



Analysis of the Application of Basa Ngoko Lan Krama Song Media in Understanding Unggah Ungguh Javanese Language

Aisha*, Dwiana Asih Wiranti

Universitas Islam Nahdlatul Ulama Jepara, Jepara, Indonesia

*E-mail: 211330000889@unisnu.ac.id

Articles Information

Abstrak

Keywords:

Application of media;
learn polite language and
manners; understanding

Penelitian ini bertujuan untuk menganalisis penerapan media lagu "Ayo Sinau Basa Ngoko lan Krama" untuk meningkatkan pemahaman siswa kelas I SD tentang unggah-ungguh bahasa Jawa di SD N 4 Banjaran. Permasalahan utama adalah rendahnya penggunaan bahasa Jawa ngoko dan krama dalam komunikasi sehari-hari, akibat kebiasaan menggunakan bahasa Indonesia dan ngoko tanpa tata krama. Melalui pembelajaran interaktif bernyanyi, siswa lebih mudah memahami perbedaan ngoko dan krama. Media lagu dipilih karena sifatnya yang menyenangkan dan mudah diingat. Hasil penelitian menunjukkan peningkatan pemahaman siswa terhadap unggah-ungguh basa Jawa, dengan nilai yang sebelumnya di bawah KKM kini meningkat di atas KKM, menandakan efektivitas lagu sebagai media pembelajaran yang menyenangkan dan interaktif.

Abstact

This study aims to analyze the application of the song media "Ayo Sinau Basa Ngoko lan Krama" to improve the understanding of first grade elementary school students about Javanese language etiquette at SD N 4 Banjaran. The main problem is the low use of Javanese ngoko and krama in daily communication, due to the habit of using Indonesian and ngoko without etiquette. Through interactive singing learning, students find it easier to understand the difference between ngoko and krama. The song media was chosen because it is fun and easy to remember. The results of the study showed an increase in students' understanding of Javanese language etiquette, with scores that were previously below the KKM now increasing above the KKM, indicating the effectiveness of songs as a fun and interactive learning media.



INTRODUCTION

The rise of alarming events, such as reduced respect for older people, conflicts between students, and bullying, reflects the weak character of the nation. According to the Law on the National Education System, education is useful in developing abilities and shaping the character and civilization of the nation. The purpose of education is to help students develop their potential to become individuals who believe in and fear God Almighty, have noble morals, and become individuals who can uphold democratic values and behave responsibly (Ridwan Ardi, 2024). Three governors on the island of Java, including East Java, Central Java, and the Special Region of Yogyakarta, have established policies that require Javanese language subjects to be applied at the elementary school education level as well as secondary and high school.

In learning Javanese, there are four main components, namely language, literature, culture, and Javanese script. These four elements support each other in the integrated learning process. In addition, these elements are also reflected in the four language skills, namely speaking, writing, listening, and reading (Nabiilah & Subrata, 2021). Correct and polite speaking skills according to Javanese manners are one of the important aspects in uploading. The Javanese language has a uniqueness in the form of upload-unggah or speech levels that distinguish it from other regional languages. Unggah-unggah includes rules in speaking and behaving by considering the speaker, the interlocutor, and the situation to maintain politeness and mutual respect. Various pronouns are used to mark differences in speech levels such as *me*, *me*, and *kula* (Arfianingrum, 2020). Habituation of using the Javanese language is very important because in it there are rules of manners and upload-unggah attitudes that are part of Javanese culture (Apriliani & Dewi, 2019). According to (Sasangka, 2019) the Javanese language consists of *ngoko* and *krama*, with variations such as *ngoko lugu*, *ngoko alus*, *krama lugu*, and *krama alus*. *Ngoko* is an informal language used with peers or people who are already familiar (Wiranti, 2023). While *manners* are used to address older people, *manners* can also be used to communicate at formal events. *Krama* is divided into intermediate *krama* and *inggil krama*, where a higher level of politeness is indicated through the use of certain words, such as "*dhahar*" (eating) and "*action*" (going).

Based on observations in grade I of SD N 4 Banjaran, 6 out of 7 students speak Indonesian and Javanese in their daily lives with teachers or parents without paying attention to language uploads. This phenomenon is caused by the fact that the Indonesian language is better understood and has become a habit of the Indonesian people in communicating daily. (Chotimah et al., 2019) stated that 61.53% of students felt more comfortable using Indonesian than 38.46% who used Javanese. Students also communicated more fluently in Indonesian (68.23%) than Javanese (30.76%). It would be best if students were taught Javanese *Krama* to respect the elders.

Some of the problems encountered in the first grade of SD N 4 Banjaran, teachers try to use fun media, such as singing to help students understand the unggah-unggah material in Javanese lessons. The teacher teaches the understanding of Javanese uploads using the song "*Ayo Sinau Basa Ngoko dan Krama*" because the lyrics of the song are related to unggah-unggah, making it easier for students to understand the

use of Ngoko and Krama. According to (Kurniati & Watini, 2022) singing can create an atmosphere of cheerfulness and excitement, in accordance with the nature of children who love to play. In addition to songs, teachers also involve students in activities such as singing together, practicing in front of the class, and simple discussions to deepen their understanding of unggah-ungguh.

The song “Ayo Sinau Basa Krama and Ngoko” is used in Javanese language learning to introduce and strengthen students' understanding of the two levels of Javanese language, namely Krama (subtle language) and Ngoko (everyday language). The application of this song media utilizes music because the combination of rhythm, melody, and interesting lyrics helps students remember and understand the material well and quickly. Music is a fun art, providing a positive effect that makes anyone feel happy when they hear it (Ika Puspitasari et al., 2024). The implementation step, first the teacher introduces this song to the students and then explains when and how to use the Krama and Ngoko languages in the right context. After singing the song together, students were invited to analyze the lyrics to distinguish the use of the two languages. This discussion was followed by a practical exercise where students were asked to analyze song lyrics and practice simple dialogues using both Javanese ngoko and krama. This song is also repeated several times in several learning sessions so that students' understanding is stronger. The use of songs in Javanese language learning not only makes the learning atmosphere more fun and interactive, but also helps students more easily understand and remember the vocabulary and use of the language taught.

The uniqueness of the application of this song is that it is easy for early students to memorize because it can help them understand the difference in language levels (Ngoko and Krama) in a fun way. The song “Ayo Sinau Basa Ngoko and Krama” combines musical arts and language education, so that learning becomes more fun and not boring. The advantages of using this song encourage students to be more active, both in singing songs and practicing them. According to (Ilmi et al., 2021) the use of songs can increase feelings of joy and reduce boredom during the learning process, as well as help attract students' focus through exciting and different learning media.

The novelty of the use of “Ayo Sinau Basa Ngoko and Krama” song media lies in innovations in Javanese language learning methods that are more creative and interesting. Previously, Javanese language learning was mostly carried out with lecture methods that tended to be monotonous and less motivating for students (Sukoyo et al., 2023). With this innovation, teachers replace the less effective conventional approach with a more fun and memorable song-based interactive method (Arofaturrohman, 2023). The song, which was taken from the tune of a children's song entitled “Di Sini Senang, Di Sana Senang” was then modified with lyrics to suit the uploaded material in Javanese, including the use of vocabulary that reflects the level of language (Ngoko and Krama). This approach not only makes it easier for students to memorize vocabulary related to manners, but also creates a more enjoyable learning atmosphere and involves active participation of students. Thus, the use of this song has a positive impact on improving Javanese language understanding and skills that are more effective and fun (Kresna Ningsih Manik et al., 2022). This study aims to analyze how the application of the “Ayo Sinau Basa Ngoko and Krama” song

media in Javanese language unggah-ungguh learning, the extent of its effectiveness in improving student understanding, as well as the supporting and inhibiting factors faced during the learning process. Thus, this research is expected to have a good influence in developing more interesting and effective Javanese language learning strategies for elementary school students.

METHOD

This study applies a qualitative method using a descriptive design. According to (Rusli, 2023) Descriptive qualitative research aims to describe and interpret a phenomenon, provide a complete overview of the events being studied, and clarify the problem by explaining various related variables. This study uses data analysis techniques that include data reduction, data presentation, and conclusion drawn. Data reduction techniques, namely by inferring and sorting important information obtained from observations, interviews, and documentation (Kusuma, 2021). The next stage in the research process is the presentation of data, which is a continuation of the reduction stage. The data is presented in the form of a narrative. After that, the last stage is to draw conclusions thoroughly to get results that are in accordance with the research objectives.

In addition, the results of the study will be tested for validity using data triangulation. to ensure validity by comparing the results of interviews, classroom observations, and school documentation. The research was conducted at SD N 4 Banjaran with research subjects consisting of 7 grade 1 students. The following are the stages regarding the research procedure that will be carried out by the researcher :



Figure1. Research procedure

The research stage begins with conducting observations at the school, followed by requesting permission to carry out observations, followed by interviews, and documentation collection. The researcher collaborated with the first grade teacher, who has the initials M, and students to collect information about the difficulties experienced by the students. The data in this study are grouped into two types, namely primary data and secondary data. Primary data was collected through interviews and observations, while secondary data was obtained from scientific articles related to the understanding *unggah ungguh* of Javanese language.

RESULT AND DISCUSSION

The results of observations conducted in grade I of SD N 4 Banjaran show that the use of Javanese language is still low. Most students often use Indonesian and Javanese ngoko in their daily communication without paying attention to who they are talking to. The main factor that causes this is the family environment that does not accustom children to using Javanese according to the level of unggah-ungguh. Educating children to be able to understand manners can be done through various media, one of which is from the home and school environment (Andayani, 2024). Therefore, the application of the "Ayo Sinau Basa Ngoko and Krama" song media is the right strategy to help students understand the difference between the language of ngoko and krama in a fun and memorable way. The following are the results of research from researchers who describe the steps of the application of the song media "Ayo Sinau Basa Ngoko and Krama" in Javanese language learning:

Learning Planning

In the planning stage, teachers prepare teaching modules regarding Javanese language unggah-ungguh and supporting media such as audio aids to play songs (Magdalena et al., 2021). The song "Ayo Sinau Basa Ngoko dan Krama" was chosen because it has simple lyrics and can help students more quickly understand the context of using various languages of ngoko and krama. In addition to the rhythm used using the rhythm of children's songs to make it easier for children to remember Javanese language unggah-ungguh material, teachers also prepare learning strategies that involve singing activities and speaking practice about language unggah-ungguh to increase students' understanding and involvement in the learning process.

Learning Implementation

At the implementation stage, learning begins with a brief presentation of unggah-ungguh material. However, it was found that students lacked focus when receiving material with the lecture method. To overcome this, the teacher then introduced the song "Ayo Sinau Basa Ngoko and Krama" and invited students to sing it together. The following are the lyrics of the song "Ayo Sinau Basa Ngoko Lan Krama"

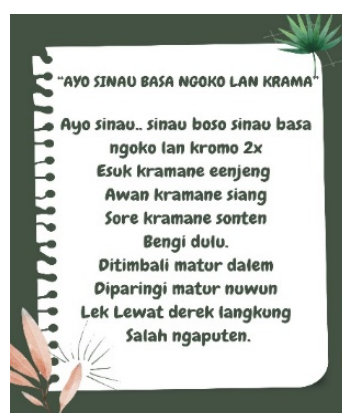


Figure 2. Song lyrics arrangement

The results of the interview with representatives of grade 1 students of SDN 4 Banjaran stated that they prefer to learn to use songs because it is fun and faster to understand the material. Then this song was sung several times to help students remember the vocabulary and patterns of using ngoko and krama. After that, students are invited to analyze the lyrics of the song and practice simple dialogues using both languages. The purpose of the application of the “Ayo Sinau Basa Ngoko Lan Krama” song media is for students to be faster in memorizing because in the delivery of song material that will add enthusiasm and make a happy and cheerful impression. The use of this song media not only succeeded in attracting students' interest, but also helped them get to know the vocabulary and concepts of Javanese language in a more fun and interactive way (Erinta Eka Ruliyanti, 2022)

Unggah ungguh Understanding

The results of an interview with a grade 1 teacher with the initials M showed that the application of this song was very effective in increasing students' understanding of Javanese language unggah-ungguh, because it used song media that was easy for children to remember, especially in grade I of elementary school which was still in the transition phase of playing and singing, their memory was still high and very good. According to (Kurniawati & Asmah, 2020) Song media helps students remember the material they are learning more easily. The application of the “Ayo Sinau Basa Ngoko and Krama” song media by teachers in grade 1 resulted in an increase in student knowledge. This can be seen from the ability of students to distinguish sentences in ngoko and krama languages. Where students can already apply unggah-ungguh according to who they are talking to. Take a look at the following table;

Table 1. Variety of Ngoko and Krama languages

Basa Ngoko	Basa Krama
<i>Esuk</i>	<i>Enjing</i>
<i>Awan</i>	<i>Siang</i>
<i>Sore</i>	<i>Sonten</i>
<i>Bengi</i>	<i>Dalu</i>
<i>Ditimbali</i>	<i>Dalem</i>
<i>Diparingi</i>	<i>Matur nuwun</i>

<i>Lawat</i>	<i>Ndereke</i> <i>Langkung</i>
<i>Salab</i>	<i>Ngapunten</i>

This result is supported by an increase in student scores, teachers know the success of the application of the “Ayo Sinau Lagu Basa Ngoko Lan Krama” song media in understanding language unggah-ungguh by conducting an evaluation after learning. Singing activities in learning make it easier for them to memorize vocabulary and understand the context of their use (Masru’ah et al., 2025). Thus, song media has proven to be an effective tool in improving the understanding of language unggah-ungguh in grade I elementary school students.

Learning Evaluation

The evaluation was carried out by asking students again about their understanding of the differences between ngoko and krama after teaching and learning activities. Students are asked to provide example sentences in both languages. As a result, most of the students were able to give examples correctly, showing an increase in their understanding of Javanese language unggah-ungguh. In addition, teachers noted an increase in student scores from previously below the KKM to above the KKM, which indicates that the use of song media is successful in improving student learning outcomes.

The Effectiveness of the Song Media "Let's Learn Javanese Language Ngoko dan Krama" in Understanding Javanese Language Learning

The use of the song media "Ayo Sinau Basa Ngoko dan Krama" has proven to be effective in increasing students' understanding of Javanese unggah-ungguh material, especially in distinguishing the use of Ngoko and Krama languages. Song media helps make it easier for students to memorize various Javanese ngoko and krama in an interactive and fun way. From the results of an interview with one of the 1st grade students of SDN 4 Banjaran stated "Learning to use the medium of songs is fun because learning while singing makes you not sleepy and bored". In line with the expression (Luzyawati et al., 2020) one of the factors that contribute to improving student learning outcomes is the learning process that takes place in a

fun atmosphere. Simple and easy-to-remember song lyrics allow students to recall the song outside of learning.

The results of the interview with the resource person of the first grade teacher with the initials M stated that in the application of the “Ayo Sinau Basa Ngoko Lan Krama” song is very effective, because the song is a song lyric that is easy to remember by children, especially in grade I which is still in the transition phase of playing and singing, the memory is still high so the song media is very appropriate for grade I elementary school students. The song media is very helpful for students in remembering the material they learn because it contains simple lyrics and singing can be done anywhere and anytime. Song media helps students remember the material they are learning more easily, because unconsciously they will sing while learning with song lyrics that have been adapted to the subject matter. According to (Kurniawati et al., 2024) the effectiveness of the media of the song ayo sinau basa ngoko and krama can be seen from the increase in the scores of students who were previously below the KKM to above the KKM, showing the effectiveness of the application of the Ayo Sinau Basa Ngoko Lan Krama song media in increasing the understanding of Javanese language unggah-ungguh.

Obstacles In The Application Of Song Media And Strategies In Overcoming Them

In the application of the “Ayo Sinau Basa Ngoko Lan Krama” song media, teachers found several obstacles that affected the effectiveness of learning. The results of the interview conducted by the first grade teacher stated that one of the main challenges is the habit of students who use Indonesian and Ngoko more often in daily communication, so that it is difficult for them to adapt to the Krama language. In addition, some students have difficulty in proclaiming and understanding Krama vocabulary due to a lack of habituation in the family environment. The limitation of facilities is also an obstacle because facilities are important to support quality improvement during the learning process (Sulistiya Rini, 2022) Especially if there is no audio device such as speakers or laptops available to play songs, which can reduce the optimal learning experience. Not all students are enthusiastic about the singing method, especially for those who are shy or lack confidence, so participation in learning becomes less effective.

To overcome these obstacles, teachers apply several strategies, such as getting used to the use of the Krama language in the classroom so that students are more familiar with it. Then invite students to sing the song “Ayo Sinau Basa Ngoko Lan Krama” at the beginning of each lesson so that children are used to it and always remember the variety of Javanese languages. Overcoming the limitations of facilities, teachers can also sing songs with students without assistive devices, but can use hand clapping. and provide song lyrics in writing so that students can practice at home. In addition, teachers provide directions to students' parents to be able to teach students to practice speaking the krama language at home. The application of the right strategy can overcome obstacles in the use of the “Ayo Sinau Basa Ngoko and Krama” song media, so that the process of learning Javanese language unggah-ungguh can run effectively and fun.

CONCLUSION

The application of the song media “Ayo Sinau Basa Ngoko and Krama” has proven to be effective in increasing students' understanding of Javanese language u. This method not only makes learning more enjoyable, but also helps students remember and understand the material faster. The results of the study show that the use of song media can be an effective method in improving students' language skills, especially in understanding Javanese language uploads, and can be applied in language learning or other subjects that require practice-based understanding and interaction. However, this study has limitations, such as the sample size involving only one elementary school, so the results cannot be generalized widely, as well as the duration of the study which only measures students' understanding in the short term without evaluating its long-term impact. Therefore, further research is suggested to expand the scope by involving more schools, comparing the effectiveness of song media with other learning methods. In addition, further research can also examine the long-term impact of the use of song media in language learning as well as develop appropriate song variations for different levels of education and other learning materials.

REFERENCES

- Andayani, A. (2024). *B U A N A P E N D I D I K A N Phenomenological Study of Teachers Role in Shaping the Moral Character of Elementary School Students: Systematic Literature Analysis* (Vol. 20, Issue 01). http://jurnal.unipasby.ac.id/index.php/jurnal_buana_pendidikan/index.
- Apriliani, E. I., & Dewi, N. K. (2019). Tata Krama Budaya Jawa Membentuk Sikap Santun Anak Usia Dini. In *Indonesian Journal of Early Childhood* (Vol. 1, Issue 1).
- Arfianingrum, P. (2020). Penerapan Unggah-Ungguh Bahasa Jawa Sesuai Dengan Konteks Tingkat Tutur Budaya Jawa. *Jurnal Prakarsa Paedagogia*, 3(2). <https://doi.org/10.24176/jpp.v3i2.6963>.
- Arofaturrohman, Y. A. (2023). Penggunaan Media Lagu Dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan Yang Inovatif. *Journal Of Social Science Research*, 3(3).
- Chotimah, C., Untari, M. F. A., & Budiman, M. A. (2019). Analisis Penerapan Unggah Ungguh Bahasa Jawa dalam Nilai Sopan Santun. *International Journal of Elementary Education*, 3(2), 202. <https://doi.org/10.23887/ijee.v3i2.18529>.
- Erinta Eka Ruliyanti. (2022). *Pengembangan Media Pembelajaran Bahasa Jawa Berbasis Audio Visual Pada Siswa Sd Kelas I*.
- Ika Puspitasari, I., Hanun Rifahani, R., Yuniartha, S., Jovanca Anggraini, A., & Saskia Ningtias, N. (2024). Kontribusi Selera Musik Terhadap Pembawaan Diri Individu Dalam Kajian Teori Psikodinamika Sigmund Freud. In *Konferensi Nasional Mitra FISIP* (Vol. 2, Issue 1).
- Ilmi, F., Respati, R., & Nugraha, A. (2021). PEDADIDAKTIKA: JURNAL ILMIAH PENDIDIKAN GURU SEKOLAH DASAR Manfaat Lagu Anak dalam Meningkatkan Minat Belajar Peserta Didik Sekolah Dasar. In *All rights reserved* (Vol. 8, Issue 3). <http://ejournal.upi.edu/index.php/pedadidaktika/index>

- Kresna Ningsih Manik et al. 2022. (2022). Meningkatkan Kemampuan Bahasa Inggris Dengan Penggunaan Lagu di Lingkungan V Kelurahan Sei Putih Barat – Medan Petisah, Sumatera Utara. *Jurnal Pengabdian Masyarakat Sains Dan Teknologi*, 1(4), 130–141. <https://doi.org/10.58169/jpmsaintek.v1i4.295>.
- Kurniati, K. N., & Watini, S. (2022). Implementasi Metode Bernyanyi Asyik Dalam Meningkatkan Semangat Belajar Anak Di Raudhatul Athfal Al Islam Petalabumi. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(3), 1873. <https://doi.org/10.37905/aksara.8.3.1873-1892.2022>.
- Kurniawati, D., & Asmah, S. N. (2020). Inovasi Media Lagu untuk Pembelajaran Sastra Indonesia di Sekolah Dasar. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5, 112–117.
- Kurniawati, H., Fadhilah, I., Cipta Hadi Tunggal Dewi, F., & Pendidikan Islam Anak Usia Dini, P. (2024). *Pengaruh lagu Bahasa Jawa Terhadap Sopan Santun Berbicara Pada Anak Usia 5-6 Tahun* (Vol. 07, Issue 01). <https://jurnal.uai.ac.id/index.php/AUDHIB>.
- Kusuma, Y. Y. (2021). *Analisis Kesiapan Guru Kelas Dalam Mengimplementasikan Pembelajaran Tematik Di Masa Pandemi Covid-19 di SD Pahlawan* (Vol. 3).
- Luzyawati, L., Hamidah, I., & Febrianti, L. (2020). IMPLEMENTASI METODE GALLERY WALK TERHADAP MINAT DAN KEMAMPUAN KOGNITIF SISWA PADA MATERI VIRUS. *Jurnal Bio Educatio*, 5(2), 1–9.
- Magdalena, I., Fatakhatu Shodikoh, A., Pebrianti, A. R., Jannah, A. W., Susilawati, I., & Tangerang, U. M. (2021). PENTINGNYA MEDIA PEMBELAJARAN UNTUK MENINGKATKAN MINAT BELAJAR SISWA SDN MERUYA SELATAN 06 PAGI. In *EDISI: Jurnal Edukasi dan Sains* (Vol. 3, Issue 2). <https://ejournal.stitpn.ac.id/index.php/edisi>.
- Masru'ah, I., Rahmat, H. K., Wahid, A., Rahman, H. A., & Setyawan, C. E. (2025). Penggunaan Metode Bernyanyi dalam Peningkatan Kosakata Bahasa Arab Di Madrasah Ibtidaiyah: Suatu Tinjauan Literatur. In *Journal of Current Research in Education and Religious Studies e-ISSN: xxxxx-xxxxx* (Vol. 1, Issue 1).
- Nabiilah, N., & Subrata, H. (2021). *Pengembangan Media Interaktif Berbasis Articulate Storyline 3 Pada Pembelajaran Bahasa Jawa Materi Unggah-Unggub Basa Kelas Iv Mi Darunnajah*.
- Ridwan Ardi, E. E. S. (2024). Implementasi Model Pendidikan Karakter Berbasis Multikultural. *Journal of Creative and Innovative Research*, 1(1), 78-85. <https://j-catha.org/index.php/Catha/Article/View/9>, Vol. 1(No. 1).
- Rusli, M. (2023). Merancang Penelitian Kualitatif Dasar/Deskriptif dan studi Kasus. <http://jurnal.staiddimakassar.ac.id/index.php/Aujpsi>. <http://repository.uin->
- Sasangka. (2019). *S. S. T. W.* . <https://doi.org/10.1152/ajplegacy.1975.229.6.1641>.
- Sukoyo, J., Kurniati, E., Utami, E. S., Insani, N. H., Bahasa, P., & Jawa, S. (2023). Workshop Model-Model Pembelajaran Bahasa Jawa Berbasis Joyful Learning. *Jurnal Pengabdian Masyarakat*, 6(2).
- Sulistiya Rini, N. D. (2022). *Implementation of Teacher Certification in Improving the Quality of Education in MAN 1 Bogor Regency* (Vol. 18, Issue 2). http://jurnal.unipasby.ac.id/index.php/jurnal_buana_pendidikan/index.
- Wiranti, D. A. (2023). Degradasi Penggunaan Dan Pemahaman Bahasa Jawa Krama Di Sekolah Dasar (Studi Kasus Di Sdn 2 Kuanyar Kecamatan Mayong Kabupaten Jepara Jawa Tengah). <https://doi.org/10.23969/jp.v8i3.10932>.