the notation, pronouncing the words, separating the syllables, and understanding the meaning of the words are a challenge for Javanese teachers at Sukoharjo Elementary School. Another study by Cahyani & Subrata (2022) at SDN Pinggir, Nganjuk Regency, East Java found several problems related to students' difficulties in using up-ungguh, learning the Javanese script, and understanding the word macapat, which is the lack of interest of students in learning the Javanese script, as well as difficulties in reading and writing it. The results of the study show that to overcome this problem, teachers must improve their skills, use digital media better, and provide special training on the word macapat. This shows the importance of further research that not only discusses teaching techniques, but also the challenges faced by teachers in teaching tembang macapat in elementary schools.

Meanwhile, tembang macapat education in grade 3 SDN 2 Karanggondang handles various issues that require further consideration. As the main facilitator in the learning process, teachers are often criticized for various reasons, including decreased student motivation when learning traditional subjects such as tembang macapat, poor student understanding of the material, and so on. Because of this, the research was conducted mainly aimed at identifying the factors that cause various problems faced by teachers during the teaching process of tembang macapat, especially in grade 3. In addition, researchers will offer solutions that should allow them to improve the learning standards of tembang macapat in the future. Thus, the researcher refers to the title of the study "Analysis of Tembang Macapat Learning in Grade 3 Students at SDN 2 Karanggondang."

METHOD

This research was carried out at SDN 2 Karanggondang, which is located in Karanggondang Village, Mlonggo District, Jepara Regency. The subjects of the study were 3rd grade teachers and 24 students with a total of 11 male students and 13 female students to evaluate the effectiveness of teaching tembang macapat from the perspective of students. The research took place on Tuesday, Wednesday and Thursday, November 5, 6, and 7, 2024. Using a qualitative design with a case study approach, this study aims to identify the factors that cause various problems faced by teachers during the teaching process of tembang macapat, especially in grade 3. The data collection method is carried out through observation, interviews, and documentation. Observations were made in grade 3 of SDN 2 Karanggondang during the tembang macapat learning to get an overview of teaching methods, teacher and student interaction in learning. The interview was conducted by the researcher with a 3rd grade teacher at SDN 2 Karanggondang in a semi-structured manner by referring to an interview that had some fixed questions that had been prepared in advance by the researcher, but allowed the respondents to give a freer or broader answer (Nartin et al., 2024). In addition, documentation is utilized to collect data and visual representations that can support the research findings. The data analysis technique in this study uses data collection, data reduction, data presentation, and conclusion drawn. The first is **data collection**, where data collected from observations, interviews, and documentation are systematically arranged. Furthermore, irrelevant data will be filtered through a **data reduction** process, while core data will be grouped based on themes relevant to the focus of the research, such as limitations in teacher skills, use of learning media, time allocation, use of interactive teaching materials, student participation levels and support from schools and parents. Next is the **presentation of data**, where the information that has been reduced is compiled in the form of a descriptive narrative to facilitate the identification of problems. Finally, drawing conclusions, data is analyzed to produce findings that answer research questions and present recommendations based on existing evidence. The validity test used in this study is using triangulation techniques. The validity test is carried out by checking data that has been obtained from the same source using different techniques (Alfansyur & Mariyani, 2020). The findings of this study will be presented in a descriptive manner, associated with relevant literature, and provide deeper insights into the problems identified and solutions that may emerge from the research.

RESULT AND DISCUSSION

Based on direct observation during learning in grade 3 of SDN 2 Karanggondang, this study reveals in depth the problems faced by teachers in teaching tembang macapat to grade 3 students at SDN 2 Karanggondang. Based on direct observation in the classroom and interviews with teachers, various factors were found that affect the effectiveness of learning tembang macapat, ranging from the limitations of teachers' skills to the low interest of students in traditional Javanese arts. Teachers have difficulty in delivering material due to the lack of skills in singing songs with the right rhythm and rhythm. The learning media used is limited to text and video projection without supporting musical instruments, even though the

school has gamelan that is rarely used. The time allocation of only 45 minutes per meeting is also a significant obstacle that hinders students from understanding and practicing tembang in depth. This research also offers innovative solutions, namely intensive training for teachers, the development of technology-based learning media, the integration of tembang macapat in extracurricular activities, and the development of interesting and contextual teaching materials. This approach makes a new contribution in increasing the effectiveness of learning tembang macapat, which not only aims to preserve local culture, but also strengthens students' cultural identity in the midst of modernization challenges.

Teachers' Problems in Learning Tembang Macapat

Learning tembang macapat in grade 3 of SDN 2 Karanggondang faces various challenges that come from internal factors (from the teacher's side) and external factors (from the student's side, facilities, and environment). As one of the efforts to preserve local culture, tembang macapat is considered important to be taught to students, but in practice, a number of significant problems affect the smooth running of this teaching process.

First, the teacher's limited skills in singing the macapat song with the right rhythm and chong gong. Based on the results of observations, teachers often have difficulties in pronouncing the notation of the word macapat correctly, which results in less than optimal teaching and students tend to find it difficult to imitate correctly. This is due to the lack of experience and sufficient training for teachers in singing songs with complex structures. According to previous research, as found by Rahayu & Efendi (2020), this difficulty is also influenced by the low level of teachers' mastery of the Javanese accent, rhythm, and structure in the macapat language. The problem of teachers' limited skills in singing the macapat song correctly was found in the interview. The teacher said that he was not used to singing the song and often made mistakes, especially in the pronunciation of the word notation. Teachers only rely on textbooks or video tutorials as a guide to learn the correct lyrics and rhythms. The solution provided is that schools can provide intensive training for teachers to improve their ability to sing tembang macapat, including training in cengkok technique, rhythm, and understanding of tembang philosophy.

Second, the learning media used is still limited to videos and lyric projections, without supporting musical instruments that can enrich the student learning experience. Gamelan musical instruments are available at SDN 2 Karanggondang, but they are rarely used in learning due to the limited skills of teachers in playing the musical instrument. Observations show that interactive digital media such as applications or video tutorials can help students better understand and be interested in the word macapat. However, currently teachers only use projectors to display lyrical text without any additional visual or interactive audio. Even though learning facilities are available, the effectiveness of learning is highly dependent on teachers' skills in utilizing these media. The use of learning applications that support rhythm exercises or other devices such as visual and audio aids can improve the quality of learning delivered by teachers. Teachers do not use traditional musical instruments optimally even though they are available, due to the limitations of teachers and students' skills in playing these musical instruments. Observations also show that the keyboard

is only used for national songs, while in the macapat song students only imitate the lyrics from the projected text. The solution provided is to encourage teachers to utilize traditional musical instruments by providing training on how to play gamelan or other relevant musical instruments, as well as integrating interactive technology such as digital music practice applications. This is in accordance with Mukti & Fathurrahman's (2023) research on the use of interactive media, such as technology-based music applications, which is recommended to enrich students' learning experiences.

Third, the minimum allocation of time provided for learning the word macapat. Teachers find it difficult to provide a comprehensive explanation of the material, as well as provide opportunities for students to practice and delve into the macapat song in depth with a time allocation of 45 minutes per meeting. The lack of time to practice optimally causes students to not be able to fully master the material, especially those related to the structure of the song which requires a deep understanding and repetition of practice, making it difficult for teachers to provide an in-depth explanation of the structure of the song such as *the gatra teacher*, *the song teacher*, and *the wilangan teacher*. As in Rahayu & Efendi (2020), limited time has an impact on students' low understanding of the meaning and cultural values in songs. The limited time also affects the teacher in providing effective feedback on students' mistakes in reciting or reciting the words macapat. Rushed learning often results in less in-depth teaching, where students' understanding of the meaning of the words and the cultural values contained in them is limited. This is seen in observations, where students often do not understand the basic concept of song structure because limited time is used for singing practice. Therefore, it is necessary to adjust the time allocation in the curriculum so that the learning process can be more effective and comprehensive. In addition, using time more efficiently by integrating tembang macapat learning in other activities such as extracurricular activities or cultural arts projects can also be a good alternative.

Fourth, obstacles in the use of limited teaching materials. Teachers also have difficulty in getting teaching materials that are interesting and easy for students to understand. Most of the available teaching materials focus on lyrics and tembang notation without being equipped with philosophical explanations or stories that can interest students. Teachers admitted that it was difficult to get interesting teaching materials. Most teaching materials are just lyrical texts without illustrations, stories, or in-depth cultural context. In the interview, teachers mentioned that they should look for additional references from the internet to adapt the material to the student's ability level. To grab students' attention and make the material more relevant, teaching materials should be accompanied by illustrations, related folklore, or cultural context that enriches students' understanding, as well as audio-visual guides that are appropriate to the student's character. Research by Wahyuni et al. (2024) states that teaching materials that integrate folklore and illustrations can increase student interest. Without varied teaching materials, learning tembang macapat tends to be monotonous and less interesting for students.

Student Interest and Participation in Learning Tembang Macapat

Based on the results of the interview, it is known that the low interest and participation of students in learning tembang macapat in grade 3 of SDN 2 Karanggondang is known. This lack of interest is caused by two main factors, namely the perception of students who consider tembang macapat as an ancient lesson and the low attractiveness of this material compared to the popular culture that they access through digital media. Student participation in class activities was also low, with most students just watching without daring to try to develop the macapat song in front of the class. Some students showed courage to appear in front of the class even though there were still notation errors in singing the songs. The observation results showed that the students' activeness was more about following the teacher's direction. The teacher suggested integrating the word macapat in extracurricular activities of cultural arts. In the interview, the teacher mentioned that this activity can provide additional time for students to practice singing the song better. Observations also noted that students who have more interest in cultural arts tend to be more active during learning.

Therefore, teachers need to innovate by creating learning that is more interesting and relevant to students' lives, one of which is by using more interactive media, such as music-based applications or even involving students in activities related to traditional arts, such as the performance of tembang macapat. This is in accordance with the research of Cahyanti et al. (2024) where elementary school students have high enthusiasm for *literacy camp* activities as a forum for displaying pupuh songs. Teachers can also involve students in project-based activities, such as cultural arts performances, which give them the opportunity to perform macapat songs in a supportive atmosphere.

Institutional Support and Stakeholder Roles

Support from the school and other stakeholders in learning tembang macapat has an important role in creating a conducive learning atmosphere. Although SDN 2 Karanggondang has a gamelan musical instrument that can support learning, the limited skills of teachers and students in playing this musical instrument result in its use is not optimal. In addition, support from schools in the form of training or *workshops* on tembang macapat to improve teacher competence is still minimal. Regular *workshops* for teachers in using gamelan and learning technology can help maximize existing facilities Tanjung et al. (2021). The support from the school is seen in the provision of facilities such as traditional musical instruments and projectors. However, the limitations of training for teachers make these facilities not used optimally. Support from parents is also a crucial aspect that is not fully optimal. Many parents are not aware of the importance of preserving local culture through formal education, which makes students' interest in learning the words of macapat low.

Efforts that can be made by schools are to facilitate regular workshops for teachers in using traditional musical instruments and learning technology that is already available. Collaboration between teachers, schools, and parents is needed to create a common understanding of the importance of learning the word macapat. Holding culture-based activities, such as art performances or mamapat song

competitions, that involve the active role of parents to increase their awareness of the importance of cultural preservation. Active participation from parents in supporting the learning process at home can also increase students' motivation to learn and appreciate the word macapat.

CONCLUSION

This study reveals various problems in tembang macapat learning at SDN 2 Karanggondang, including the limitations of teachers' skills in singing tembang with the correct technique, minimal use of learning media such as lack of use of supporting facilities, little time allocation in learning, and less varied teaching materials. In addition, the low interest of students in tembang macapat as a traditional art and the low involvement of parents and schools in supporting learning also pose a challenge. To overcome this problem, the proposed solutions include improving teacher competence through training, the use of traditional musical instruments, the development of interactive learning media, and the integration of tembang macapat in extracurricular activities. With the collaboration between teachers, schools, and parents, learning about the word is expected to be more effective and relevant, so that it can provide convenience to teachers in the learning process of word macapat in elementary school.

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