



## HABITUATION OF JAVANESE KRAMA: EFFORTS TO BUILD GOOD MANNERS AT MADRASAH IBTIDAIYAH MABDAUL ULUM POGALAN TRENGGALEK

By

Miftakhul Wahid Fauzan<sup>1\*</sup>, Sumarsih<sup>2</sup>

STKIP Yastaqi Merauke, Indonesia



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### Abstract

*The condition of MI Mabdaul Ulum, where the use of the Javanese language has decreased. Female students have difficulty distinguishing the proper use of language in interactions with peers and teachers. Students tend to use Javanese without paying attention to the rules of upload-unggah, which reflects a lack of respect and manners towards older people. This study uses a qualitative approach with a case study method. Data collection techniques include observation, interviews, and documentation. The data analysis uses the miles and huberman theory. Research results: 1. Teachers' planning in shaping good manners through the habit of speaking Javanese language includes: a) the preparation of activities that support character formation, b) the development of activities that are in line with character values, c) the planning of lesson plans that include the purpose of character formation, d) the development of materials in line with character formation, e) the provision of supporting facilities. 2. The implementation of Javanese language habituation is carried out through: a) integration of Javanese language in subjects, b) application in daily activities, such as greeting and shaking hands with teachers, bowing when passing in front of teachers, and saying "nyuwun sewu", c) daily Javanese language habituation, d) cooperation between teachers and parents. 3. Evaluation of the formation of good manners character is carried out by observing students' speech and behavior while at school, which is then included in the attitude assessment.*

**Keywords :** Teacher Strategy, Polite Character, Javanese Krama

### Introduction

Humans, as social beings, need effective interaction, with language as the main means of communication. Language not only facilitates understanding, but also shapes character and social ethics.<sup>1</sup> For example, the Javanese language reflects cultural values that support social harmony.

Javanese serves as the mother tongue for the Javanese people and is used in daily interactions. The upload-unggah system in this language reflects the level of politeness in communication, in accordance with the norms of politeness of the community. Fitri Alfariy et al. Stating that, uploading reflects verbal behavior that shows respect in communication.<sup>2</sup>

The use of Javanese, especially the variety of krama, is fading among the younger generation, which has an impact on the decline in etiquette and ethics. Many children and adolescents prefer Indonesian which is considered easier. Therefore, it is important to instill the use of good Javanese language from an early age in order to preserve the language and maintain the characteristics of the virtuous Javanese people.

Ari Wijayanti's research shows that the fading of students' character in the use of Javanese is caused by the lack of Javanese language education from the family and the negative influence of the internet and gadgets, which reduces children's interaction with the surrounding environment.<sup>3</sup> Another opinion states that the decline in the use of Javanese language among students is due to limited speaking ability, which is

<sup>1</sup> Chris Barker and Emma A. Jane, *CULTURAL STUDIES: Theory and Practice*, 5 ed. (Canberra: SAGE, 2016), 322.

<sup>2</sup> Rosana Ambarwati et al., "Causes of the Shift in the Use of Javanese Language by Young People in Banyudono Village," *Titian: Journal of Humanities* 6, no. 1 (2022): 11, <https://doi.org/10.22437/titian.v6i1.16341>.

<sup>3</sup> Ari Wijayanti, "Strengthening Student Character Through the Use of Javanese Language Uploads," *Culture* 13, no. 1 (2019): 47, <https://doi.org/10.24832/jk.v13i1.232>.



triggered by minimal teaching time allocation and monotonous learning methods.<sup>4</sup>

Children's inability to master Javanese speaking skills is influenced by the surrounding environment. Therefore, the role of parents and teachers is very important in shaping the character of students' manners at school.

The learning process also contributes to the formation of students. Teachers' strategies in learning, methods and the use of other elements so that they can collaborate and achieve the goals to be achieved.<sup>5</sup> Teachers not only play a role in transferring knowledge, but also morals, manners and speech are also considered in order to be able to bring a positive impact on themselves and the environment.

The role of teachers is very big in the formation of the soul and body of students. Teachers must be able to be dedicated and responsible for the role they get, which will help in achieving educational goals.

MI Mabdaul Ulum is one of the educational institutions located in Pogalan District, Trenggalek Regency. The strategic location and integrating Islamic values is one of the attractions of this school. Researchers conducted initial research by paying attention to daily life, habits and also the existing environment. The results of the initial research can be drawn that teachers carry out learning in the classroom with enthusiasm, while when outside the classroom they become friends for their students who still maintain manners and manners. The teachers communicate using Javanese Krama to fellow teachers and students. This is to make an example and habit that is instilled from an early age. Not only that, when the researcher also made observations and communicated using Javanese Krama (Observation at MI Mabdaul Ulum Pogalan Trenggalek on March 20, 2021).

The researcher chose MI Mabdaul Ulum Pogalan Trenggalek as the location of the research because the teachers at the school have a strategy in shaping the good manners of students. One of the methods applied is the habituation of using Javanese language in daily communication. Thus, students are expected not only to have a strong character as part of Javanese society, but also to participate in preserving Javanese language culture through the use of good and correct language.

The purpose of this research is to outline teachers' planning to build good manners through habituation of Javanese Krama. To outline the implementation of teachers building good manners character through habituation of the Javanese Krama language. To describe the evaluation of teachers in building the character of manners through the habituation of the Javanese Krama language.

<sup>4</sup> Sri Utami and Dimas Singgih Sulisty Wardani, "Efforts to Educate Student Character through Javanese Language Learning," *Likhitaprajna Scientific journal* 22, no. 1 (2020): 41, <https://doi.org/10.37303/likhitaprajna.v22i1.176>.

<sup>5</sup> Syaiful Bahri Djamarah and Aswan Zain, *Teaching and Learning Strategies* (Jakarta: Rineka Cipta, 2012), 5.

## Materials and Methods

The researcher uses a qualitative research approach, namely describing and analyzing phenomena, activities, perceptions and thoughts individually or in groups that produce descriptive data through oral or written.<sup>6</sup> The type of researcher research is a case study, that is, there is a phenomenon that is studied in depth and only focuses on the phenomenon.<sup>7</sup> The researcher examines the phenomenon found in the research location.

The instrument of this research is the researcher, because it directly interprets the findings obtained at MI Mabdaul Ulum Pogalan Trenggalek. Meanwhile, the reason why the researcher has a research location at MI Mabdaul Ulum Pogalan Trenggalek is because of the following things: An easy-to-reach location, has facilities and infrastructure that support student learning, emphasizes the use of Javanese after Indonesian for school residents and is still the first to discuss research themes at MI Mabdaul Ulum Pogalan Trenggalek.

The data sources of this research come from primary data and secondary data. Primary data came from the head of the Madrasah, two teachers and two students. Meanwhile, secondary data is taken from documents, reports, archives and scientific journals that support the focus of the research. The research data collection technique comes from in-depth interviews. Participant observation, and documentation.

Data analysis techniques use the Miles and Huberman Model, namely data reduction, data presentation, conclusion drawing and verification.<sup>8</sup> Checking the validity of the data uses source and method triangulation. Time triangulation is not used by researchers considering the time limitations that researchers have.

## Results

### 2.1 Teachers' efforts in designing the formation of polite character through the habit of using the Javanese language at MI Mabdaul Ulum Pogalan Trenggalek.

#### 2.1.1 Recognize various activities that implement character education.

Teachers organize learning well if supported by madrasahs. One form of support from the madrasah is to design activities that are in line with the goals to be achieved. As an effort to implement character education, especially in terms of student politeness in the madrasah environment, educators need to design various activities that support the formation of this character. (Interview with the Principal, on March 23, 2022 at MI Mabdaul Ulum Pogalan Trenggalek)

<sup>6</sup> Zainul Arifin, *Educational Research: New Methods and Paradigms* (Bandung: Remaja Rosdakarya, 2012), 29.

<sup>7</sup> Nana Syaodih Sukmadinata, *Educational Research Methods* (Bandung: Remaja Rosdakarya, 2012), 99.

<sup>8</sup> Agus Zaenul Fitri and Nik Haryanti, *Research Methodology, Education: Quantitative, Qualitative Mixed Method and R&D* (Malang: Madani Media, 2020), 147.

The above is supported by the expression conveyed by the teacher's mother, namely The consistent action taken to instill the character of manners in students is by the teacher giving an example directly. The trick is that students are invited to communicate using Javanese krama, and are accustomed to practicing using the krama language in their daily lives when interacting with parents, teachers, or those who are older. (Interview with the teacher, on March 24, 2022, MI Mabdaul Ulum Pogalan Trenggalek)

Based on the results of observations on March 28, 2022, it was found that at MI Mabdaul Ulum Pogalan Trenggalek there are various activities that aim to implement character education to students. These activities are carried out every day in the school environment. Through this activity, it is hoped that students can develop good manners, both to teachers and to others, so that with this habituation, these values are internalized into part of the student's personal character

### **2.1.2 Processing teaching materials that reflect personality.**

The development of teaching materials that can reflect the character of students is provided through various stimuli, one of which is through textbooks. The Javanese language is closely related to the problem of manners, especially because the use of Javanese language in learning activities is decreasing. As a local content in schools, Javanese language learning aims to increase students' potential, so the madrasah organizes this development activity. This requires teaching materials that support the learning process and instill the values of good manners in students. (Interview with the teacher, on March 24, 2022, MI Mabdaul Ulum Pogalan Trenggalek)

The researcher conducted observations at the research location, namely at MI Mabdaul Ulum Pogalan Trenggalek, and found that in each class there was a Javanese language subject that was held once a week. In addition, learning resources are used in the form of student worksheets (LKS) which function as a guide for students and teachers in the learning process. This finding is supported by documentation on March 30, 2022, which shows that Javanese language teaching materials, in the form of LKS, are used as learning materials to instill character in students.

### **2.1.3 Prepare an activity plan with reference to character development**

MI Mabdaul Ulum Pogalan Trenggalek, various activities are held with the aim of developing the character of students, both in classroom and extracurricular activities. Planning in forming polite character, especially the use of Javanese krama, is carried out through a series of activities that are systematically designed. The purpose of this effort is to develop a good character of politeness, in accordance with the Javanese language customs applied at MI Mabdaul Ulum Pogalan Trenggalek. (Interview with the Principal, on March 23, 2022 at MI Mabdaul Ulum Pogalan Trenggalek)

As a result of the observations that have been made, a new understanding of daily activities in the madrasah has been

obtained. This activity includes the use of Javanese language in the madrasah environment every day, in addition to the use of Indonesian. Because the madrasah is located in an area that is still classified as a village, Javanese remains a commonly used language in everyday conversation. However, when students interact with teachers, they are required to use Javanese language in accordance with Javanese manners, although there are still many mistakes in its use. Sometimes students also use Javanese ngoko, which is actually more suitable for communicating with peers. (Observed on March 30, 2022)

### **2.1.4 Providing supporting facilities to support character development programs**

One of the madrasah's efforts in instilling student character is to provide facilities that support the implementation of the Javanese language habituation program. This is realized through the existence of teachers as role models, as well as through media such as running texts or posters scattered in the madrasah environment. Each classroom teacher designs a teaching method that is supported by a conducive classroom atmosphere and environment, so that students can easily practice Javanese krama. Posters installed on the walls of the madrasah also play an important role in making it easier for students to memorize and use Javanese language properly. (Interview with the teacher, on March 24, 2022, MI Mabdaul Ulum Pogalan Trenggalek)

The researcher also observed the situation at MI Riyadlotul Uqul and found that the school has provided various supporting facilities aimed at supporting the Javanese language habituation program in the school environment. These facilities are prepared by the school as part of the daily routine learning of students. (Observed on March 30, 2022)

### **2.1.5 Prepare a learning implementation plan related to the application of character education values**

Each learning process, the teacher certainly designs in advance the learning activities that will be applied in the classroom. Classroom teachers also prepare learning tools to achieve the expected goals, including preparing a Learning Implementation Plan (RPP). In addition to delivering subject matter, teachers also do not forget to instill the values of respect and manners, both in the classroom and outside the classroom. Thus, the learning plan that is prepared also focuses on shaping students' character. (Interview with the teacher, on March 24, 2022, MI Mabdaul Ulum Pogalan Trenggalek)

The researcher then made observations on the design of learning implementation in madrasahs, especially in Javanese subjects. In an effort to explore the program of building the character of polite students through the habit of speaking Javanese, the researcher reviewed the existing RPP documents. When designing lessons, teachers always list the goals they want to achieve, one of which is a change in student behavior after participating in learning. This is in line with the main goal of character building, which is to direct students towards better behavior changes. (Observed on March 30, 2022)

## 2.2 Implementation of teachers in the formation of polite character through the habit of using the Javanese language at MI Mabdaul Ulum Pogalan Trenggalek.

The application of teachers' strategies in shaping the character of manners through the habit of using the Javanese language is carried out every day, starting from Monday to Saturday, both in the classroom during learning and outside of class hours. In addition to Indonesian, students and teaching staff in the school environment also use Javanese as a second language in communicating.

This is based on the fact that we are in the land of Java, where people in general still use Javanese in their daily lives. The Javanese language also has a level or "unggah-ungguh basa" that is used according to the interlocutor, which reflects the level of politeness. Usually, in interacting with peers, Javanese ngoko is used, but with older people, we must use Javanese krama as a form of respect.

In the process of forming students' good manners through the habit of speaking Javanese krama, teachers integrate this into Javanese subjects. In addition to teaching subject matter, teachers also insert character education related to Javanese language uploads, because this learning is expected to shape students' personalities from an early age and become an inseparable part of them.

### 2.2.1 Alignment into Javanese subjects

Each teacher has his own method of delivering learning, in accordance with a plan that has been prepared beforehand. Javanese subjects, which are local content, are taught once a week by each class teacher. In learning Javanese, students are invited to get to know and learn Javanese culture, including the proper Javanese script writing procedures and uploading and ungguh in Javanese, which contain normative and ethical values in Javanese culture. (Interview with the teacher, on March 24, 2022, MI Mabdaul Ulum Pogalan Trenggalek)

The researcher also made observations during the Javanese language learning process, where teachers not only delivered material, but also emphasized character education of manners. For example, the teacher instructed students to sit politely without raising their feet to the chair, ask for permission to go to the bathroom in polite language, and use Javanese in explaining the material. The teacher also reminded students to respect each other and avoid quarrels with peers, in accordance with the gentle nature that is characteristic of Javanese society. (Observed on March 25, 2022)

### 2.2.2 Holistic integration into activities

Madrasah is responsible for developing and providing adequate facilities to ensure that the planned activities can run smoothly. With this support, students are expected to be more enthusiastic in participating in madrasah activities, which will ultimately help shape character, especially in terms of attitudes and behaviors. Activities that have become a habit for students will gradually form their character. In addition to emphasizing the knowledge and academic aspects, character learning in madrasahs can also be applied through daily activities that are carried out repeatedly, so that in the end it

becomes part of the student's habits. (Interview with the teacher, on March 24, 2022, MI Mabdaul Ulum Pogalan Trenggalek)

The results of observations at MI Mabdaul Ulum show that the documentation above is one of the real examples of the application of manners in madrasahs. The students bowed as they passed the teacher while saying "nuwun sewu." This reflects that the strategy applied by teachers in shaping the character of manners through the habit of speaking Javanese has gone well and received a positive response from the students. The impact of this application can be seen in the attitude of students who show polite speech, both to teachers and fellow friends. (Observed on March 25, 2022)

### 2.2.3 Integration into programmed activities

Teachers' strategies in getting used to the use of Javanese language have been implemented since the beginning of the establishment of this institution. This habituation program is part of the daily communication routine that takes place during the learning process. Since the recruitment stage, MI Mabdaul Ulum requires every teacher to master Javanese in order to be able to teach it to students and all madrasah residents. Through this habit, students naturally and without coercion become skilled in Javanese, and these abilities are applied not only in the school environment, but also in the community and family. (Interview with the teacher, on March 25, 2022, MI Mabdaul Ulum Pogalan Trenggalek)

The researcher also observed that in MI Mabdaul Ulum, Javanese has a role as a second language after Indonesian. Javanese is used every day by all madrasah residents, both students and teaching staff. Basically, the Javanese language is an identity inherent in Indonesian society, which is known for its smooth speech and polite and civilized behavior. Behaving politely and kindly reflects a peaceful attitude, such as the habit of greeting with greetings and shaking hands, which is often accompanied by communication using Javanese. (Observed on March 25, 2022)

### 2.2.4 Building communication and cooperation

In the formation of students' polite character, the implementation of Javanese language is a fundamental element in the learning communication process. The verbal interaction that takes place from the beginning to the end of learning at MI Mabdaul Ulum adopts a bilingual system, namely Indonesian and Javanese. The application of the two communication mediums aims to optimize the effectiveness of learning interactions, considering that both languages have become an integral part of students' daily lives. However, the intensification of the use of Javanese language in the madrasah environment still needs to be improved, considering that the majority of students tend to apply Javanese language in communicating with educators and more senior people.

The results of the researcher's observations underline the importance of follow-up at home for the continuation of Javanese language habituation that has started in madrasahs. Considering that students interact more in the family environment, there needs to be synergy between teachers and parents. Intensive coordination, both through digital media



and face-to-face meetings, can be the key to the success of this program. Thus, the formation of students' character is not only focused on the madrasah environment, but also integrated in daily life. (Observed on March 25, 2022)

### 2.3 Evaluation of teachers in the formation of polite character through the habit of use 16 Javanese ahasa at MI Mabdaul Ulum Pogalan Trenggalek.

The evaluation process in cultivating manners through the habituation of Javanese language in students has unique characteristics compared to the assessment during the learning process. Nonetheless, these two types of assessments are closely interrelated, where program evaluation focuses more on measuring changes in student attitudes as a result of the program that has been implemented. (Interview with the Principal, on March 23, 2022 at MI Mabdaul Ulum Pogalan Trenggalek)

This finding is strengthened by the documentation of regular teacher meetings at MI Mabdaul Ulum. The meeting aimed to discuss the implementation, evaluation, and constraints of the ongoing program. Open discussions between teachers are also a forum to share solutions to the challenges faced. The results of the researchers' observations at MI Mabdaul Ulum support this finding. The process of forming the character of manners through habituation involves teachers as role models who provide direct examples to students. Teachers also conduct daily assessments of students' speech and behavior to measure their level of mastery of the values of manners. This attitude assessment is in line with the academic assessment carried out by subject teachers. (Observed on March 25, 2022)

## Discussion

### Teachers' efforts in designing the formation of polite character through the habit of using the Javanese language at MI Mabdaul Ulum Pogalan Trenggalek

The concept of planning, or in English often called *planning*, refers to a series of systematic steps designed to achieve specific goals. Simply put, planning is a roadmap that guides us towards the desired outcome.<sup>9</sup> The initial stage in planning is the determination of clear goals. Whether it's a short-term or long-term goal, organizations need to firmly formulate what they want to achieve. After that, the next step is to choose the most effective strategies and resources to achieve those goals.

Based on the findings of the research on the formation of good manners character through the habituation of Javanese language at MI Mabdaul Ulum, it can be concluded that the planning carried out in this activity includes several aspects, including:

- 1) Various activities have been designed to shape the character of students in the madrasah environment. Starting from the morning, when students enter the gate, they are greeted with a warm greeting from the picket teacher as a form of initial respect.

<sup>9</sup> Anik Lestarinigrum, *Early Childhood Learning Planning*, Nganjuk (Adjie Media Nusantara, 2017), 13.

- 2) Javanese language learning, as a local content subject, has a dual role. In addition to improving language skills, this lesson also serves to shape students' good manners through an understanding of Javanese manners and ethics.
- 3) The upload-unghuh material in Javanese language learning aims to bridge theory with practice, so that students can apply Javanese knowledge in daily life.
- 4) Each teacher has a unique approach in familiarizing students with the Javanese language of krama. However, in general, teachers agree to provide direct examples in daily communication, both inside and outside the classroom. This is expected to foster good Javanese language habits, especially in interacting with teachers.
- 5) The madrasah environment is equipped with various supporting facilities, such as Javanese posters and ethics, to facilitate informal learning for students. Thus, students not only learn Javanese in the classroom, but can also practice it in daily life naturally.
- 6) In preparing the Learning Implementation Plan (RPP), teachers not only design learning activities, but also determine competency achievement indicators that include aspects of knowledge, skills, and attitudes. The students' assessment also includes aspects of Javanese language skills, manners, and manners.

Based on the theory put forward by Mukhammad Abdullah in his book, *Contemporary Education Management: Construction of Culture-Based Approaches and Local Wisdom*, it is stated that the steps in planning the formation of good manners character through habituation of the use of the Javanese language involve several aspects, including: Organizing activities that are able to realize character education. Compile learning materials that are relevant to the character. Provide supporting facilities. Designing lesson plans related to the application of character building values.<sup>10</sup>

The formation of good manners character through the habituation of the Javanese language supports the theory of Ro'un Andarwati about the development of learning materials that are in accordance with the desired character. This process involves the introduction of new vocabulary in Javanese, which is then practiced in daily communication at school, so that students are able to use Javanese correctly and politely.<sup>11</sup>

This study also strengthens the findings of previous research, which shows that the introduction of Javanese language in daily life is greatly influenced by the conditions of the school

<sup>10</sup> Mukhammad Abdullah, *Contemporary Education Management: The Construction of a Culturally Based Approach and Local Wisdom* (Bandung: Cendekia Press, 2020), 119–21.

<sup>11</sup> Ro'un Andarwati, *"Teachers' Strategies in Improving Manners Through Habituation of Javanese Language in MI Plus Madania Kras Kediri"* (IAIN Tulungagung, 2021), 77.

environment. Therefore, schools must fully support activities that aim to shape the character of students.<sup>12</sup>

In addition, the results of this study also support Faiz Fahrudin's research in his work which states that the factor that affects the change in the character of student manners is the teacher's efforts in instilling these character values through habituation that continues to be carried out from the time students enter school until they finish.<sup>13</sup>

#### **Implementation of teachers in the formation of polite character through the habit of using the Javanese language at MI Mabdaul Ulum Pogalan Trenggalek**

Based on the results of research conducted at MI Mabdaul Ulum, it was found that the application by teachers in forming the character of manners through Javanese language habits is as follows:

- 1) The habit of using the Javanese language is applied every day from Monday to Saturday. The implementation is that every activity carried out by students and teachers, both inside and outside the classroom, uses Javanese krama. Although Indonesian is still used as a daily language, Javanese is still inserted considering the madrasah environment located in the countryside, where Javanese culture is still very strong.
- 2) In the formation of good manners through the habituation of Javanese, teachers apply strategies by integrating the language into Javanese subjects. The material in this subject includes the rules of language use (upload-unggah) that are taught to students so that they can be applied in daily life.
- 3) The role of teachers in the process of forming good manners is very significant as an example for students. When communicating with students, teachers use Javanese krama, although traditionally the use of krama is more prevalent between students and teachers, not the other way around. However, this is an example imitated by students, where they feel reluctant if they do not return communication with the teacher using appropriate language.
- 4) One of the teachers' strategies in shaping students' manners through the habit of speaking Javanese is to prepare teachers who are proficient in Javanese and have good ethics in speaking and behaving.
- 5) The implementation of the value of manners can be seen in students' daily lives, for example, when they enter the school gate, they greet and shake hands with the teacher. Before entering class, students take off their shoes and put them on the shelf. During the

lesson, they used polite language, both Indonesian and Javanese, in interacting with the teacher.

- 6) In the MI Mabdaul Ulum environment, teachers are also used to communicating using Javanese krama, and they coordinate with students' parents to apply this habit at home.

If detailed further, the implementation of the formation of good manners character through the habituation of the Javanese language includes four main aspects: integration in subjects, integration in programmatic activities, application in all activities, as well as communication and cooperation. This is in line with the theory explained in Mukhammad Abdullah's book, where in character formation, teachers carry out several stages, namely: a. Integration into subjects, where character values related to the attitudes of individuals, families, schools, and society are integrated in every subject discussion. b. Implementation in all activities of the institution, which is designed in accordance with the plan set by the institution for students. c. Integration in programmatic activities, which are activities that have been arranged by the school to ensure that students can internalize and apply character values in their daily lives. d. Communication and cooperation, which serves to strengthen character building efforts.<sup>14</sup>

Learning with this habituation method helps students master Javanese krama more easily, because they practice it directly in daily life. As expressed by Suyadi, the biological aspects of the brain respond to art and music, which are also applied in the context of early childhood learning through memory and memory stimulation.<sup>15</sup>

This study supports the findings that there is a program to habituate the use of Javanese language every day, starting from Monday to Saturday, which is also applied in the learning process, where students and teachers are used to communicating using Javanese language. The provisions in its use include the use of Javanese krama when talking to older people, as well as the habit of manners such as saying greetings and bowing your head when passing older people.<sup>16</sup>

The teacher's strategy in instilling manners through Javanese language habits at MI Mabdaul Ulum strengthens Faiz Fahrudin's research, which shows that schools integrate several activities to form and maintain students' manners, such as shaking hands with teachers before entering class and giving directions on manners before starting lessons.

This finding is also in line with the results of research by Muhammad Sufyan Ats-Tsauri and Muqowim who stated that

<sup>12</sup> Rosmawati Rosmawati, Nur Ahyani, and Missriani Missriani, "The Influence of Teacher Discipline and Professionalism on Teacher Performance," *Journal of Education Research* 1, no. 3 (3 November 2020): 67, <https://doi.org/10.37985/jer.v1i3.22>.

<sup>13</sup> Faiz Fahrudin, "Cultivating Character of Manners at SDN Ngabeyan 03 Kartasura" (University of Muhammadiyah Surakarta, 2020), 28.

<sup>14</sup> Abdullah, *Contemporary Education Management: The Construction of a Culturally Based Approach and Local Wisdom*, 122–26.

<sup>15</sup> Suyadi, *Early Childhood Learning Theory in the Study of Neuroscience* (Bandung: Remaja Rosdakarya, 2012), 188.

<sup>16</sup> Lisa Retnasari and Sumaryati Sumaryati, "Community-Based Integrity Character Education Strategies in Basic Education Units," *EDUCATIONAL: JOURNAL OF EDUCATIONAL SCIENCES* 4, no. 1 (24 November 2021): 77, <https://doi.org/10.31004/edukatif.v4i1.1739>.

character formation in students through Javanese language learning can be done by providing an understanding of character, accustoming students to perform character behaviors, creating an interactive learning process, and adding activities that emphasize the application of character values.<sup>17</sup>

#### **Teachers' evaluation in the formation of polite character through the habit of use 18Javanese ahasa at MI Mabdaul Ulum Pogalan Trenggalek**

The results of the research at MI Mabdaul Ulum, the evaluation carried out by teachers in forming the character of manners through the habituation of Javanese language involves several steps as follows:

- 1) The evaluation of the formation of good manners character is carried out by observing students' speech and behavior continuously and continuously, in order to monitor the development of students' character and see the changes that occur.
- 2) Teachers take notes during the learning process in the classroom using assessment instruments consisting of scores or grades which are then included in the assessment of learning outcomes. This assessment usually includes student attitudes, both during learning and in activities outside of class hours.
- 3) The data collected by the teacher is then analyzed and evaluated. This evaluation is usually given to students in the form of an end-of-semester report, which includes an assessment of their attitudes.
- 4) Based on the results of the evaluation, teachers determine whether students need further guidance in terms of behavior, and whether follow-up actions need to be taken for students who have reached a certain assessment.

From the results of the study, it can be concluded that the evaluation of teachers in shaping the character of manners through the habituation of Javanese language is carried out through observation of the language and daily behavior of students. This is in line with the theory that evaluation functions to ensure that the implementation of activities is in accordance with the predetermined plan. Assessment involves aspects of character values that are formulated in the context of school, family, and society.<sup>18</sup>

According to Mulyasa, there are three stages in character assessment: first, the assessment of programs focused on character education; second, assessment of the process, which aims to assess the quality of the student character formation process, as well as the collection of data on students' personal understanding; and third, assessment of results, which aims to measure the changes in character that have been formed.

<sup>17</sup> Muhammad Sufyan Ats-Tsauri and Muqowim, "Teachers' Strategies in Instilling Character Through Javanese Language Learning at MI Wahid Hasyim Depok Sleman Yogyakarta," *Madraah Ibtidaiyah Education Journal* 3, no. 1 (2021): 25–30.

<sup>18</sup> Mulyasa, *Character Education Management*, ed. by Bumi Aksara (Jakarta, 2016), 198.

This study also continues the findings of Ro'un Andarwati, who stated that although teachers' strategies in improving manners through Javanese habituation have been implemented, the evaluation aspect in the formation of good manners character through this method has not been fully listed.<sup>19</sup>

## **Conclusion**

Teachers' planning in shaping the character of manners through the habit of speaking Javanese language at MI MI Mabdaul Ulum is carried out through several steps: 1) the implementation of activities that support character building, such as students shaking hands with picket teachers every time they enter the school gate; 2) Javanese language learning that focuses on uploading or ethics in Javanese; 3) teachers prepare themselves as role models for students, both in the use of language and in their daily behavior; 4) the existence of facility support in the form of posters installed on the walls of the madrasah as a reminder for students to be able to practice it; and 5) the preparation of lesson plans (Learning Implementation Plan) by teachers so that the goal of character formation can be achieved effectively.

The implementation of the formation of good manners character through the habit of speaking Javanese language at MI MI Mabdaul Ulum is carried out by familiarizing students with Javanese language every day, from Monday to Saturday. During learning activities in the classroom, teachers also instill character in students by integrating the subject matter studied. In addition, teachers are committed to using Javanese language both among fellow teachers and when interacting with students. Beyond that, teachers also work closely with parents to ensure that manners towards older people are also applied in the family environment.

Evaluation of the formation of good manners character through the habituation of Javanese language at MI MI Mabdaul Ulum is carried out by assessing students' attitudes, both during learning in the classroom and outside the classroom, by observing the behavior and language used. After collecting the observation results, the teacher analyzes and evaluates students who need additional guidance and develops follow-up steps for those who have shown positive progress.

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<sup>19</sup> Andarwati, "Teachers' Strategies in Improving Manners Through Habituation of Javanese Language in MI Plus Madania Kras Kediri," 77.

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