



## The Influence of Javanese Language Usage in The Sociodrama Method of Increasing Politeness Behavior of Children Ages 5-6 Years

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### Abstract

Politeness is the norm that regulates how to behave and behave in daily life so that people can be valued and liked. Playing socio-drama can be one of the activities that are fun for children and can be used as a means to develop children's polite behavior using Javanese *Krama* at the same time. Javanese *Krama* Language is a language with a vocabulary that is used to communicate with parents as a sign of polite and reluctance to the older person. The formulation of the problem in this study is whether there is an increase in the children's politeness with the use of Javanese *Krama* in the socio-drama method. The purpose of this study is to explain the improvement in the children's politeness with the use of *Krama* Javanese in the socio-drama method. This research is a quantitative approach with an experimental method by one group pretest-posttest design. The sample in this study is kindergarten student BA Aisyiyah Kandangwangi. The data collection method uses a Likert scale. The sampling technique used is a non-probability sampling technique with a type of purposive sampling. The result of this study indicates that the conducted hypothesis test through a significant 2-tailed test is 0.00. The hypothesis is accepted if the significance value  $< \alpha$ , with  $\alpha = 0.05$ . In the calculation of this study obtained a significance value  $< \alpha$ , that is  $0.00 < 0.05$  so  $H_a$  is accepted. So, it can be concluded that there is an improvement in the children's politeness with the use of Javanese *Krama* in the application of socio-drama method.

### How to Cite

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## INTRODUCTION

This article discusses the effect of using the Javanese *Krama* language in the socio-drama method on increasing politeness in children aged 5-6 years. Politeness is good attitudes or actions according to the values and norms that apply in a society that they can be valued in an environment. Wakhidah (2014) explained that education is the most effective tool for shaping its human identity. Through education, it is expected to produce the quality of human beings who have the subtlety of mind and soul, have the brilliance of thinking, and dexterity. The Ministry of National Education (2004) explains that the best and most effective cultivation of politeness is done as early as possible because the soul that has contained moral values will develop along with other values that will be used as values in daily behavior.

The existence of the use of Javanese language today is increasingly fading. More and more days, there are fewer Javanese people who use the Javanese language in their daily life or is used in a wider scope as the language of knowledge. These results are supported by observations made by Yulianti, et al. (2018) that is indicating that there is a strong tendency that Javanese people have begun to abandon the use of Javanese language in everyday conversation. This has an impact on the world of educational institutions.

The use of manners in educational institutions can certainly describe the value of politeness of students towards people who communicate with students. Most parents complain that their children cannot use good manners. This is in line with the results of observations conducted by Yulianti, et al (2018) in Banyumas, where there are problems related to the ability of children to speak in appropriate regional languages, especially when children speak with older people who should wear *krama inggil* but children tend to use *ngoko*.

Children's politeness behavior is important moral learning to develop. Formation of child behavior is to teach a variety of positive behaviors, to develop children's awareness gained through experience, examples and social interaction (Zulminiati, 2012). Cultivating the values of manners is done by teaching good things, in this case, the parent states instilling moral values, namely teaching manners to other people and parents, should not only give advice or orders but also real examples (Nuryani, 2015).

Developing children's manners can be done by teaching words and good behavior, which is one of them using Javanese *Krama*. Ja-

vanese *Krama* Language is a language with *krama* vocabulary used to communicate with older people or unknown people. This language signifies politeness and reluctance towards the other person (Sumarlam, 2012).

The Javanese *Krama* language is not only for developing manners but also for preserving Javanese culture for the sake of preserving the Javanese *Krama* language. Javanese *Krama* Language is a language of language that implies noble character and has its own peculiarities, such as in its use has its own characters (Javanese letter), dialects from each different region, and there are manners. Therefore, language has good language ethics to use and reflects the characteristics of Indonesian cultural customs as an eastern nation. According to Kusumandari (2013) good manners will be more meaningful if done since early childhood. Javanese *Krama* is the Javanese language level that needs to be introduced early to avoid the defeat of eroding culture by walking in the era of globalization.

Children will speak according to what children see and children hear. Children will receive and implement politeness better if the figure seen by the child is a good figure (Aristowati, 2014). Language is articulation or words that are used to convey certain intentions (Azizah, 2013). Language intelligence is not only able to write and read literally something that we are often proud of in kindergarten children but also related to the ability to digest what is absorbed and pour out what is thought. Children with this intelligence are usually happy to tell stories and rich in vocabulary (Umaroh, 2013).

Socio-drama method is one of the methods to develop children's manners. It is because this method requires students to be active. Socio-drama is a drama which is one form of art that has a part and activity to be played by the cast. By using socio-drama method, the children will be impressed with a strong and long-lasting memory in students. This method awakens the spirit of students and fosters a sense of togetherness and high social solidarity. Students can experience events that take place easily and can take what is good with an appreciation by themselves. According to Djamarah (2000), socio-drama is a method of teaching by showing students about problems that provide opportunities for students to carry out activities that play a certain role in people's lives. To improve the children's politeness in speaking, the socio-drama that will be made is using Javanese *Krama*. It is because in Javanese *Krama* there is politeness that can be taught for children. According to Adrianindita (2015), the method makes

children not feel bored children and be more enthusiastic in playing drama. By this method, the children will understand about the environment and can be a reference for children to behave.

BA Aisyiyah is a school located in Kandangwangi Village, Wanadadi District, Banjarnegara Regency. BA Aisyiyah shows that most of its students use the Indonesian language in their daily communication. The Indonesian language is not only used in communicating with peers, but also with teachers and parents. This is followed by the behavior of students who are less polite. For example, children are not used to saying the word for help but with a whimper when the child is having difficulty doing something. When asking for help, the child is still shouting at his teacher. Children do not say hello just stay quiet when going to school and meeting with the teacher. This impolite behavior can interfere with the learning process of children, considering that children are still in the imitation stage so that the manners are not good to be imitated by other children who can make habits that are not good for the next life.

Most of the kindergartens in the village today, the teaching and learning process, as well as the teacher and the children at rest, are communicating in Indonesian. However, in BA Aisyiyah Kandangwangi has been taught the Javanese language *Krama* as a form to develop children's manners. But the teacher still had difficulty in applying Javanese as a communication language, because overall Indonesian remained the dominant language. This makes the children behave badly towards the teacher, denied the parents, and less polite. Children still need to be habituated to pronounce the Javanese language and understand what the word is, so that the child understands and can do with his attitude or action with the meaning of the word. These habits are very important for children so that children always remember them. With habituation, the child will also be more polite.

This socio-drama method is very appropriate when applied to children from an early age using Javanese *Krama*. It is because in Javanese *Krama* there are elements of manner that can train children's politeness. The purpose of this study is to explain whether there is an increase in the behavior of children's manners with the use of the Javanese *Krama* language in the socio-drama method. The advantage in this study is that using the socio-drama method in Javanese *Krama* can attract children's attention and interest and foster the behavior of children's manners.

## METHOD

This section provides about methodological aspects of studies that include material used in studies, subjects, data collection, and data analysis. The research design uses Pre-Experimental Design because there are still external variables that influence the formation of the dependent variable. Validity test is done by using product moment correlation formula. To find out the level of validity of the instrument carried out by the respondent's trial. Then, it is calculated by the product moment correlation formula. If  $r_{xy} > r_{tabel}$  with a significance level of 5%, the measuring instrument is said to be valid. In this study, the pretest is conducted with 30 students and the posttest is also conducted with 30 students. The approach method is One Group Pretest-Posttest Design. In this study, two tests are carried out, that is before and after the experiment. The pattern of this design is as follows:

**Table 1.** One Group Pretest-Posttest Experiment Design

Group	Pretest	Treatment	Posttest
Experimental	$0_1$	X	$0_2$

Information:

$0_1$  pretest before treatment

$0_2$  posttest after treatment

X : treatment for experimental group which is the use of Javanese *Krama* language in socio-drama method

The independent variable in this study is the use of Javanese *Krama* in the socio-drama method, while the dependent variable is the manners of children aged 5-6 years. The sample in this study is taken using a purposive sampling technique by selecting 30 children in kindergarten B in BA Aisyiyah Kandangwangi. The instrument in this study is using the Likert scale. The use of the Likert scale is made in the form of a checklist. The aspects and indicators used to improve the behavior of child politeness through the use of the Javanese *Krama* language in the socio-drama method refer to the source of the book that supports the aspects that can be used as a guide in conducting research. As shown in the Table 2.

## RESULTS AND DISCUSSION

The research on the influence of the use of Javanese *Krama* language in the socio-drama method on increasing politeness behavior of children aged 5-6 years in BA Aisyiyah Kandangwangi,

**Table 2.** Politeness Attitude

	Aspects	Indicators
Politeness Value for Early Childhood (Directorate General of Early Childhood Education, (2012)) Adiarti (2012)	Children are accustomed to saying polite words/sentences	Accustomed to saying the words sorry, please, thank you, excuse me. Able to say a good word or sentence
	Children are used to behaving politely	Children are able to show a good attitude
	Appreciating the work of others	Accustomed to giving praise
	Accustomed to greetings	Able to say hello
	Patiently waiting for the turn to speak	Children do not cut off other people's talk Listening to other people talk
	Respect for others	Appreciating the opinions of others Be friendly
	Children pray in an orderly manner	Children are able to pray in an orderly manner
	Knowing how to dress and look	Children are able to dress and look politely
	Attitudes and eating manners	Children know the procedures or eating habits

**Table 3.** Research Scale of Politeness Attitude Score

Statement Items	Pretest Score	Posttest Score
Children want to apologize if they do not intentionally do bad things either to the teacher or friends	54	84
Children want to say "please" when they experience difficulties or need help	47	82
Children want to say "thank you" when they receive something	69	93
Children want to say "excuse me" when passing in front of a teacher or friend.	67	88
Children say words with a good attitude	47	78
Children are not rude	55	82
Children do not say bad words	67	87
The child does not speak arrogantly	70	87
Children do not lie	55	78
The child speak softly and politely	54	83
Children give and receive things always with the right hand	43	73
Shaking hands with the right hand	42	74
Children throw garbage in its place	43	73
The children ask for permission before borrowing his friends' property	53	84
Children give praise to the work of their friends	58	82
Children do not mock their friends' work	58	85
Children applaud the success of his friend	60	80
Children congratulate on the success of their friend	58	81
Children are able to say greetings kindly	50	80
Children are able to answer greetings kindly	48	78
Anak mengucapkan salam ketika masuk dan pulang sekolah	45	75
Children say hello when they visit a friend's house	43	72
Children do not cut off the conversation when the teacher is explaining	45	79
Children do not scream when interacting with the teacher	44	74

Statement Items	Pretest Score	Posttest Score
Children do not speak alone when a friend is asking	48	79
Children can wait their turn to speak	57	90
Children listen to the teacher when learning begins	43	75
Children listen when a friend is asking	50	78
Children listen to friends who are telling stories	47	78
Children want to listen when being given advice	62	93
Children respect the opinions of others.	65	91
Children want to be given opinions from their friends	46	73
Children can give opinions in good and polite language	48	78
Children are able to help their friends when experiencing difficulties	50	79
Children are friendly with their friends	49	82
Children invite friends to play together	47	79
Answering other people's questions well and kindly	47	82
Smile or greet when meeting a teacher or friend	51	84
Children can pray softly and solemnly	58	91
Children pray before and after learning	48	83
Children pray in a good manner and sit neatly.	50	81
Children can maintain neatness and cleanliness of clothing	47	77
Children can dress well and politely	52	86
Children dress according to their uniforms	43	78
Children can maintain neatness in clothing and appearance	55	87
Children eat using their right hand	47	82
Children do not run or walk while eating	47	84
Children pray before and after eating	46	79

Banjarnegara Regency is held from August to September 2018. The pretest is conducted with the aim of knowing the behavior of children aged 5-6 years before the treatment is given. Then the treatment of the Javanese Krama language usage in the socio-drama method is given for 12 times. The posttest is carried out with the intention of knowing the level of courtesy of children aged 5-6 years after being given treatment. The results to be discussed in this study are about the use of Javanese Krama in the socio-drama method to improve the politeness of children aged 5-6 years in BA Aisyiyah Kandangwangi with statistical calculations performed with SPSS 16.0 software with analysis of Paired Sample t-Test. The result between the pretest and posttest in this study is of children's politeness is improving. It means that there are differences between the pretest and posttest score after being given treatment. Children experience an improvement in manners in each indicator given by the researcher. The following are the scores that are obtained in this

study (Table 3).

After the treatment is carried out and obtained pretest and posttest data, then the data are analyzed. The analysis uses the Paired Sample t-Test by using the SPSS 16 analysis program. Based on the results of hypothesis testing with the Paired Sample t-Test, it shows differences between the results of the pretest and posttest before and after treatment. This is evidenced by the increase in the behavior score of the children politeness before and after being treated with the use of the Javanese Krama language in the socio-drama method.

**Table 4.** Hypothesis Testing

Pair 1	t	df	Sig (2-tailed)
Pretest-Posttest	-34.852	29	.000

From the Table 4 shows that  $-t$  count = -34,852, while  $-t$  table can be seen from the statistical table with degrees of freedom (df) = 29

obtain  $-t$  table = -2.0452. From the results of the analysis, it can be concluded that the  $-t$  count  $> -t$  table is  $-34.852 > -2.0452$  and the sig value (2-tailed)  $0.000 < 0.05$  which means that  $H_0$  is rejected and  $H_a$  is accepted. So, there is a difference between the pretest and posttest values in the experimental group. It can be concluded that the obtained average score shows improvement of the behavior of children's politeness by using Javanese *Krama* in the socio-drama method which has an average pretest value of 82.6333 while the posttest average value is 130.0333. This shows that the average score of children's politeness behavior improvement by using Javanese *Krama* in the socio-drama method in posttest average score is higher than the average value of the pretest which has not been treated at that time. While, the graph shows the improvement of the behavior of the children's politeness by the pretest and posttest score increase.

The test result of the behavior of children politeness improvement by using Javanese *Krama* in the socio-drama method is the difference of the posttest value by the percentage is 67.73% while the pretest value is 43.04%, the increase can be calculated as follows:

$$\begin{aligned} & \% \text{ posttest} - \% \text{ pretest} \\ & = 67,73\% - 43,04\% \\ & = 24,69\% \end{aligned}$$

Based on the calculations that have been done, the results explain that the increase in courtesy behavior of children with the use of the Javanese *Krama* language in the socio-drama method is 24.69%. In fact, increasing the manners of most children is still by giving advice without any action or habituations that will help the child to imitate a good attitude in the habituation or can use interesting methods. One method that can be used is the socio-drama method with the Javanese *Krama* language. In accordance with the opinion of Romlah (2001) with socio-drama activities, children participate actively in preparing everything to play socio-drama, so that children live the values that are being studied.

The use of the Javanese *Krama* language can also increase the behavior of children's manners. In line with the opinion of Sumarlam, (2012) that the language of manners is a language with morphemes and vocabulary words used to communicate with older people or have a higher social status. This language signifies politeness and signifies a speaker's bashful of the other person.

Learning using the socio-drama method can affect the behavior of children because children can appreciate and understand the values

taught like manners. This is in line with Permadiani (2015) that the socio-drama method is suitable to be applied in improving the behavior of child manners, because with the socio-drama method it will be able to portray or play a direct role in social relations with the aim of understanding and understanding manners behavior. Through socio-drama, students pay more attention to the lesson because they appreciate themselves, foster courage to argue in front of the class, and train students to analyze problems and draw conclusions in a short time.

From the results of the study, it can be explained that the use of the Javanese *Krama* language in the socio-drama method is effective in improving the behavior of children's politeness. One way to improve children's politeness is by methods that can make children play an active role by being directly involved in learning, making children easier to understand and easy to remember. The purpose of this study is to prove the use of the *Krama* Javanese language in the socio-drama method of increasing the behavior of children politeness.

## CONCLUSION

Based on the results of research and discussion, it can be concluded that politeness behavior improves after being treated with learning activities using the *Krama* Javanese language using the socio-drama method. This is evidenced by the increase in the children politeness behavior average score through learning using the socio-drama method with the *Krama* Javanese language which is from 82.6333 to 130.0333, resulting in an increase in scores of 47.4000. This means that the average score of the children's politeness behavior after being given a learning activity using the socio-drama method using the *Krama* Javanese language increased higher than before being given learning activities using the socio-drama method. The results of the difference test or hypothesis test also show that the Sig value is  $0.00 < 0.05$  and the value of  $t$  count  $< -t$  table ( $-34.852 < -2.045$ ). This means that there is a significant influence from the socio-drama method using the Javanese *Krama* language in improving the behavior of child manners in BA Aisyiyah Kandangwangi.

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