"How They Teach": Case Study Javanese Language Teaching in The Covid-19 Crisis

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Abstract: The purpose of this study was to identify the problems experienced in the teaching and learning process of Javanese language for vocational students during the covid-19 period and to find out the strategies and solutions carried out during online learning. The method in this research is descriptive qualitative with a case study approach in Javanese language learning at vocational school in Malang Raya. The subjects in this study were 5 Javanese language teachers and 25 students. The findings indicate some problems of learning Javanese, such as barriers in communication, low self-learning ability of students, and lack of control over students' morals and behaviour during distance learning. While the solution offered is technology-based learning as a learning material to improve the emotional relationship between students and teachers, reduce the level of difficulty, prioritize meaningful learning, and apply multi-literacy knowledge. While the techniques used are producing teacher laboratories, conducting self-assessments as a reflection of independent learning, and involving parents as substitutes for education instructors.

Keywords: *learning problems, teaching strategies, covid-19 pandemic*

Abstrak: Tujuan dari penelitian ini adalah untuk mengidentifikasi tantangan yang dialami dalam proses belajar mengajar Bahasa Jawa bagi siswa SMK selama masa covid-19 serta untuk mengetahui strategi dan solusi yang dilakukan selama pembelajaran online. Metode dalam penelitian ini adalah deskriptif kualitatif dengan pendekatan studi kasus dalam pengajaran Bahasa Jawa di SMK di Malang Raya. Subyek dalam penelitian ini adalah 5 guru bahasa Jawa dan 25 siswa. Temuan menunjukkan beberapa tantangan pembelajaran Bahasa Jawa seperti hambatan dalam komunikasi, rendahnya kemampuan belajar mandiri siswa, dan kurangnya kontrol terhadap moral dan perilaku siswa selama pembelajaran jarak jauh. Sedangkan solusi yang ditawarkan adalah pembelajaran berbasis teknologi, sebagai bahan pembelajaran untuk meningkatkan hubungan emosional antar siswa dan guru, mengurangi tingkat kesulitan dan mengutamakan pembelajaran bermakna, dan melaksanakan pembelajaran multi literasi. Sedangkan teknik yang digunakan adalah memproduksi laboratorium guru, melakukan self assesment sebagai cerminan dari self-reguted learning, dan melibatkan orang tua sebagai pengganti instruktur dalam pembelajaran**.**

Kata kunci: tantangan pembelajaran, strategi mengajar, pandemic covid-19

INTRODUCTION

The global coronavirus disease 2019 (Covid-19) began to spread at the end of 2019. Almost all countries experienced Covid-19 outbreaks, including Indonesia. Coronavirus has brought suffering to millions of people in more than 200 countries worldwide, causing many deaths (Shereen et al., 2020); (Lin et al., 2020). Speculation about the origin of the emerging Covid-19 cases is well known globally. One of them is reported to be a virus originating from Wuhan, china (WHO, 2020). Various policies have emerged to stop the spread of this virus. Each country chooses and implements a different techniques. Full quarantine, partial lockdown, social distancing are popular measures taken by many countries. With the implementation of this policy, almost all aspects experienced a crisis. Education is one of the sectors affected by this policy. Primary education to tertiary institutions in all countries face

extraordinary problems because they are influenced by the policies taken by the Indonesian government to prevent COVID-19 from becoming an extraordinary event.

Due to the outbreak of Covid-19, Indonesia decided to implement several policies known as lockdowns, social distancing, and physical distancing (Kusumaputra & Retnowati, 2020). That is a form of compliance with WHO recommendations. (Greenstone & Nigam, 2020) say that social distancing can save many people, which is about one million people. In line with this policy, the Indonesian government closed various places where the virus might spread. Shopping, sports, including educational institutions are closed. That also happens in vocational schools in Malang. All learning that was previously carried out in schools must be transformed into online learning (Jamilah, 2020).

The Indonesian government adopted distance learning or online learning with various consequences. The strengths and weaknesses of online learning, in particular, are complex. The need for IT infrastructure is one of the various problems recognized by many parties (Rafiq, 2020). In addition, the lack of learning motivation due to the absence of two-way communication is one of the obstacles caused by online learning. However, online learning also has various advantages. The first is the flexibility of space and time. Students can do the learning process anytime, anywhere. In addition, they can repeat what they have. Teaching with interactive approach principles that are learned whenever and herever they are (Hidayat & Noeraida, 2020). Incidents like this occur in all educational institutions in many countries, including Indonesia. This policy is crisis management that occurs in many sectors (Smith, 2017). Crisis management is a treatment that must be done because problems that occur are out of control (Bundy et al., 2017) so crisis management must be carried out, one of which is by doing online learning.

In teaching and learning Javanese, which is now starting to be considered a foreign language for teenagers, it is possible that online learning will become an additional problem. Language and semantic barriers in learning have problems because students must have adequate language skills before online learning is implemented. (Silva, 1993) provides some ideas in (Zeng, 2020) related to minimizing problems during language learning. First, the teacher must use an approach that is very attractive to students. Second, the teachers must understand the socio-cultural and language in which learning is being studied and who is learning it. That is intended to determine the type of language of instruction that will be used in the classroom. Third, the level of complexity of the assessment will differ between teaching native speakers (Javanese) and foreign languages (non-Javanese or native speakers of Indonesian). The indicators used should not be the same. That is due to the limitations of students belonging to the foreign language group. If so, the approach used in teaching Javanese during this pandemic must be carefully considered. Another thing that is no less important is that language learning must be pursued close to the enviroment.

This study aims to identify problems that arise as a result of online learning carried out by Javanese language learning in vocational schools. In addition, this research is also to find out the strategies and solutions offered in teaching Javanese language in vocational schools in Malang.

In addition, learning innovations applied in the vocational high school environment have advantages and disadvantages. However, student improvement must be met because the purpose of meaningful learning is a process to make students' attitudes towards a better direction (Cohen & Hersh, 1972). In line with (Faizah, 2020), define learning as a particular environmental management process to change behavior for the better and respond well to certain situations. In learning Javanese, which is now considered by some as a foreign language and faced with the characteristics of vocational students, online learning will be an extra challenge for teachers (Barrot et al., 2021); (Adedoyin & Soykan, 2020). Therefore, it is necessary to know and identify problems that arise in learning Javanese during online learning and solutions and strategies to support the learning process.

On the other hand, learning strategies are very important things to learn and manage. The teacher is an important element in determining learning strategies. (O'Malley et al., 1985) said that learning strategies are certain thoughts used to understand and access new knowledge. In learning in schools, learning strategies are teacher efforts based on creative ideas that aim to help students' learning processes. Therefore, the idea emerged how Javanese language's teaching and learning process in SMK in Malang during the Covid 19 Pandemic.

METHODS

This research is a qualitative descriptive study. More specifically, this study use a case study approach that aims to the question of how teachers teach and the solutions and what strategies they use to overcome any obstacles that may arise (Ebneyamini et al, 2018). This research was conducted in 5 vocational schools in Malang. The participants of this study were five teachers and 25 students in the Javanese language classroom where this case study took place. Furthermore, this research was conducted in January 2021.

The data collection method is semi-structured interviews conducted with Javanese language teachers and twenty-five students who are learned Javanese. Therefore, the data collection in the instrument is interview questions addressed to respondents regarding problems, strategies, and solutions for teaching Javanese Therefore, for the validity of the study, the researcher conducted the validity by cross-checking the data provided by interviewing five teachers teaching Javanese language subjects, which is also known as the source triangulation process. Thus the data analysis was carried out through several stages. The first stage is collecting data from respondents through interviews, data reduction based on the text of the data obtained after the interview process to sort and select the data that is in accordance with the research question. After that, the data is presented where the table is used to present. In the conclusion section which is the last of the research presented by summarizing the important points found in future research and promotions as well as suggestions for further research (Miles et al., 2014).

RESULTS AND DISCUSSION

In this section, the researcher presents the results and discussion related to the questions that have been asked previously in the introduction.. Thus the data is presented in a descriptive table for easy reading. Table 1 describes the research of this research group, and their responses to the topic can be seen further through table 2.

Table 1
The Detailf of Participatns of the Study

Group	Tribe	Information
Teacher	Javanese	
Student 1	Javanese	
Student 2	Javanese	Non-Javanese mother tongue
Student 3	Non-Javanese	

Table 2
Descriptive Table of the Problems, Strategies, dan Solutions

C hallenges	Strategies	Solutions
Face-to-face classes cannot be held	Ensure students have access to all required technology and devices	Maximizin the use of technology to support the teaching and learning process
Teaching Javanese in another language	Strengthening parental involvement	Prepare easily accessible pre-materials
Reducing the intensity of learning process	Creating a digital language laboratory with students	Simplify the level of difficulty in learning
Low Self Regulated Learning in Javanese language learning	Familirize students with reflection and self-assesment	Organizing multiliteracy learning
No control over attitude and morals	Adaptation of gamification framework	Implementing project based learning and getting students used to writing daily journals

From the table presented above, the problems experienced in learning Javanese during online learning, the problems obtained are generally not in the use of technology. In general, the challenge is how to create the right learning system, which is a common challenge in language learning.

In addition, strategies and solutions that are carried out related to technology equality, namely technology, must be used by all students and potentially supervised by parents, appropriate assessments, preparing enrichment modules, and other things that can enrich literacy. Before learning, some teachers negotiate with students regarding the agreement on using the platform that will be used in learning. In the era of online learning, many platforms can be used, so it can be not very clear if they do not focus on a particular platform. In addition to negotiations, it also aims to ensure that all students can access the same technology to support distance learning. Self-regulation is also an effort if it turns out that parental involvement is very weak in the learning process. However, parental involvement in the child's learning process is a must.

On the other hand, the solutions offered in Javanese language learning are about maximizing the use of technology to support the teaching and learning process, using environment-based learning, simplifying the level of difficulty, conducting multi-literacy learning as an effort to carry out independent learning, and also implementing the project-based learning process and conduct daily attitude assessments. Such a solution is offered for learning Javanese in a vocational school in Malang.

Problems experienced while learning Javanese in the online era

The problems arising from Covid-19 seem to be a huge challenge. Education is one of the many sectors affected by this pandemic, while Indonesia is only one of them. Indonesia automatically orders online learning in the teaching and learning process with the closure of schools and universities.

This pandemic requires every school and institution to have technology preparation-based courses. In Indonesia, Information and Communication Technology (ICT) has entered the very good category, such as the Indonesian government in several regions has launched a program for distributing mobile phones and free credit for poor students (Supriyatna, 2020); (Zamani, 2020). Therefore, ICT for students are no longer categorized as a fundamental problem. The problem that arises is the challenge of teaching methods and strategies to deal with this situation. That is because the difference between Javanese and Indonesian is specifically recognized as a semantic and socio-linguistic barrier.

Based on interviews conducted with five teachers, namely Yeni Indah Kurniawati teacher 1 from SMKN 12 Malang, Deva Ega Permata teacher 2 from SMKN 2 Malang, Elisa Maharani teacher 3 from SMKN 10 Malang, Cynthia Dewi Handari teacher 4 from SMKN 3 Malang, and Rian Kusumastutik from SMKN 11 Malang later had the initials teacher 5, some problems can be concluded. However, overall the perceived problems are the problems and effectiveness of communication in learning (Fatma et al., 2019). However, communication barriers in the form of semantic barriers include language barriers (Lunenburg, 2010). As a language that is starting to be considered foreign, the problem of semantic barriers must be considered in language learning because conveying and receiving ideas will take longer than expected (Brown, 2007). For more details, the following are responses from several Javanese language teachers about the problems of teaching and learning Javanese. First, the teaching system during the pandemic poses problems that do not build face-to-face action like in the classroom. According to Teacher 2, teaching Javanese in other languages is far less effective. Therefore it will be even worse if it is done remotely. Building an emotional connection between teachers and students is one of the more important things to make learning easier. Like other languages, Javanese also has four skills: listening, speaking, reading, and writing. This skill will be very difficult to train when doing long distances. Then, some problems due to communication barriers are undeniable. Barriers often occur due to delays in processing the instructions intended by the teacher. In addition, the problem that comes from the teacher is the lack of ability to master Javanese vocabulary because some of them are not graduates of Javanese language education, so the instructions given are not maximally understood by students.

Second, because language is learning that must be practiced, learning Javanese online will reduce the intensity of training, especially for students who are still in elementary school (groups 2 and 3 students are usually at this level). The language skills that must be taught are very difficult to apply online. As Teacher 5 said, students will be offered new vocabulary drill targets every semester at the end

of the class that they must use in learning. Indirectly, online learning will reduce the target because no one will control the activities regularly.

Third, self-regulated learning (SRL) for students, which is almost certainly still low, becomes a challenge for students in learning the Javanese language. However, students must have the skills to adapt to different types of learning, including distance learning (Rice et al., 2019). On the other hand, this ability is having self-control over learning targets, evaluation abilities, and measurement (Winne & Hadwin, 2010). According to Teacher 4, students can still not set targets, evaluate, and measure their abilities. That is also a result of the lack of enthusiasm for learning Javanese for some students in SMK. Therefore, it is considered very ineffective when doing online learning. That is because, in online learning, their motivation to learn Javanese indirectly will also decrease. In addition, some students still live in the boarding house, although some have returned home. However, parental involvement in online learning will not be effective at the boarding house and home. Therefore, if students have low independent learning abilities, this will be another challenge in learning Javanese.

Fourth, there is no control over the morals and behavior of students during learning. The ultimate goal of learning is behavior change for the better. According to Teacher 3, changes in morals and behavior are shown to elementary school students and are very important for students in vocational schools where the character will be one of the considerations for their career path when working in the future. Behavior towards learning the Javanese language will be different from other learning. It is very difficult to control students; this is because no interaction demands to control behavior when learning Javanese. However, they already have good behavior during the learning process, but this kind of control must be carried out continuously.

Meanwhile, groups 1 to 3 stated that teaching and learning without direct interaction, such as classroom activities, greatly reduced their learning intentions. They think what they experience during this time online feels like their own friends are teaching them. However, building an emotional bond in the pandemic era still has a chance to be pursued.

Overall, the problems experienced by learning Javanese are not related to technical problems but rather to the limitations of language as a means of communication, the low ability to learn independence, especially in learning Javanese and controlling student attitudes. However, student attitudes are one of the domains that must be assessed (Kemendikbud, 2017) because students still have to get better assessments inside and outside the classroom (Bloxham, S and Carver, 2014).

Strategies used during online learning

Learning strategies are something that must be changed during online learning. That affects the solution that must be done in learning the Java language. Most importantly, the strategy must be adapted to the limitations of space (distance learning). In learning Javanese during the Covid-19 pandemic, the Indonesian government implemented an online learning policy to be applied at several levels of education. Therefore, the role of technology is very important. However, because some technologies have also improved recently, instructors are expected to be selective in choosing the technology platforms and strategies to be adopted in teaching and learning Javanese. Because it is expected that teaching materials can meet the target easily, the selection of intermediary technology is something that needs to be considered. If there is confusion in applying technology in learning and must involve an adaptation process, this will not be effective learning. So the technology chosen must be something that has been implemented concurrently. Below are some of the strategies and technologies used during distance learning in Javanese.

First, the institution ensures students can access technology easily (Code et al., 2020); (Alhussain, 2020). However, with the high average use of assistive technology, access will not be a crucial issue for students in Indonesia. However, not all can access technology easily. Therefore, the Indonesian government has collaborated with several providers to provide free internet access to students and teachers through educational institutions. This process is carried out to ensure that the online learning policies adopted by Indonesia can run well. In learning Javanese, the teacher also ensures the same thing. Even before starting, negotiation is a mandatory thing because the learning platform that will be applied must be discussed so that there are no losses in the Javanese language learning process. Second,   the Indonesian government also strengthens the involvement of parents in the learning process of their

children from elementary to university. That is a proposed way of controlling students' affective domains outside the classroom (Qadafi, 2020); (Borup et al., 2019) Teacher 4 says that parental involvement is intended to replace the teacher's role in instilling morals and attitudes. As SMK students, some of them are no longer supervised by their parents due to several factors that will not be discussed in this study; therefore, they need to have independent learning skills to determine, adjust, and evaluate their ability to learn Javanese. In learning Javanese, this is a challenge because the communication language of some students in groups 2 and 3 is not Javanese, but Indonesian or mother tongue according to their area of origin. In addition, some Javanese teachers are also limited in mastering Javanese vocabulary, so that learning must be too contextual.

Another thing that becomes an obstacle is that not all parents understand the use of the Javanese language. As a result, the involvement of parents is limited in the Javanese language learning process, so that it becomes a weakness in the online learning system. Preferably, according to the researcher, there is no reason for parents not to be involved in the education process of their children.

Third, in facilitating students' speaking skills, teachers must have unlimited creativity. Teacher 3 said the teacher laboratory in the form of a WhatsApp group titled "Tanya Guru" is a step that can be taken to build an emotional connection between teachers and students. This is expected to be a liaison between teachers and students without increasing the distance (Madjar et al., 2011). In addition to reducing boredom in students, teachers can produce learning videos by involving guest teachers or experts in fields other than teachers to stimulate students' speaking skills in Javanese language lessons; for example, teachers make learning videos about *macapat* songs by presenting *macapat* experts in the local area. Teachers can also use videos sourced from other media such as YouTube, Facebook, and others. However, the emotional connection will not be as good if the video is made directly by the teacher. Teachers can tell a good story and believe that it is meant to enhance the emotional connection between students and teachers if the video is self-produced.

Fourth, self-assessment is a strategy that can be used in learning Javanese during this pandemic. That is a form of reciprocity or reflection of self-regulation and student learning abilities. In addition, self-assessment is an attempt to conduct an assessment if it is impossible to do so by the teacher. Therefore, in online learning situations, self-assessment is very important to do, said Teacher 1. Fifth, the adaptation of the gamification framework into learning is one of the innovations that must be carried out to increase student enthusiasm. In addition, gamification can lead students to shape behavior positively (Liu et al., 2020). That is in line with students' opinions in groups 2 and 3, who said that teacher creativity would negatively impact online learning. Teachers must produce interactive activities during teaching and learning. That is the reason why the gamification learning method is one way that can be taken to liven up the atmosphere expected by students. In short, the five findings can be concluded that technology-based learning is something that cannot be avoided because instructions for doing online learning already exist. Therefore, in the Javanese language, negotiating and making an agreement about the platform to be used during distance learning or online is more of a fundamental thing to do. On the other hand, the technique of raising a teaching laboratory is also important to strive for so that the emotional relationship between teachers and students is well established. Making learning support videos by inviting several people is also something that needs to be tried to be applied as a new impression in learning. On the other hand, as a self-study reflection, students need to make judgments about themselves or self-assessments.

Solutions offered in learning Javanese during Online Learning

Within the scope of school learning, teachers are curriculum makers in the smallest environment (Shawer, 2017). Therefore the learning process must be flexible. Since the ultimate goal is to change student behavior for the better, teachers must know what and how to conduct assessments according to students' needs and expectations. In learning Javanese, the teacher groups have determined students' needs according to the curriculum that has been designed. However, some suggest adjustments need to be made during online learning.

First, the use of technology-based learning platforms is inevitable. Therefore, inevitably some platforms will be widely used. According to Teacher 5, technology-based learning has now become a necessity. ICT literacy is a skill that students must have in this era of the industrial revolution 4.0. That

is in line with one of the 21st-century skills students must possess, namely mastering information and communication technology. In learning Javanese, the technology used is an e-learning platform; there are several variations of platforms such as Google Class, Edmodo, or e-learning initiated by schools personally, for example, Master web at SMKN 3 Malang. Several other social media platforms such as Facebook, Line, and YouTube can also be applied as an alternative. In essence, learning resources must be made easy to find and also provide practical solutions. However, students still have to have good learning independence to maximize the use of distance learning.   Second,   pre-material   is something that supports the learning process. Pre-materials can be in the form of videos or e-books that are selected the best and easily accessed by students. That is done to improve interactive online learning. In language learning, speaking skills are the main priority in communication. In addition, the process of emotional connection between students and teachers must always be maintained. One way is to use a video conferencing platform (Rice et al., 2019). As Teacher 3, through pre-material, students will better understand the topics that the Javanese language teacher has set, students become more stable because they can adjust their own study time, students are also expected to be able to produce videos to improve their skills. At least if they cannot do it, the teacher can make random video calls through the Whatsapp application to provoke their speaking skills at the beginning of learning. On the other hand, it will increase students' learning motivation. In addition, efforts to maximize the learning process in the online era can also be achieved.
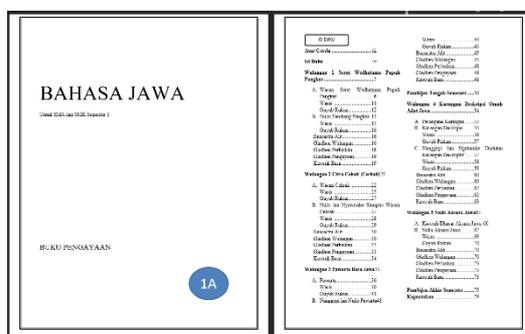

Figure 1 Enrichment E-Book as Pre-Material

Third, teachers are required to simplify the difficulty level of teaching. According to (Adipitoyo, 2006), teachers must know the needs and background of students. By knowing this, the teacher can configure the learning process, which simplifies the level of learning difficulties. Teacher 4 said that the material difficulty would affect interest in learning during the Javanese language learning process. Interesting teaching techniques are highly recommended. That is done to maximize student participation because student participation during distance learning is very low. Therefore, to maximize student participation, teachers are expected to simplify the material and prioritize meaningful learning.

Fourth, multiliteracy learning is expected to be carried out during this pandemic. Teacher 2 states that students must organize themselves to learn from sources that come from their immediate environment. That is still related to the independent learning skills that students must have. On the other hand, teachers must adapt and not require them to learn to use various unreachable sources. Instead, students have the right to learn from various sources, both technology-based and nature-based, around them. Multiliterate learning naturally comes from what they have. In addition, groups of students 1 to 3 stated that technical assistance would help learning and teaching. However, when all teachers do it, students will easily get dizzy. Task-dominated learning will be done automatically. Technology is just a tool; it cannot change the emotional relationship between teachers and students.

Fifth, designing learning towards project-based learning and supporting it with students' obligations to collect daily activity journals. The challenge of character building is also something that must be considered in the online learning process. Students can be invited to produce a particular project by emphasizing the value of the process, as did the teacher of SMKN 3 Malang, who then answered the challenge of forming student character by inviting students to produce *ludruk* films are short films that

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adapt the values of *ludruk* performances. That can minimize student boredom while strengthening their character. The application of daily activity reports as a support for film production activities also allows teachers to form good characters and teach certain competencies.

Figure 2 Inviting students to produce Short Films, can be an effort to achieve meaningful learning in the online era (source: Nawanatya)

Table 3
Example of guidelines for earning points in Produce Short Films as an effort to learn and build character

Addition of points	Point Deduction
Students work on assignments according to what they are responsible for	Students are negligent in doing the tasks they are responsible for
Students help friends in doin their assignments	Students hinder their friends to do their work
Students collect daily process journal on time	Students are late in submitting their daily reports
Students write their reports using good and appropriate Javanese	Students cheat in writing their reports such as plagiarizing their friends' property

In general, the solutions perceived and taken in the Javanese language learning process are related to teaching methods and strategies. At the same time, the use of technology is something that can not be avoided anymore. In addition, the solution is adjusted to the difficulties and circumstances of the Javanese language learner because some students are not from those who speak Javanese as their mother tongue. Finally, independent learning needs to be pursued to deal with the teaching and learning process during distance learning

CONCLUSIONS

As a local content that is now starting to be considered foreign by some students, the Javanese language experiences various problems in the learning process. Therefore, according to this study's objectives, researchers can identify several problems to formulate appropriate learning solutions and strategies further. Problems concluded in the form of semantic barriers, communication barriers between teachers and students during learning during the pandemic became additional problems. In addition, learning by using the platform, not by conducting face-to-face meetings, becomes an obstacle in learning Javanese. Especially for students who still need guidance because their level of understanding is still low. The low ability of students' learning independence is also an additional challenge where students must formulate learning objectives, study needs, and evaluate independently. In this case, it is necessary to have an external role, such as the involvement of parents in supervising the learning process.

On the other hand, the solution offered during distance learning is to continue to use technology-based platforms that can support the distance learning process by negotiating and making agreements with students. Furthermore, preparing initial materials that are easily accessible to students can increase students' motivation in learning Javanese. Simplifying the level of teaching difficulty is also another thing that should not be forgotten. This solution is taken to increase participation and reduce burden

while still guiding students to achieve meaningful learning. Multiliterate learning is also something that must be pursued. Teachers should try not to force students to learn through unreachable sources. Students have the right to determine learning resources and their abilities and capacities that do not burden themselves and their families. Adapting the gamification model, namely making learning as if playing a game, also needs to be considered because it can attract their attention.

Meanwhile, several strategies were adopted to strengthen student involvement in Javanese language learning that must prioritize the principles of compromise and negotiation. The first step is to ensure that students can access technology easily. Furthermore, parental involvement is expected to remain a priority, especially in attitude monitoring. That is a very important foundation in education. Furthermore, the teacher must also familiarize students with self-assessment and reflection as an effort towards independent learning. That can be key for students during distance learning.

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