
Javanese language learning assistance through digital media for teachers and students**Susi Darihastining^{1*}, Jimat Susilo², Rahmad Hidayat³, Heny Sulistyowati¹, Siti Maisaroh¹, Chalimah¹, Ahmad Faris⁴**¹Universitas PGRI Jombang, Indonesia²Universitas Swadaya Gunung Jati Cirebon, Indonesia³Sekolah Tinggi Pariwisata Ambar, Indonesia⁴MTs Darussalam Ngesong Jombang, Jombang*Corresponding Author; Email: s.nanink@gmail.com

ABSTRACT

In the millennial era, our students are already infatuated with digital. Javanese language which is included in the local content of Junior High Schools, students are presented with local languages which have shifted a lot in usage. Students rarely use Javanese which is difficult in the form of pronunciation. The problems are (1) students in reading, writing, and speaking Javanese do not understand and find it difficult to apply aspects of pronunciation and phonetics in their use. (2) the lack of interest of millennial students in preserving regional languages. (3) based on observations, today's students are lacking, mastering Javanese is called "ora njawani". And (4) the lack of teaching materials to attract students' interest, especially in the current trend, through digital. Teachers can use digital media Student Pocket Book Products which contain content from the creativity of students and teachers. In addition, students are used to using digital features. The solution to the problem of Servants is to train and assist teachers and students using digital-based learning methods and media and maintain culture. The Jombang dictionary digital book product is used as a blended learning medium media. This book is equipped with a barcode that contains infographic content or Javanese Jombang YouTube content that can trigger student motivation in applying Javanese. So that students can use digital dictionaries independently and innovatively. This method can help students and teachers learn Javanese pronunciation.

Keywords: digital media, student pocketbook, *bahasa Jombang*, teaching materials, language variations, pronunciation

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INTRODUCTION

Various factors influent Junior High School students' motivation psychologically for teenagers who reach the first puberty. Moreover, in the millennial era nowadays, we are easy to get information source through the internet. However, it can influent the students negatively if they are not directed to the proper use of digital technology. Therefore, the teacher's task is to give the right understanding to the students who know digital technology.

In learning Javanese as the local content in Junior High Schools, the students are served with the native language or the local language that has shifted in use. The students seldom use Javanese which is difficult in its pronunciation. The problems are (1) the students do not understand when they read, write, and speak in Javanese. They are difficult to apply the aspect of pronunciation and phonetics, (2) based on the result of observation, the millennial students have less interest in preserving the local language, (3) lack a sense of belonging to Javanese or their local language or it is called "fake Javanese", and (4) lack of interesting teaching materials that can attract students' interest in trending now, namely digital media while they have to be given understanding about the importance of local cultural wisdom values as Indonesian cultural heritage (Pangesti & Wiranto, 2018; Rohimah, 2018).

The teaching materials can be meant as organizing material or topics based on fully and systematically organized good learning principles used by teachers and students in learning (Magdalena et al., 2020). The learning material is arranged systematically to ease the students' learning. Besides, the learning material should be unique and special. Learning is the process of communication among students, teachers, and teaching materials (Sistadewi, 2021). The teaching materials are part of the learning media. Learning media is a set of tools or devices used by teachers or educators to communicate with students (Yasinta et al., 2016) therefore the teaching materials and learning media are needed by students (Sujinah et al., 2019) and also it can be used to develop media for reading assessment well and effectively. In developing the teaching materials, it must consider the aspect of content, design, and technology that will be used (Hardiansyah, Rusmono, & Winarsih, 2018; Susilo, et al., 2022).

Based on this consideration, the teachers can use the students' pocket book that contains the product of students' and teachers' creativity. Besides, the students are accustomed to using the pocketbook, features, and digital media to interact with the features to help solve the problems faced by the students and teachers. The available textbook or dictionary is used in short time reading, only if they get homework to do because they spend much time on their handphones. The learning implementation with a *blended learning* base is offered to help them in the digital era.

Based on the background, it needs to prepare accompaniment of learning Javanese in the aspect of pronunciation with media of Jombangan Digital Dictionary for Junior High School at SMP Negeri 2 Jombang. (Yuliana & Firmansah, 2017) has used learning with *Blended Learning* based on social media. The result shows that the learning implementation proves the positive responses from the students. It makes statistics interesting and it can improve the students' learning activities. In academics, the students' learning results have been improved; another result is that the problem-solving process uses a scientific approach (Kamdi, 2007). The development of learning media done by (Darihastining et al., 2019) applies the teaching material called E-PUB responsive local culture teaching material, packed in the form of an E-PUB digital book, a feature that can help to answer the problem in the millennial era. The students can enjoy the learning media presented lively and they can access directly the learning media in E-PUB on their handphones (Darihastining, 2020).

The Junior High School of SMP Negeri 2 Jombang is on Bupati Raa Soeroadiningrat Street No. 10 Jombatan Jombang, East Java. SMP Negeri 2 Jombang is a school in the middle of the city of Jombang. It is in front of the town square of Jombang. The school has an accreditation rating score of A, with a total number of about 959 students. There are 411 male students and 548 female students. Based on age, there is 1 student who is 13 years old, there are 758 students whose ages are between 13 to 15 years old, and there are 200 students who are 15 years old. The number of teachers is 60 people and the number of Javanese is 3 people.

The educational curriculum held at SMP 2 Jombang is the 2013 curriculum for the eighth and ninth-grade students while the seventh-grade students use Independent Curriculum. Besides holding educational activities in academic and non-academic activities well. Non-academic activities have become the characteristic and the superiority of educational institutions. The students are also active in students' organizations, namely OSIS with academic and non-academic activities. There are many achievements reached in academic and non-academic competitions.

The learning process in Junior High School the students' perspective as teenagers that reach the first puberty have many factors that influent the learning motivation. Moreover, in the millennial era, we are easy to get information in cyberspace or the internet. However, it can influent negatively to students if they are not directed to use digital too because whether they are willing or not, they have been accustomed to using handphones. In learning Javanese as local content in Junior High School, the students are given the native language or local language that has shifted their use. The students seldom use Javanese which is difficult in its pronunciation. The problems are: Students do not understand and find it difficult to read and write by using Javanese in the aspect of pronunciation and phonetics in its use; less interest in millennial students to conserve their local language; based on observation, students nowadays are less likely to master Javanese or their local language called "*ora jawani*" or fake Javanese; the less attractive teaching material that can attract students' interest, mainly for the trending media now that is digital media.

Based on the consideration, the teacher can use the media of handphone or WhatsApp in the learning process by using digital tools. Besides, the students are accustomed to using it, through WhatsApp, the students can interact through features to help solve the problems faced by students and

teachers. The available textbook or the dictionary is read in a short time if they do the homework only because they spend much time using their handphones. The learning implementation with blended learning is offered to help in this digital era. However, of all the obstacles, the biggest obstacle is the lack of motivation to follow the learning process. The biggest cause is the learning media which can't raise the students' motivation in the learning process well. Teachers must motivate the students more to get the spirit of learning Javanese. The background of teachers' age and their understanding of technology advances are different, making learning Javanese develop differently. Based on it, it needs the effort of accompaniment teachers and students in the learning process and implement digital literacy for students at SMP Negeri 2 Jombang with more innovative learning in the digital media. The program of community service is focused on the teachers and students at SMP Negeri 2 Jombang. The program aims to add knowledge and teachers' innovation in having pleasant learning and digital literacy.

There are digital media that are developing nowadays, such as digital posters. It is an image shown with pictures that show information, warning, and appetizing (Musfiqon, 2012). Appreciating and being proud of Indonesian literary works is a cultural heritage and Indonesian intellectual humans (Muslimin, 2014). The characteristics of the poster, are: (1) using ideas and thoughts through facts, (2) stimulating people to get the ideas of the poster, (3) brave, direct, dynamic, and surprising, (4) less illustration, interesting, and understandable, (5) short text, clear, and meaningful, (6) the illustration and writing are balance, (7) the set of visual symbol, word, and picture must bring certain ideas, (8) it is read in a short time, (9) the adjustment of color and picture is contrast with the basic color and (10) simple but it has attractiveness and the use maximally (Zaman, 2013). Learning is an interaction among students with the environment so the behavior change happens to be better. Many factors influent the interaction process, both internal factors that happen in individuals themselves and external factors that come from the environment. The main duty of educators is to make the environment support the students' behavioral change (Yektyastuti & Ikhsan, 2016)

The urgencies developed in using digital media of jombangan dictionary, are: (1) there is the claim of digital need, (2) learning quality improvement of Javanese Jombangan, (3) introduction of local wisdom of Javanese Jombangan to students, (4) flexibility of learning access, and (5) answer the global challenge in the digital era. Therefore, it needs digital media to learn Javanese Jombangan with recent technology-based to give a learning experience that is more interactive and deeper (Zaenuri & Yuniawan, 2018; Mehdipur & Zerehkafi, 2013; Setyaningsih, et al., 2016).

METHOD

Based on the observation result of the researcher as a volunteer on February 15, 2023, the formula of ideas in the learning process through the accompaniment of learning Javanese in the aspect of pronunciation with digital media of Jombangan dictionary at Junior High School at SMP Negeri 2 Jombang. The method and the approach used is Classroom Action Research (Kemmis & Taggart., 1988) in learning as a solution offered in the Javanese learning process through the socialization of the Javanese Jombangan dictionary to students and teachers at SMP Negeri 2 Jombang with qualitative design in Classroom Action Research. The urgencies developed in using digital media of jombangan dictionary, are: (1) there is the claim of digital need, (2) learning quality improvement of Javanese Jombangan, (3) introduction of local wisdom of Javanese Jombangan to students, (4) flexibility of learning access, and (5) answer the global challenge in the digital era. Therefore, it needs digital media to learn Javanese Jombangan with recent technology-based to give a learning experience that is more interactive and deeper (Zaenuri & Yuniawan, 2018; Mehdipur & Zerehkafi, 2013; Setyaningsih, et al., 2016). The characteristics of Classroom Action Research are namely: the problem in the learning process, it needs a solution, the developing context before and after the action research in the process, and the product of learning improvement (Susilo, 2008). An effort is made to ease the process of learning Javanese for teachers in teaching students and the students can have various dialects of Javanese Jombangan and they can learn the aspect of pronunciation with the digital media. The solutions are (1) accuracy and choosing digital innovation of Javanese Jombangan dictionary, including the digital pocketbook with the content to attract students' interest and making a YouTube channel to make viral content; (2) stages in the process of learning implementation, including analysis of need survey in learning Javanese, especially for Javanese Jombangan, identifying and classifying the source of the Javanese Jombangan dictionary, identifying the use of students' daily vocabularies, and creating YouTube content as part of the interview; (3) sustainable prospect, comprising the students' Javanese

digital pocketbook that becomes a compulsory book in the preservation of Javanese Jombang because of its interesting and flexible character, guiding book in learning design of using the digital pocket book of Javanese Jombang; the YouTube content to add knowledge of the book content; YouTube of Javanese Jombang that can become a productive content with an introduction to Javanese in 5 minutes or reel content.

The evaluation results of the questionnaire given by teachers and students are analyzed by calculating the number of scores from the questionnaire data using the following formula.

$$PS = \frac{ST}{SM} \times 100\%$$

Information:

PS = Score Percentage

ST = Total Score generated

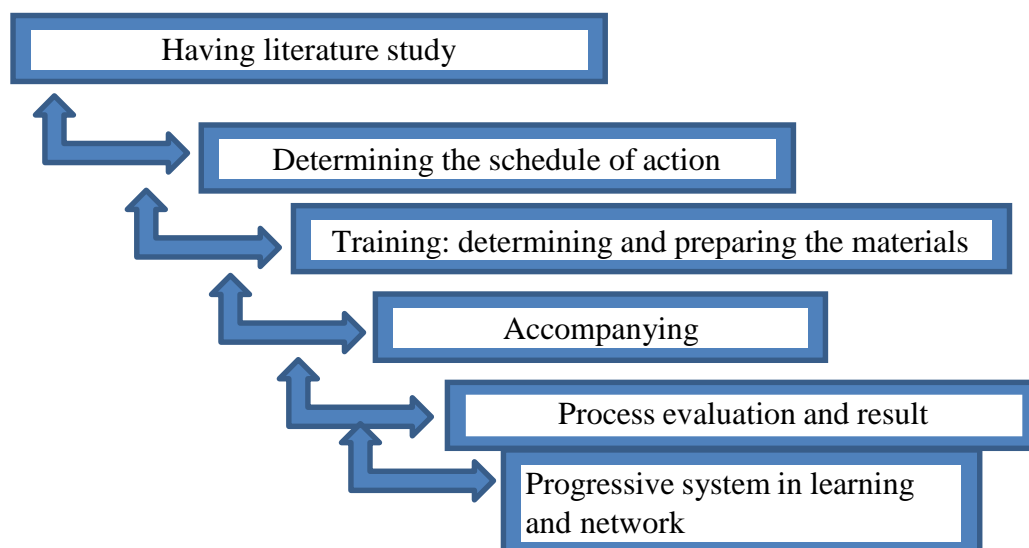
SM = Maximum Score that should be obtained

Sugiono (2008)

RESULTS AND DISCUSSION

Results

Before the activities are done, there are some aspects to be prepared, such as conducting a literature study about the learning media and digital literacy in appropriate learning Javanese, choosing learning media to learn Javanese through the digital dictionary, choosing the appropriate learning model, including digital innovation in learning model with cultural wisdom based, choosing the learning material to be used in trying out learning Javanese, and preparing lesson plans related to the digital device. The stages include: (1) Determining the schedule and the time allocation of the community service, (2) Training: determining and preparing the materials served in community service. The material is about the use of learning media with a digital dictionary which produces product contents from the students' creativity and local wisdom, (3) Accompanying: (a) making a group to create creative and innovative content, and producing students' digital books (b) implementing the form of right pronunciation based on the standard Javanese dictionary and students can add language treasury or variance of Javanese Jombang with teachers, (4) Evaluation, and (5) Progressive system in learning with digital Jombang dictionary and expand the networks of schools and Javanese Teachers Organization called MGMP.



Picture 1. Stages of Community Service

Based on the stages of community service held at SMP Negeri 2 Jombang. The volunteers in community service are lecturers in the Indonesian department who teach media development and learning models with two assistants of lecturers who are experts in Javanese and teach Javanese.

Therefore, the volunteers can try to accompany the learning process do a progressive evaluation of school networks, and collaborate to socialize digital innovation in learning Javanese.



Picture 2. Jombang Dictionary with the Writer Mr. Dian Sukarno (Document 2023)

Based on the target and program aims of the accompaniment, the activities are *plan*, *action*, *observation*, and *reflection*. The volunteers collaborate with teachers and students interactively. In the Plan stage, community service plans to collaborate with the teachers, students, and the teachers' group called MGMP for Javanese teachers in Jombang. The pre-test and final tests are made based on speaking material tests or pronunciation tests. Preparation of digital media in learning and digital media of students' pocket book and Jombang dictionary. The Action and Observation stage comprises discussion related to the teaching material, digital media of students' book and supporting Jombang book, the introduction of media to students and Javanese teachers. Doing the pre-test to know the scheme of knowledge and students' experience on media and Javanese pronunciation. Giving examples and using videos on YouTube or private content is done. Doing the final test to know the effective digital media and student; books to help in pronouncing Javanese is also done. In Reflection, the end of the activity is seen from the evaluation of the activity set. Evaluation is done on process and product or competence. There is a criticizing process for teachers and students on the strengths and weaknesses of learning activities. Reflection is the most important part of classroom action research, namely understanding the process and result in the form of change of the action done by students and to be understood by teachers as part of suggestion in evaluation (Sukayati, 2011).

Discussion

Learning media can help students do learning projects (Sumarmi et al., 2021). The role of learning media is very large to support teaching and learning activities in the classroom. Digital literacy skills must be possessed by students (Audrin & Audrin, 2022; Frau-Meigs, 2022; Silva-Quiroz & Morales-Morgado, 2022; Tinmaz et al., 2022). One of the digital capabilities that can support learning is video content (Howell & Brossard, 2021). The activities done in the accompanying program started with planning, coordinating with the headmaster of SMP Negeri 2 Jombang, and discussion with Javanese teachers and a Javanese teacher organization called Javanese MGMP. The module is needed to know and understand the teacher's teaching design and ease students in learning. Creating videos is a collaboration between teachers and students. In making the content, it can stimulate students to learn pronunciation. Implementing the learning process and accompanying teachers and students is done.

Teachers succeeded in stimulating students in the process of creating content skills through digital videos. In addition, teachers also apply the Learning Planning Design (RPP) that has been made to be used by researchers in learning to help students who are weak in speaking. The application of pronunciation content later in Javanese has been compiled in lesson plans made by teachers in increasing student creativity, and attention to the nation's culture through student pocketbooks and digital-based RPP design.

RPP that has been made by the teacher can be used as a guide for teachers in the implementation of learning with the help of digital video content. This lesson plan is also a reference for teachers in evaluating learning both in cycle one and cycle two. With RPP, teachers and students get a form of

reference to generate innovation and creativity in creating content later. On the media offered, teachers can see and further observe what students are doing.

The teaching materials can be meant as material or organized topic based on full and systematic good learning principles used by teachers and students in learning written in lesson plan (RPP) prepared by teachers before and discussed with the peer as like in the research (Magdalena et al, 2020). The teaching materials are arranged systematically and in order based on students' cognition by using Bloom theory, namely started from the easy thing to the difficult one to develop their understanding. This eases students' learning. Besides, the learning material is unique and special.

Learning is communicative process between students, teachers, and learning material (Sistadewi, 2021). The learning material is part of learning media. Learning media is a set of tool used by teachers or educators to communicate with the students (Yasinta et al., 2016). The learning material and media are related in use in learning process so that the learning materials and media are related with the students' character and the phenomena influence of present environment.

After compiling the lesson plan, teachers can prepare teaching materials as well as teaching media for students. It has been offered to students, namely Media Dictionary Njombangan. Teaching materials can be interpreted as organized materials or topics based entirely and systematically on good learning principles that teachers and students use in learning (Magdalena et al., 2020). Learning materials are arranged systematically, which is arranged sequentially to facilitate learning for students. In addition, the teaching materials are also unique and special. Learning is a communication process between students, educators, and teaching materials (Sistadewi, 2021). This teaching material is part of the learning media. Learning media is a set of tools or complements used by teachers or educators to communicate with students or students (Yasinta et al., 2016) so that teaching materials and media are needed that are appropriate for current student needs.

The results of reflection also show weaknesses and advantages of student achievement during learning. Reflection is carried out in the first cycle as well as in the second cycle for improvement in aspects that are lacking or weak both during the process and at the time of learning outcomes. In this learning, students are required to understand online-based media and *YouTube* about the culture that developed millennia ago. In addition, students are also trained to communicate what they have found. The findings then shared the information with other friends. Students learn through online or digital-based *YouTube* and original student content that has been inputted into *YouTube*.

Students are stimulated by digitally interesting content. Learners are asked to create student content and pocketbooks with their *YouTube* app after being given modeling examples by the teacher. Students work by creating interesting content. After completion, students will report their work to the teacher for further storage and collection. Teachers can summarize lesson plans or learning designs in student interest. Student content and books will be presented alternately and used as discussion material in learning activities at the next meeting. The results of the evaluation of the student learning process seem to be students feel enthusiastic in working on creative and innovative content creation, students seem to be able to apply digital media. Junior high school teachers should be willing to collaborate.

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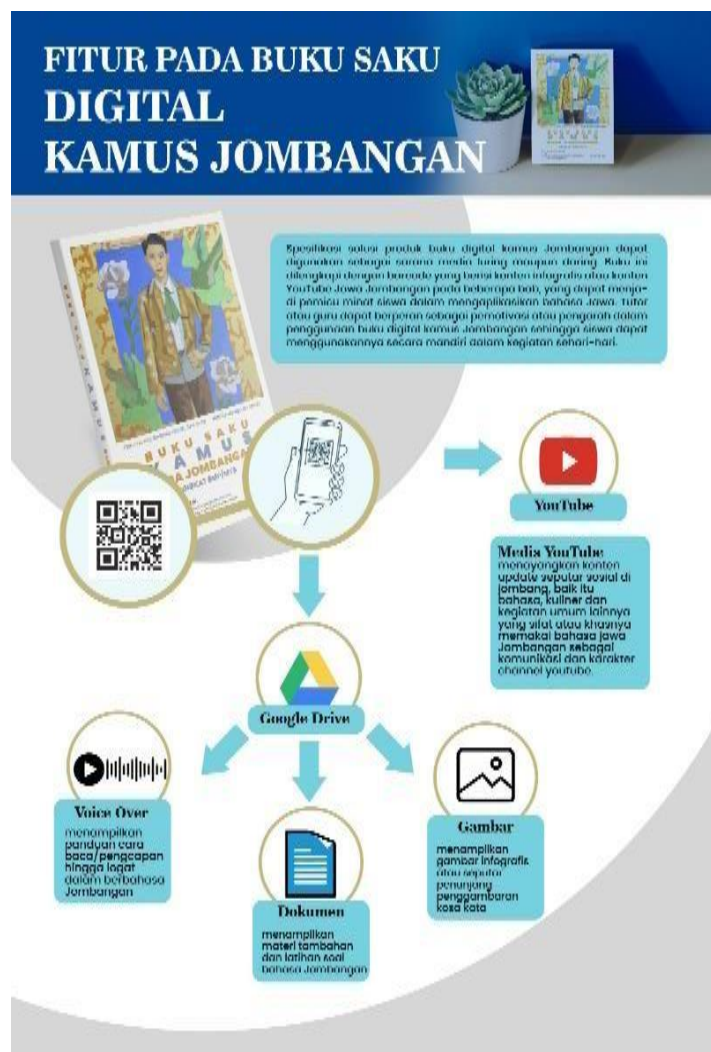
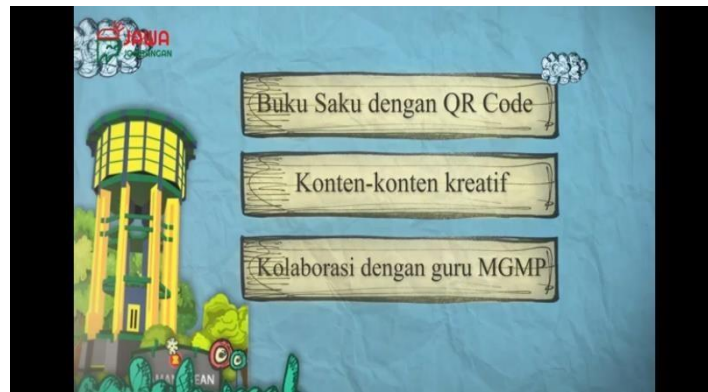
Classroom Action Research are namely: the problem in the learning process, it needs a solution, the developing context before and after the action research in the process, and the product of learning improvement (Susilo, 2008).

There are digital media that are developing nowadays, such as digital posters. It is an image shown with pictures that show information, warning, and appetizing (Musfiqon, 2012). Appreciating and being proud of Indonesian literary works is a cultural heritage and Indonesian intellectual humans (Muslimin, 2014). The characteristics of the poster, are: (1) using ideas and thoughts through facts, (2) stimulating people to get the ideas of the poster, (3) brave, direct, dynamic, and surprising, (4) less illustration, interesting, and understandable, (5) short text, clear, and meaningful, (6) the illustration and writing are balance, (7) the set of visual symbol, word, and picture must bring certain ideas, (8) it is read in a short time, (9) the adjustment of color and picture is contrast with the basic color and (10) simple but it has attractiveness and the use maximally (Zaman, 2013). Learning is an interaction among students with the environment so the behavior change happens to be better. Many factors influent the interaction process, both internal factors that happen in individuals themselves and external factors that come from the environment. The main duty of educators is to make the environment support the students' behavioral change (Yektyastuti & Ikhsan, 2016). In learning Javanese as the local content in Junior High Schools, the students are served with the native language or the local language that has shifted in use. The students seldom use Javanese which is difficult in its pronunciation. The problems are (1) the students do not understand when they read, write, and speak in Javanese. They are difficult to apply the aspect of pronunciation and phonetics, (2) based on the result of observation, the millennial students have less interest in preserving the local language, (3) lack a sense of belonging to Javanese or their local language or it is called "fake Javanese", and (4) lack of interesting teaching materials that can attract students' interest in trending now, namely digital media while they have to be given understanding about the importance of local cultural wisdom values as Indonesian cultural heritage (Pangesti & Wiranto, 2018; Rohimah, 2018).

The model of the pocketbook produced by students collaborates with the Javanese teachers. The teacher is a facilitator in making the video content and they are more ready to fix the experience of knowledge and the students become more creative with the contents of students' pocketbooks. It is seen from the result of students' pocketbook collaboration with the teachers. The YouTube link with the student's book can be seen at <https://www.youtube.com/watch?v=n2wdnVPYoto>, (team documentation, 2023) and the content link of the chairman of Javanese teacher organization of MGMP can be seen in link <https://youtube.com/shorts/Zkl3pZ1E5tQ?feature=share> (team documentation, 2023).

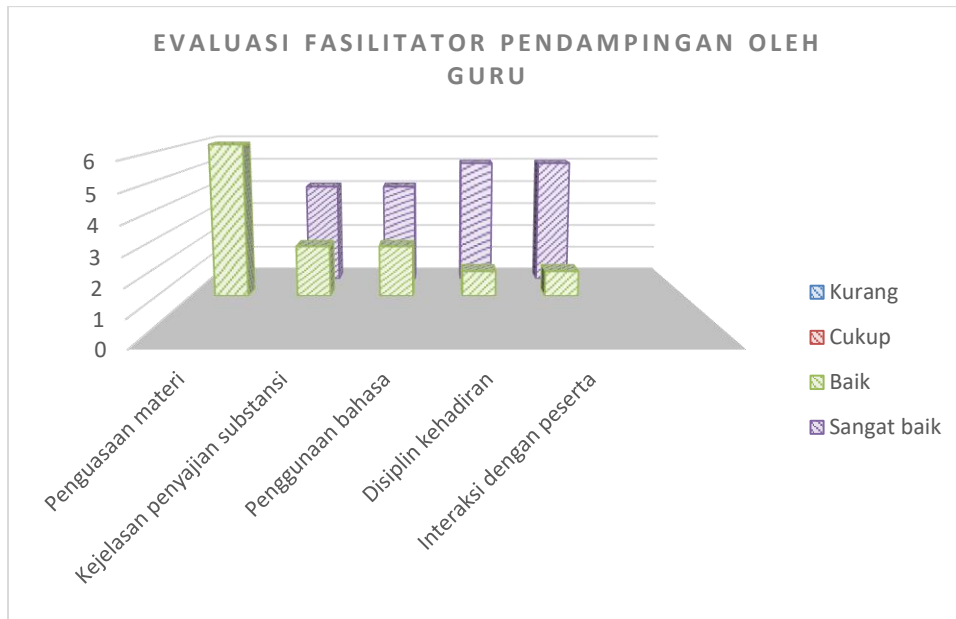
The experience of the volunteers in applying the teaching material E-PUB can be input in video context or book and teaching material in digital form (Darihastining, 2020). The result helps the government and tries to develop and use technology. Therefore, learning media E-Pub is oriented with digital media that can make students active and make the tutor less dominant in the teaching and learning process. (Qomariyah, 2017) states that "concrete experiment helps to learn directly at conceptual level".





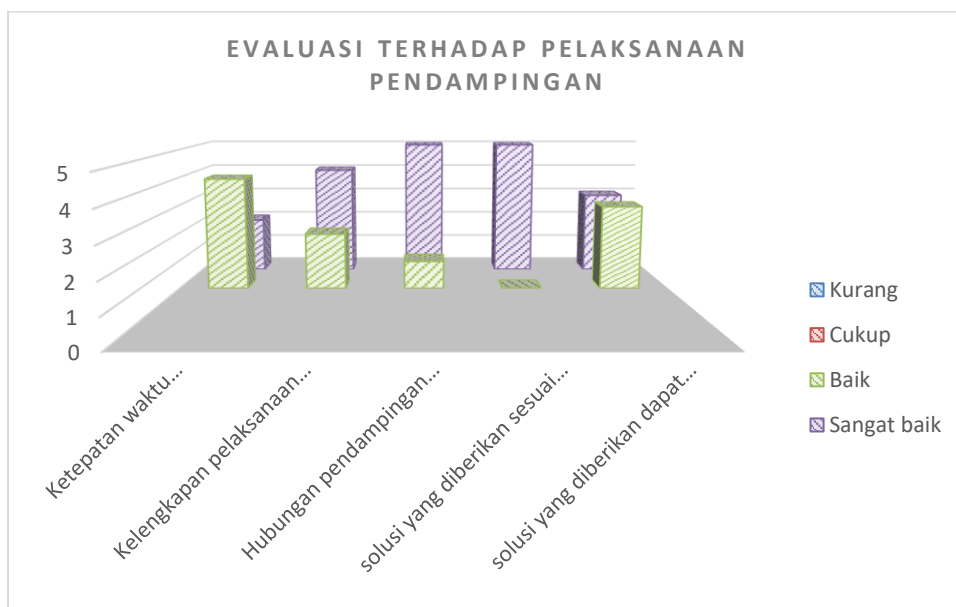
Picture 3. The students' pocketbook is a product of an accompaniment program with creative and cultural content with pronunciation and verbal infographic form. It is planned to get intellectual property rights to promote the socialization of digital dictionary and as a monumental creature (documentation of volunteers, 2023).

The activity of assistance and learning has been done through the teachers' questionnaire and it is known that the achievement level of learning target as follow.



Picture 4. The Evaluation Result of Facilitator Assistance by Teachers

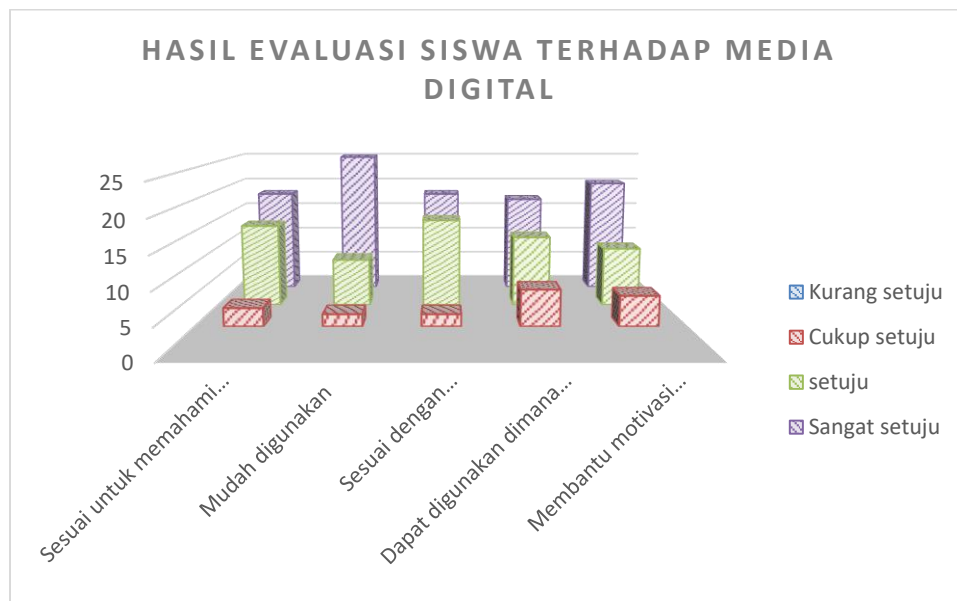
Based on the diagram of evaluation result of facilitator assistance shows that 100% of the participants in mentoring assistance has given very good value in the indicator of material mastery. Then from 6 language teachers or 2 teachers or 33,3% have given good value in clarity of mentoring, the other 4 teachers or 66,7% have given very good value. For the language mastery indicator, 33,3% has given good value on clarity of mentoring, 4 teachers or 66,7% have given very good value. While the discipline indicator based on attendance and interaction with the students, 16,7% of teachers has given good value and the rest of it or 83,3% has given very good value. Then, the evaluation is done in mentoring assistance written in the picture below.



Picture 5. The Result of Evaluation in the Mentoring Activity

Based on the result of evaluation in mentoring activity shows that 66,7% of the teachers gives very good value. In the completeness of mentoring activity, there is 33,3% gives very good value and the rest gives very good value. The relation of material and the learning problem is valued in good value as much as 16,7% and the rest gives very good value. 100% of the participants gives good value in the way of giving solution and 50% of them gives good value in solution indicator which is easy to be

followed. The evaluation is also done for the use of digital media of dictionary of cultural Jombangan in learning by giving questionnaires to 35 students. Here is the result of the evaluation.



Picture 6. The Result of Students' Evaluation in Digital Media

Based on the diagram above, the students give positive value in digital media used in learning process. It is proved that 56% of the students strongly agree with the indicator given in evaluation in the form of questionnaire in the use of digital media.

CONCLUSION

The accompaniment of learning Javanese with digital media of students' books and Javanese Jombangan books supports the aspect of pronunciation when the students practice it. The Jombangan dictionary is used to choose the words in Javanese and takes the local wisdom. Javanese Jombangan is closer and the local students can maintain to keep the conservation. After introducing Javanese, it is hoped to socialize Javanese in general with a broader scope, in national and international settings. Javanese is socialized to be closer to students in a daily informal context.

The media and teaching material are used to help teachers and students in the learning process in online and offline learning or blended learning. Through this learning process, the students are more interactive, communicative, and creative in learning Javanese so it makes them become the millennial generation with culture.

Learning media can play an active role in achieving learning competencies. Digital media can adapt to the learning process both macro and micro. Students who are subjected to the learning process feel proud that they are designated as digital and YouTube-based. Students can be able to master aspects of the Javanese language and in the development of the times, students are required to master foreign languages and preserve regional languages and Indonesian culture. This is by the tri-gate or government program through tasks carried out by language agencies and language centers located in several regions both in East Java, Central Java, and West Java even outside Java. This is an effort for language bodies in the scope of satisfaction that have priority scales and strategies to revive the preservation of regional languages that need to be maintained intact by the Indonesian people.

As teachers and lecturers, it is mandatory to contribute to maintaining the preservation of regional languages and regional cultures with seven elements of Indonesian culture. Indonesian people should not be inferior to foreigners or foreign tourists. They flocked to Indonesia to learn culture and Indonesian. Then is our generation and the Indonesian people reluctant to apply a special regional language, Javanese in Java, and their respective regional languages in their regions. For this reason, we must carry the interests of the country and become state politics in the future. Indonesia is well known by foreign countries to have a variety of regional tribes and languages and regional cultures that are very interesting and amaze foreigners to learn culture and Indonesian. Their experience of research and

learning is practiced in their country and developed into their professionals in their country. They also appreciate the culture of other countries. Why do we let our guard down and don't even heed its preservation? And we feel happy when foreigners study in our country. But without a core culture, we learned, transferred applied in neighboring countries, and over time claimed to be the culture of their products. Our cultural tools become a medium of learning for foreign countries that have been brought from our country. For that, we must be aware and able to care for and maintain the culture and language of our region.

The younger generation of our students can certainly contribute to developing culture in the millennial context, namely by utilizing local culture and media that can also be made into teaching materials. Teachers raise local wisdom to make students more sensitive to Javanese culture. And can try and capitalize now. By elevating the culture of the Javanese people. That way millennial students can participate in preserving Indonesian culture, maintaining Indonesian culture, and at the same time being able to introduce it to the world nationally and internationally.

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