

IMPLEMENTATION OF JAVANESE SPEECH AS A FORM OF STRENGTHENING LOCAL WISDOM FOR MIDDLE SCHOOL TEACHERS IN NGARGOYOSO DISTRICT, KARANGANYAR REGENCY

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ABSTRACT

Javanese speech is a way of someone with special skills in Javanese literature and language who is able to bring events in Javanese society, such as weddings (temanten), death (kesripahan), meetings (pepangghian), banquets (pasamuan), recitation (pengaosan), stage, and so on. Partner problems experienced, namely (1) there are still Javanese language teachers who have not mastered Javanese speech techniques according to the correct rules; (2) Junior high school Javanese language teachers in Ngargoyoso District have not all mastered Javanese language and literature in Javanese speeches; (3) Not all middle school Javanese language teachers in Ngargoyoso District know and understand paramasastra (phonology, morphology, semantics, syntax), discourse, and Javanese pragmatics; (4) Not all middle school Javanese language teachers in Ngargoyoso Subdistrict master Hamicara (Public Speaking); (5) Not all middle school Javanese language teachers in Ngargoyoso Subdistrict have confidence in giving Javanese speeches. The implementation method used is by using the practice/practice method, listening and e-learning where the activity planning is expected to answer Javanese speech skills for junior high school teachers in Ngargoyoso District, Karanganyar Regency, Central Java. Plans for implementing program activities include (1) making video tutorials on examples of Javanese speeches as e-learning materials; (2) Conducting courses/training in Javanese speech by presenting experts; (3) Provide assistance in training in Javanese speech until proficient; and (4) To evaluate gradually. The planned outputs are (1) Publication of service in journals with ISSN or proceedings of seminars with ISBN; (2) Publication of service activities in print or online mass media; and (3) Publication of service in the form of activity videos.

Keywords: Javanese speech, local wisdom, middle school, Ngargoyoso, Karanganyar.

A. INTRODUCTION

Ngargoyoso is a sub-district in Karanganyar Regency, Central Java. Ngargoyoso consists of 7 sub-districts or villages, namely: Berjo, Puntukrejo, Kemuning, Hamlet Gemawang, Segorogunung, Girimulyo, Ngargoyoso. Ngargoyoso District is bordered in the west by Karangpandan District, in the south by Tawangmangu District, in the east by Magetan Regency (Gunung Lawu), in the north by Jenawi District. Most of the Ngargoyoso Subdistrict is located on the western slope of Mount Lawu which has cold air. In Ngargoyoso District there are tourist attractions, including Suku Temple, Jumog waterfall, Parang Ijo waterfall, "Bon Wolu" tea garden, which supplies tea to the Kemuning tea factory. In accordance with the Karanganyar Regency Regulation Number 2 of 2017 concerning Amendments to Regional Regulation Number 18 of 2013 concerning the Implementation of Education, it is stated that learning local content in education units is adjusted to regional needs.

Local content is an educational program in the form of subjects. The implementation is that local content must be arranged in a systematic, logical and planned manner which consists of various components that support and influence each other. The preparation of local content subjects through certain stages, local content contains local material or learning materials.

In general, education in Central Java, especially regional language education, teaches Javanese Language Education (Javanese standard dialect Surakarta-Yogyakarta) for all districts / cities in Central Java Province from Elementary School (SD) to High School (SMA) level).

B. RESEARCH METHODOLOGY

The implementation method used is by using the practice/practice method, listening and e-learning where activity planning is expected to answer Javanese speech skills for junior high school teachers in Ngargoyoso District, Karanganyar Regency, Central Java (Ratna, 2011, Sakhiyya & Martin, 2020). Plans for implementing program activities include:

- 1) Making video tutorials about examples of Javanese speeches as e-learning materials;
- 2) Conducting courses/training in Javanese speech by presenting experts;
- 3) Provide assistance in training in Javanese speech until proficient
- 4) Conduct a gradual evaluation.

To implement solutions to the problems that have been offered, a strategy for the stages of the service program must be carried out. The following is an explanation of the stages of the activities carried out:

1. Preparation

- a. Survey: At this stage the team conducts field surveys to partner locations, sees partners' conditions, shares and discusses problems being faced by partners related to local content learning
- b. Coordination and administration: At this stage the team coordinates and makes an activity plan regarding the PKM that will be carried out.

2. Core Activities

a. Pambiwara Training.

In this activity, the training participants are Mulok teachers in the Ngargoyoso Middle Education/MGMP environment who will be invited to attend the Pambiwara Training. The participants are invited to practice how to make a speech in Javanese

- b. Pambiwara training was conducted face-to-face and participants were asked to practice independently at home. Partner Participation in PKM Activities
- c. Mitra Guru Mulok in the Secondary Education/MGMP Ngargoyoso environment actively participates in following the entire series of PKM activity plans.
- b. Partners provide property when needed in Pambiwara training
- c. Partners provide a place to practice
- d. Participants taking part in the Pambiwara implementation activities looked enthusiastic and fun.

3. Evaluation and Mentoring

The evaluation is carried out by monitoring how to discuss directly with partners, monitoring independent exercises and the appearance of their presentations.

The program compiled by the RG Javanologi PKM Team is a program needed by partners. The problem was obtained by field surveys and direct interviews with partners, in this case the teachers of the SMP Java study program in the Ngargoyoso area. Because this program is a program that partners need, this program will be continued by partners. The PKM RG Javanologi team will continue to maintain good relations with partners, so that partners can gain knowledge and learning experiences from Javanese cultural experts owned by PUI Javanologi, Sebelas Maret University, Surakarta.

C. DISCUSSION AND RESULTS

The results of the implementation of this community service activity are in the form of competency training in Javanese language Pambiwara Techniques, the training was attended by 10 participants from the education community environment, Ngargoyoso sub-district

The impact that the participants have is the Competence of Javanese Pambiwara Techniques which includes practical knowledge and skills in Javanese speeches. And the PUI Javanologi UNS activities can be felt directly by the wider community

The role of teachers and the professional community in learning is very important as the key to successful learning and producing quality competencies. Professional teachers are teachers who are competent in building and developing innovative learning processes. Becoming a professional teacher is not as easy as it sounds, professional teachers are the dream and foundation of the future of education in Indonesia

Javanese cultural literacy is used as the basis for strengthening the identity of the Central Java region in stabilizing parallel to foreign cultures.

Cultural insight is an important understanding for learning art ideally, the scope of cultural insight includes traditional technology, language and art as well as Javanese philosophical values that are not much in demand by millennials, this can be seen in the daily lives of teenagers who are less fluent apply the Javanese language and Javanese philosophical values

Through the Implementation of Javanese Speech as a Form of Strengthening Local Wisdom for Middle School Teachers in Ngargoyoso District, Karanganyar Regency, participants can disseminate to the community of Ngargoyoso District, Karanganyar Regency, so that the ability of Pambiwara can make education media in the community.

D. CONCLUSION

Based on community service in Ngargoyoso District regarding Pambiwara, it can be concluded that efforts to provide Pambiwara training have yielded positive results and provide Pambiwara competencies that can be used as teaching materials as well as as MC professions or super speech institutions. Thus, the Pambiwara training can be accepted by the teachers as participants which will later be disseminated in the local environment of each participant. For the next plan, it will be carried out in other areas in the Central Java region which have local content in Javanese. Besides that, it is

planned that RG PUI Javanologi will build a Pambiwara school.

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