
IMPROVING JAVANESE LANGUAGE SCRIPT LEARNING THROUGH THE QUIZIZZ GAME AT STATE ELEMENTARY SCHOOL KULON 1 GONDANGLEGI - MALANG

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ABSTRACT

***Abstract:** Javanese language learning has levels including ngoko (rough) and krama (polite). The purpose of this research is to describe the form of Javanese language learning and the results of Javanese language learning through the Quizizz game. The research methodology uses classroom action research with data collection techniques of observation, interviews, and documentation. Actions were carried out over two cycles. The results of the research and learning form of Javanese language learning introduce the Javanese script as the basis of the language, then the ngoko (rough) and krama (polite) language. This level is learned repeatedly in each cycle meeting. Understanding Javanese language has a complex level of difficulty, which is much easier if packaged through a quiz game. Learning using the Quizizz game technique. Where, the Quizizz game can be used as a distance learning mediator. This means it can be used while studying at home but still under the supervision of educators. Packaging the concept design through multiple choice with direct assessment. The percentage results of the first cycle reached 50.23% where the learning concept uses the Javanese script. In addition, learning in the second cycle stage reached 81.94% by introducing the ngoko and krama language types. It can be concluded that complex learning can be packaged through digital games so that the learning concept can be carried out in a fun way within the specified learning time.*

Abstrak: Pembelajaran bahasa jawa memiliki tingkatan meliputi ngoko (kasar) dan krama (halus). Tujuan penelitian disini mendeskripsikan bentuk pembelajaran bahasa jawa dan hasil pembelajaran bahasa jawa melalui permainan quizizz. Metodologi peneliiian menggunakan penelitian tindakan kelas dengan teknik pengumpulan data observasi, wawancara, dokumentasi. Tindakan yang dilakukan selama dua siklus. Hasil penelitian dan pembelajaran bentuk pembelajaran bahasa Jawa memperkenalkan tentang aksara jawa sebagai dasar bahasa, kemudian bahasa ngoko (kasar) dan krama (halus). Tingkatan ini dilakukan pembelajaran secara berulang dalam setiap pertemuan siklus. Memahami bahasa Jawa memiliki tingkat kesulitan bersifat kompleks akan jauh lebih mempermudah jika mengemas melalui permainan quiz. Pembelajaran dengan teknik permainan quizizz. Dimana, permainan quizizz dapat digunakan mediator belajar jarak jauh. Artinya dapat digunakan pada saat belajar dirumah namun masih dalam pengawasan pendidik. Pengemasan rancangan konsep melalui pilihan ganda dengan memberikan penilaian secara langsung. Hasil prosentase siklus satu mencapai 50,23% dimana konsep belajar menggunakan aksara jawa. Selain itu, pembelajaran pada tahap siklus dua mencapai 81,94% dengan mengenalkan tipe bahasa ngoko dan krama. Hal tersebut dapat disimpulkan bahwa pembelajaran yang bersifat kompleks dapat dikemas melalui permainan digital sehingga konsep belajar dapat dilakukan secara menyenangkan dengan waktu belajar yang ditentukan.

INTRODUCTION

Elementary school children enter the concrete operational stage, a stage of education for children aged seven to eleven. The goal is to foster and enhance all aspects of their development by providing appropriate potential stimuli. Entering concrete operational education is essential for children to develop a well-rounded personality. This includes character development, ethics and morals, brain and emotional intelligence, life skills, and, of course, an introduction to God Almighty. With support from the family and community, character formation will be easier and more successful. These three elements will help determine future quality. Education provides more learning to optimally develop children's abilities through stimulation. This stimulation is essential for supporting physical, emotional, and cognitive development. Therefore, one activity undertaken to provide effective stimulation is language skills. Language is one aspect that supports child development. Through language, children will have other development opportunities. Because language skills significantly influence other aspects of development, those with good language skills are more easily accepted by their environment because they are communicative (Amalia et al., 2024). Language stimulation not only helps with fluency in communication but also impacts reading, writing, and critical thinking skills from an early age (Rani and Rahma, 2023).

Language development is indeed a crucial aspect of child development. This can be seen from the purpose of language as a means of communication, a tool for social interaction, a result of social interaction, and a first step in developing other skills (Andani & Sukardi, 2023). Overall, good language development is fundamental to a child's holistic development. At this golden age, children should be exposed to more than one language. In addition to Javanese as a regional language and Javanese as a national language, learning Javanese also offers numerous benefits for children. This is because children's brains are still plastic and able to absorb information quickly, making it easier for them to learn Javanese naturally (Ichsani & Hizbullah, 2024). Children who are introduced to Javanese from an early age tend to have a better understanding of Javanese than children who do not understand it. Furthermore, learning Javanese can broaden their knowledge (Insani & Kholiq, 2025). By mastering Javanese, children can easily read and understand Javanese script well. Linguists state that the number of words in Javanese is more complex than the vocabulary of other languages. Javanese has a unique grammar. This is why Javanese is introduced at a basic level, as it needs to be applied in everyday environments. By mastering this language, basic knowledge of Javanese is crucial for a deeper understanding (Wardhanika, 2022; Sholikha & Nurhayati, 2024).

Javanese is a language expression in the regional scope that is spoken with a complex level of speech including *ngoko* (rough) and *krama* (polite). Javanese has a role in developing noble cultural values through communication between communities (Ruliyanti, et al., 2022; Hidayah, et al., 2023). Javanese language development in life in the regions of Central Java, East Java and Yogyakarta (Rumita, et al., 2025). Approaches regarding Javanese language communication procedures and procedures for using Javanese language properly and correctly according to the interlocutor (Hikmah & Kuniawati., 2024). Learning Javanese language becomes

a means of character education that upholds cultural values, guides students to grow in their environment and builds and strengthens the character of the nation (Kholiq, et al., 2024). Providing Javanese language subjects in schools is a hope in preserving Indonesian traditions and culture. The use of Javanese manners in Javanese society is a means of maintaining harmony in social interactions in accordance with social norms (Ryan & Insani, 2025). Learning Javanese can strengthen complex knowledge at the concrete operational stage, or elementary school level. Complex learning components will provide a broad understanding of the diversity of the Javanese language (Halim et al., 2024).

Child development between the ages of 7 and 11 (the concrete operational stage) is a period of development where children's language patterns require repeated practice. Children have an extraordinary ability to absorb and master new scripts. Techniques used include memorization, writing, reading, and direct practice. However, Javanese language instruction for students is often not systematically optimized, especially in terms of adequate script introduction. Introducing children to Javanese requires strategies to ensure a pleasant new language. One of the essential skills a teacher must possess is the ability to combine communication techniques and quizzes through educational games (Rukayah et al., 2023; Anggraini et al., 2025). Research shows that quizzes can increase children's interest and motivation because they engage in fun quizzes, gaining three benefits simultaneously: a new language and new skills (Masjid et al., 2024; Aprylia & Prasetyo, 2025). Based on direct observations in elementary schools, it was found that children aged 7-11 years old still have low Javanese language skills, particularly in vocabulary mastery. They still experience difficulties in recognizing Javanese script, memorizing Javanese script, applying Javanese script through writing, and communicating Javanese.

Factors influencing children's low ability to understand Javanese script include a lack of familiarization with Javanese language during activities, a lack of teacher creativity, and ineffective teaching methods. This is also influenced by the child's home environment, which does not accustom them to using basic Javanese, as taught in elementary schools. In line with this statement, to optimize the development of Javanese script recognition skills, engaging methods through games are used (Maghfiroh et al., 2024). Quizizz is an interactive, game-based quiz game that can be used to create and share quizzes and games with children. Quizizz uses multiple-choice questions, short answer questions, or drawing questions using images, audio, and video. When children join, they can use codes, links, or QR codes as participants through digital devices. This approach can build children's competitive skills in completing tasks in Javanese language material. The advantages of Quizizz can be applied to distance learning, automatically allowing teachers to monitor children's learning progress in a more enjoyable way.

The purpose of this study is to describe the form of Javanese language learning through the Quizizz game. Furthermore, it describes the results of Javanese language learning through the Quizizz game technique at SDN Kulon 1 Gondanglegi.

RESEARCH METHODOLOGY

His research uses classroom action research (CAR). This systematic study examines how to improve the quality of education, conducted by a group of subjects through practical actions with reflective stages. However, the resulting data has a transformative impact on the subjects. Based on its constituent elements, Suharsimi Arikunto refers to research, action, and class. This research refers to an agenda of observing an object using a specific method or method to obtain data and information. This aims to improve the quality of something that is of high urgency to the researcher. This action focuses on activities deliberately created for observation. In this study, the activity is intended to determine the impact on children. Meanwhile, class focuses on the classroom. The term "class" refers to children simultaneously engaged in learning. Therefore, this classroom action research can be implemented with a group of students studying, whether in a classroom or any learning environment, provided there is a group of children studying, whether indoors or outdoors.

This classroom action research (CAR) uses the Kemmis and Taggart model. This research follows a spiral from one cycle to the next. Each cycle must complete four stages: planning, acting, observing, and reflecting. Before entering cycle 1, an action called problem identification is carried out. After the researcher finds a problem, the researcher then compiles Classroom Action Research as an effort to improve it, implements the action, observes the learning process, and reflects on the results, a continuous cycle. If after one cycle, problems are still found, the researcher will repeat the planning, implementation, and observation steps in the next cycle. The cycle will end when the learning problem is deemed resolved. Details of implementation require establishing a learning plan that will be carried out as an action as the focus in action 1 cycle, compiling a learning plan that is in accordance with the method to be used, developing an observation format with an evaluation format, the teacher implementing the previously prepared learning plan, the teacher preparing a game concept design that is appropriate to the learning, the teacher delivering the learning with a quiz game, the teacher giving the Javanese language that is to be introduced to the children, the teacher and children repeating the concept design of the Javanese language game being learned, being able to understand the concept design of simple Javanese language games such as recognizing numbers, letters, and Javanese script. More importantly, teaching children how to communicate in Javanese correctly. The quizzes were played loudly and clearly, evaluating the actions taken, discussing the evaluation results, practicing the learning process, and making improvements based on the evaluation results from the previous meeting in each cycle.

Data collection techniques included observation, interviews, and documentation, covering language comprehension, language expression, and literacy. The interviews employed direct and indirect techniques related to the variables. Data analysis included assessing children's learning outcomes and data collection. The required data collection rate for each cycle was above 40%. Therefore, the required data collection was achieved after more accurate data validation.

RESULTS AND DISCUSSION

Learning Javanese script in elementary schools still faces various challenges, particularly in terms of the availability of relevant teaching materials for students. Various methods tested in this learning process have contributed to the need for factual methods to foster student understanding. The learning method applied in Javanese script learning is a scientific approach. This concept requires techniques such as observing, asking questions, gathering information, associating (processing information), and communicating the results. Here, students are provided with problem-solving skills that enable exploration in obtaining information, such as memorizing Javanese script vocabulary, writing Javanese script, and communicating Javanese script forms. Based on observations, Javanese script presents difficulties in memorization and communication. Ultimately, educators use quizzes to hone students' memorization skills.

Educators have prepared several game concepts designed to integrate Javanese script concepts into complex learning. Quizzes are one learning component that can support the application of the scientific method. Typically, educators rely solely on teaching modules or worksheets. Students are then asked to complete questions about which texts contain story content using Javanese. Aspects of Javanese script learning include language skills, expression, and literacy training. The data in Table 4.1, from the practical test of Javanese script learning in the Quiz game in Cycle 1, are as follows:

Table 4.1 Results of Javanese Script in Quiz Game in Cycle I

No	Cycle I	Javanese Script Indicator			Average percentage
		Accepting Language	Expressing Language	Literacy	
1.	Meeting 1	45,75%	37,5%	25%	36,1%
2.	Meeting 2	64,58%	47,92%	35,4%	49,3%
3.	Meeting 3	85,42%	62,5%	47,92%	65,28%
Average value					50,23%

Based on the data in table 4.1, it is explained that the researcher used the first cycle stage for three meetings. The average achievement of results in the first cycle was between 25% - 70%. However, the final value covering all data in each meeting reached 50.23%. The details of the numerical data in the indicator aspect stating below 50% indicate that students experienced difficulties in two areas, including expressing Javanese in communication, while literacy in the context of vocabulary coverage such as Javanese script, krama language, ngoko, and madya. The evaluation showed that some students were still a little stiff when communicating and memory abilities when memorizing. This gave the researcher a follow-up to make changes by using quizzes games but in exploring the Javanese language. To hone children's memory abilities in obtaining information in a fun learning. The results of the Javanese script learning carried out in cycle II, can be seen in table 4.2, as follows:

Table 4.2 Results of Javanese Script in Quiz Game in Cycle II

No	Cycle II	Indicators for Recognizing Javanese Script			Average percentage
		Accepting Language	Expressing Language	Literacy	
1.	Meeting 1	93,75%	75%	60,4%	76,4%
2.	Meeting 2	95,8%	83,3%	60,4%	79,83%
3.	Meeting 3	100%	93,75%	75%	89,6%
Average value					81,94%

The results of data 4.2 show that the increase in terms of receiving language reached 96.52%, in contrast to the aspect of expressing children's language reaching 84%, and children's understanding of the Javanese language literacy aspect in children reaching 65.3%. This can be concluded that the level of difficulty children have in understanding aspects of children's language literacy needs to be retrained. Techniques that need to be used in developing language through memorization. There are many Javanese scripts that need to be remembered. Javanese scripts have a different level of complexity than Javanese. Therefore, Javanese scripts can be trained through quiz games. This method is often used in every learning. Quiz games are able to manage children's memory abilities in a fun way. The development of the graph in each cycle. It can be seen in Figure 4.3, as follows:

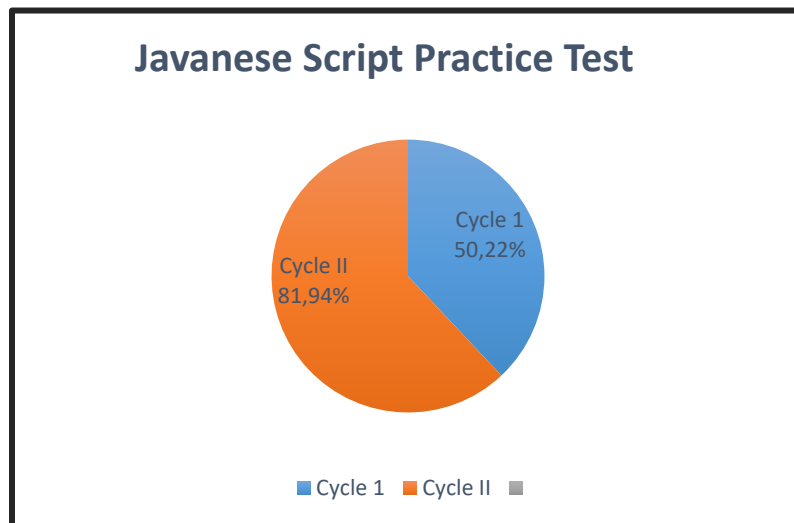


Figure 4.3 Javanese Script Practice Test

CONCLUSIONS

The learning process carried out at Kulon 1 Gondanglegi Elementary School used quizz games, this method has been proven to be able to make children recognize Javanese script with increased achievement. This increase was obtained from two cycles that the researcher had planned. This research activity was divided into two cycles with a total of six meetings. Cycle I

consisted of quizz game activities using Javanese about body parts (head, shoulders, knees and feet) in the first meeting. Javanese quizz game activities about body parts of the head (eyes, nose, mouth and ears) in the second meeting and Javanese quizz game about numbers to introduce letter symbols which were carried out while demonstrating (game concept design). In Cycle II also consisted of several activities including Javanese quizz game activities about family members by showing family member dolls (game concept design) and children were also invited to repeat the game concept design that had been learned in the previous meeting. By implementing the quizz game, the results obtained during the two cycles showed an increase in the ability to recognize Javanese script very well. This can be seen from the results of the achievement that children when playing the Javanese language quiz game about body parts, head parts and recognizing numbers showed an increase of 50.22%. Then in cycle II through the Javanese language quiz game activity of family members such as father, mother, grandfather, grandmother, son and daughter and repeating the Javanese language that has been taught by researchers at each meeting, the average increase reached 81.94%. So there was a significant increase from the first cycle to the second cycle, namely 31.72% as expected. This can be a reference that explores and collaborates methods in every learning.

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