

Javanese Language Learning Media Innovation Post-Covid-19 Pandemic



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ABSTRACT: Entering the new normal, there is a change in the habits of students in using gadgets and technology. However, face-to-face learning activities need to be carried out again to foster a social spirit. The author is interested in knowing the innovations that have been carried out from previous studies and their application in the classroom. So it is hoped that it can be a depiction of innovation and inspiration for teachers throughout Indonesia. The research is a qualitative research with a narrative literature review approach to make an analysis and synthesis of existing knowledge. The results of this study divide innovations into several types, namely: Multimedia classroom learning using learning aids; applications on smartphones in the form of catalogs and games; illustrated stories, print and online comics; audio learning podcasts make it easy to access lessons where and when; as well as youtube javanese videos to maintain the javanese language. Teachers need to have new innovations or use existing innovations to deliver learning materials.

KEYWORDS: Javanese, innovation, pandemic

INTRODUCTION

The revocation of the Community Activity Restrictions (PPKM) policy can make activities outside the home run more loosely than during the pandemic. In all sectors such as the economy, tourism, transportation and education can apply business processes more widely. Even if it is not like before, of course it has adapted or it can be called entering a *new normal*. This is because the pandemic for approximately two years has caused changes in habits in many daily activities. Included in teaching and learning activities.

There is a *shift* from face-to-face activities, to online, back to face-to-face, and finally some teachers adopt a *hybrid* system. At the university level, many lecturers conduct *online lectures* because they are more *flexible* and can be done on *mobile*. Students can also attend classes anywhere as long as the place is conducive to learning. This is different for students who are in elementary school, secondary school and early childhood school. Face-to-face learning is considered better. This is because they still need interaction, socialization, and cognitive activities in the development of children's growth.

It is not without obstacles in implementing face-to-face learning. Children are used to learning to stare at the screen. It is necessary to adapt back from the home environment to the school environment, build the habit of going to school, reduce the habit of using gadgets, and foster a social spirit. So that it does not necessarily change the concept that previously used *virtual* interaction to full direct interaction like before the COVID-19 pandemic. If this happens, students may refuse to continue learning in class. Furthermore, there needs to be an adaptation to bridge the conditions between online education and face-to-face education.

If understood from the problems and circumstances above, it is necessary to have conditions where children who are used to gadgets and technology are included in face-to-face learning in the classroom. Learning innovations that have been carried out during or before the pandemic have emerged and are used by teachers in various schools. For example, students are already good at using gadgets such as cellphones/smartphones, laptops, or computers. The purpose is varied, they use gadgets to search for news or information, type articles, do assignments, watch videos, listen to songs, draw, and play games. They try new things. Also curious about something. The interest in using these gadgets consumes a long time. Even longer than playing time outside.

Teachers/Teachers can seize innovation opportunities to find things that attract students' attention. Learning methods need to change their style, no longer following the style of teachers 10-20 years ago. If from grade 1 elementary school to high

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school the teaching method is the same, then for many years students experience boredom. There have been many studies on the decline in willingness and ability to learn in students. However, there are also researchers who conduct research on learning innovations to increase students' willingness to learn.

Based on the above, the author is interested in knowing the innovations that have been carried out from previous studies and their application in the classroom. Especially learning that uses technology media as a tool to convey subject matter. So it is hoped that it can be a depiction of innovation and inspiration for teachers throughout Indonesia.

RESEARCH METHODS

Seeing the phenomenon that has occurred about the innovations that have been made by teachers from various regions, researchers are interested in finding out what innovations have been used as research. This type of research is qualitative research. With the aim of uncovering this phenomenon.

This study uses a *narrative literature review approach*, a systematic, explicit and reproducible method. It is carried out for the identification, evaluation and synthesis of research results and thought results by previous researchers and practitioners. *Literature review* has the goal of making an analysis and synthesis of existing knowledge. These studies are collected and reviewed related to the topic to be researched to find other points of view or empty parts for the research to be carried out (Ulhaq, ZS, 2020: 4-5). *Narrative literature review* is a form of objective observation. Ramdhani, Amin & Ramdhani in Ulhaq, 2020: 5) explained that there are four stages in making a *literature review*.

The stages are:

1. Choose the topic to review,
2. Track and select suitable/relevant articles,
3. Conducting literature analysis and synthesis and
4. Organize review writing.

This research begins with the determination of the topics to be discussed, namely various or types of innovations in face-to-face learning in Javanese language lessons during the pandemic and at the end of the pandemic. Furthermore, searches were carried out in journals with the subject of Javanese language education. In addition, the search was also carried out on www.google.com search engines using keywords: Javanese; Javanese education; Javanese language innovation; Javanese media; Javanese pandemic; Javanese covid-19. The researcher found 11 related research titles after selection. This is to find and filter only relevant titles that are used as sources of literature. These titles are then analyzed and synthesized in literature. In the last stage, it is outlined in the writing of the research.

RESEARCH RESULTS AND DISCUSSION

Creativity and innovation by Javanese language education teachers appear not limited to a certain time. Even at the beginning of the covid-19 pandemic, when learning was canceled, teachers could not provide material to students. After learning can be carried out online, learning variations are carried out by teachers. Some use *virtual meetings*, some use social media groups (WhatsApp/telegram). In addition, they also conduct various innovation experiments. All of them aim to convey information in the form of learning to students during face-to-face learning. Here are some types of innovations that have been carried out and summarized

1. **Multimedia Classroom Learning**

Face-to-face learning is intended to return catch-up learning activities as before. After previously the material was delivered online without face-to-face, teachers and students met face-to-face and were in class. Face-to-face learning as a substitute for online learning. Teachers again carry out learning in the classroom using media to convey subject material. Generally, teachers use powerpoint presentation media, if a projector device is available in the classroom. Or the teacher is still writing on the board.

There is a delivery of learning in the classroom with other media. That is, there is a Javanese language learning media using a *Talking Stick* or talking stick. This research is a study conducted by Hakim, L. (2021) on grade V students. As a means for students or students who dare to express their opinions. So that teachers in addition to delivering subject matter also stimulate the ability to interact between students. The use of sticks in turn can be used as a medium or tool in stimulating students to act quickly, precisely, and also measure students' ability to understand material (Tejawati in Hakim, L., 2021).

The interaction answers a common question with the student raising their hand. This is the simplest way that can be done in the classroom. The teacher gives the next question, the student who can answer raises his hand to answer the question asked. Talking stick is an innovative medium in answering questions. The stick is a means of answering questions. Students are given a sense of interest in objects in learning.

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In the study, talking stick media was also paired with colored cards. Colored card media with Javanese characters written on it. Its main function is to attract the attention of students because it is presented in colorful cards. The Javanese script is written along with the clothes. Students are also required to know the Javanese script contained on the cards. When the questions are asked, students are expected to be able to know which card is right to show. Before that, the disciple had looked at all the cards before choosing the right one.

This can improve the ability to read and understand the Javanese script. Because students look at all the cards that contain Javanese characters first before choosing one of them. There are several questions asked. Students will understand the right cards to answer questions. This innovation can improve not only student activities in learning, but also teacher activities.

Another research was conducted by Na'fiah (2020) which was conducted on grade VIII students of junior high school. *The prototype* of the learning media carried out is the use of a flash player created in the form of an animated film packaged on a DVD disc. The use of DVD discs can be played on an external DVD Player or DVD Player on a computer or laptop. The animated film was made in two-dimensional (2D) format.

The background of making animation films in the study is to bridge the limited presentation facilities to convey learning to students. The animated film that was used as a learning medium in the study is a legend from Kudus Regency. There is a Legend of Bulusan which was previously contained in the Student Worksheet in the form of text. The language of introduction in the animated film *Legenda Bulusan* is Javanese ngoko and also the manner adapts the context.

Researchers create and innovate to transfer media and content from text to moving images. Capture changes in the activities of children or current generations who watch more often than read. The reception of information shifts from reading monographs to watching narrated videos. Seeing the pandemic that has made children comfortable with gadgets, the creation of mobile animation media brings information closer to the intended party, namely children or students.

Another media transfer innovation in the form of animated videos was carried out by Maesyaroh (2021). The innovation of multimedia products used in providing learning materials is using powtoon animation videos. This research was conducted on grade VIII students of junior high school.

Powtoon animation media, which is a combination of the words *powerpoint* and *cartoon*, is a medium of interaction between teachers and students in classroom learning. As stated by Graham (in Maesyaroh, 2021), a powtoon animation video is a presentation medium in the form of motion animation equipped with background sound and presentation transitions. This makes learning interesting for students.

Students' interest in something makes their focus and attention focused on the interesting thing. Learning things with focus makes it easier to understand them. Maesyaroh (2021) added the benefits of powtoon animation video media in learning, namely:

1. The presentation of the material could be clearer. Supported by the availability of animation features for viewing materials that become more creative and innovative.
2. Overcoming the limitations of space, time, and sensory power. The material can be neatly arranged in one presentation or learning. Explanations or supporting information can be combined on the learning show. This makes teaching time efficient.
3. Broader material can be described in more detail using the medium of powtoon presentations

Learning in the classroom will not be separated from providing material in the form of presentations. The syllabus that has been made by the teachers is presented to the students in stages. Teachers' innovation and creativity when delivering material can help students' understanding. Subject delivery does not always use technology such as projectors/LCDs to display materials. There is a *talking stick* as an innovation to convey Javanese script material with colored cards. The students indirectly looked at the characters as a whole before choosing the right answer.

Delivering material in the form of presentations does not only use *PowerPoint slideshows*. There are other innovations using flash player and powtoon media to show material in the form of animated videos. Fostering students' interest in shows that contain learning materials. This is beneficial for time and place efficiency because it can still be used outside the classroom and during class hours.

2. Applications on Smartphones

Javanese language learning is not limited to providing material in the classroom. More diverse information can be shared with a wider and more interesting reach. Namely making applications on smartphones. Such applications can be directories and online games.

The creation of applications on smartphones that raise the potential of the region is the Jajanku application. This innovation application by Nugroho (2019) contains a catalog of traditional snacks throughout the Kedu Residency. The study of

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traditional snacks in the study has fifty types of traditional snacks. These types of snacks are studied based on folklore and visuals which are then processed into the Jajanku application.

The research is a *research and development (R&D)* research so that in the development of the application the following steps are carried out: Potential and problem analysis, needs analysis, product design, design validation, and design revision. Here's an example of a Jet snack directory:



Figure 1. Emping Jet

The availability of the Jajanku application provides information in the form of a catalog of traditional Javanese snacks or a catalog of jananan in an area that can be accessed by the public. Although it does not directly convey Javanese language learning, this innovation can be a development of the archipelago script catalog, puppet figures, royal maps, temples maps and so on. Later applications like this can be used as a support for teaching and learning activities in schools. It also attracted the attention of students in using smartphones.

Other R&D *research* uses games to introduce body parts using the Javanese language. Namely the *Sinau Bareng Miko* application, a game as an android-based Javanese language learning medium. This game is intended for children aged 5 - 9 years old. Firmandasari, et al., (2020) stated that this game can help children to make it easier to learn about limbs and numbers. In this study, the game was designed to study limbs and numbers in Javanese krama. Learning with *Miko* can help learn Javanese language to be more fun and not boring.

The advantage of android-based applications is that they can be accessed widely without certain regional restrictions because they are connected to the rest of the world on the internet. Firmandasari (2020) added that the game "*Sinau Bareng Miko*" can be used as a learning supplement because it can be accessed anywhere and anytime. This game also comes with audio features, and visualization. In making applications, it is necessary to continue to develop them so that they are able to adjust to user needs.

The creation of games as a medium for learning Javanese has been carried out in previous years. As researchers have discovered, Febriani (2015) made a game for learning Javanese. The game is a puzzle game. Namely "*Wazle*", a Javanese language game in the form of a vocabulary game. The game is a fun learning alternative and has been tested for students and the general public with a satisfaction rate of 85.7%. The *Wazle* application contains several games, namely crossword puzzles (*Utak-Atik Gathuk*), finding words (*Nggoleki Tembung*), and combining words (*Ngatur Ukara*).

The three studies above use applications that can be paired on smartphones. The application aims to help in understanding Javanese vocabulary. One of them is using games or games as an interesting and fun means of learning. The advantage of using applications on smartphones is that they can be widely accessed. However, it is a challenge to develop applications according to user needs. If not, then the application will only be a prototype and the initial goal of Javanese language education is only limited to study.

3. Picture Story/Comic

Picture stories or comics are collections that children often look for when visiting the library. They are interested in pictures that tell a story. Make them visualize in their own imagination. Sudjana and Rivai (2015: 64) stated that comics are a type of graphic media (pictorial) that can combine facts and ideas clearly and strongly through the combination of conceptual images given words. Comics can also be interpreted as a form of cartoon that depicts characters and acts out a story in a sequence that is closely connected to the image and designed to provide entertainment to readers.

The development of comics can be used in various fields. Comics can be used in learning the Javanese language through the depiction of folklore. As Suprihati, Purnomo, S.H., Yuwono, A. have done by making comics about Mrapen folklore. The mrapen

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folklore itself contains the story of Sunan Kalijaga's journey. Together with his entourage, Sunan Kalijaga walked from the Majapahit kingdom to the Demak kingdom.

Creating a comic begins with creating a concept in a storyboard. So that the depiction of character characters, location settings and atmosphere can be visualized in comics. The comic in the above study was made on paper measuring 14.8 cm x 21 cm with a total of 25 pages. The use of writing for conversation and narrative uses a type of hanacaraka font with a size of 12. Interestingly, in the study is the use of fonts written in Javanese characters. Readers can also learn and interpret existing characters. During learning activities, it can be used as a means during Javanese script material. In addition to students seeing comic visuals, they also learn to read characters and understand the story of the comics.

The development of comics is not only in printed form such as the comics Gundala, Sri Asih, Si Buta dari Gua Hantu, and so on. The sophistication of technology and the advancement of the social media era have developed comics in an easily accessible digital form. One of the comic platforms that is quite well-known and easily accessible because it uses the internet network is Webtoon. Webtoons are a combination of the words "web" and "cartoon". At first, the webtoon contained comics that discussed social issues in daily life. (Jang & Song in Hidayatulloh, 2021)

An innovation carried out by Hidayatulloh (2021) by creating a webtoon digital comic. One of the objectives of this research is to develop a comic prototype in the form of a digital webtoon platform. The content of the story in the comic comes from *Serat Tripama*. The Tripama Fiber Webtoon contains character education, nationalism and patriotism. The target of this comic is high school students.

Serat Tripama is a Javanese literary work written by K.G.P.A.A Mangkunegara IV (1809-1881) at the Mangkunegaran palace, Surakarta. The figures in the fiber are Bambang Sumantri (Maespati Country), Kumbakarna (Alengka Country), and Adipati Basukarna (Astina Country) (Hidayatulloh, 2021). The study featured other fictitious figures, namely Bima, Suci and Mbah Wedhar. The function of the fictional character is as an introduction to tell the content of *Serat Tripama*. The dialogue between Bima, Suci and Mbah Wedhar uses Javanese ngoko and krama according to the context.

The results of the study show that students need learning innovations, one of which is using webtoon digital comics. It is interesting when the storytelling of ancient manuscripts in the form of fibers, babad, and kakawin can be packaged in the form of illustrated stories with a certain background or setting. Students will be able to better know the contents of the ancient manuscript along with the description of the existing situation. If possible, there is a collaboration between philologists and illustrators to create comic concepts that support material in Javanese language learning.

Another study on comic making combines two disciplines. Indahsari (2021) made comics for mathematics learning using Javanese language of instruction. The background of this study is because mathematics is considered a subject that is quite difficult for students to accept. Moreover, the calculation meters, symbols, and concepts in mathematics subjects are considered boring because they seem exact. Meanwhile, Javanese is used as the language of introduction in comics because it is an everyday language. This makes it easier to support the understanding of the purpose and purpose of the learning material. The results of the study show that students have an interest in Javanese mathematics comic teaching materials. Researchers seize opportunities for mathematics learning innovation by using Javanese colloquialisms. So that the language of instruction is more familiar to students. From the results of the study, it can also be seen that Javanese can be implemented in other subjects and can be accepted by students.

Comics can be used as a means to convey fun Javanese language learning. The existence of pictures of dialogue between characters makes students interested in listening. Furthermore, comics can be maintained in print form or in digital form through the webtoon platform. Both are in demand by students who are interested in illustrated stories. For digital comics, webtoons can be applied to take advantage of opportunities for students who are already proficient in using gadgets and accessing the internet.

4. Podcasts, Audio Learning

One form of content that has been lifted during the pandemic is podcasts. An audio content is like a radio broadcast that discusses various things. Podcasts can be interviews, monologues sharing ideas, dialogues in a group format, and so on. Generally, podcasts are carried out in several episodes with similar themes but with different discussions. In its development, podcasts have become famous for the emergence of podcasters or *public figures* who do podcasts.

The simple form of podcasts, focusing on audio and sticking to the culture of oral speech, can make it a learning innovation medium that is easily accepted by students. As research conducted by Zakaria (2022) developed podcasts as a medium for learning Javanese. According to him, using podcast media makes the teaching and learning process lighter. Because students can listen to the material presented not only in school. Podcasts can be listened to anywhere. The research was conducted on grade VII students. The podcast media developed contains six episodes, namely five episodes of material explanation and one episode containing evaluations for students.

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Javanese language learning in audio form is an innovation in teaching and learning activities. Podcasts can be accessed repeatedly so that students can repeat the material in certain episodes until they understand what the teacher is saying. There is also no space limit so it can be listened to anywhere. Even when doing other activities such as doing handicrafts. For teachers, it only needs to be recorded once but can be accessed by many students and many classes. It can even be used for the next school year if there is no renewal. This makes learning more effective and efficient.

5. Javanese Youtube Videos

Various ways to maintain the Javanese language are not only carried out in the educational environment, but also through the mass media. Various local Javanese newspapers have been published since before the independence of the Republic of Indonesia. Over time, it has developed in other mass media such as radio and TV stations. Local radio announcers use an introduction to Indonesian Language combined with everyday regional languages. It is unique in itself with various dialects spread from the western tip of Central Java to the eastern tip of East Java.

Furthermore, through national television stations, TVRI develops broadcasts based on regions such as TVRI East Java, TVRI Central Java, TVRI Yogyakarta. There are also private television stations including Arek TV, JTV, Jogja TV. By including Javanese broadcasts and entertainment shows such as movies with Javanese dubbing. In the regional print media, it is also a means of defense of the Javanese language. However, it is still lacking in the seriousness of management (Aribowo in Susanto 2020).

The development of how to maintain the Javanese language has penetrated into social media. One of them that has a lot of interest is through YouTube. An online site that collects videos uploaded through its user account. Like the podcasts discussed earlier, video content on YouTube was widely viewed during the pandemic. It becomes entertainment while spending time at home. So that youtubers through Javanese content are able to gain a large number of followers. Susanto (2020) through his research found several Javanese youtube channels, such as the Ucup Klaten channel with the content title DageJan Jowo, as well as other channels, namely Nyekliklik, Ruwet TV and Bayu Skak channel. Generally, the channel is in the form of comedy sketches in Javanese.

In its development, there are more and more Javanese channels on youtube. Not only in the form of comedy sketches, but also in the form of *video logs (vlogs)* of Javanese pop singers such as the Denny Caknan channel. Other content such as music videos, *music cover videos*, and podcast videos are developed. Even the Yogyakarta palace through the youtube channel makes content, of course, in Javanese. Interestingly, the audience on each channel cannot be said to be small. Even at some times, the latest music video clip content can be included in youtube trending or many watch in a short time.

Susanto (2020) added, with the large number of young people watching Javanese content, it can be used as an alternative effort to maintain the Javanese language. Youtube has a wide reach, not limited to certain regions. All the content that has been uploaded is widely accessible to people all over the world. On a small scale, utilizing youtube does not require expensive costs in its work.

Currently, many Javanese-language channels have similar content. This is because many channels use the same formula on content that has gone viral. It does not mean that it is not allowed. Every channel generally tries to be known by the audience immediately. Meanwhile, there is still a lot of potential material about Java with an introduction to the Javanese language that has not been raised. However, the covid 19 pandemic is a moment to raise the Javanese language channel. So that after the pandemic, the development of Javanese content can be continued which is also a way to maintain the Javanese language.

CONCLUSION

The covid-19 pandemic has made children accustomed to gadgets and internet connections. Even the habit of staring at screens continued after the government allowed face-to-face learning. However, the improvement in the condition of the Covid-19 pandemic also shows the innovations of teachers in developing learning materials and adjusting students' habits. How these innovations can foster students' interest in accessing interesting content. Innovation cannot be separated from activities in the classroom, such as the use of talking sticks to help students understand the Javanese script, animation using flash players, and how to present animations with powtoon. These innovations help teachers in the classroom when delivering learning materials. Illustrated stories in the form of printed and online comics (webtoons) also attract students' attention.

Innovation cannot be separated from the use of technology. The creation of interactive applications or educational games containing Javanese language learning materials can be used as a means of entertainment but with educational materials. Social media is certainly used as a means of learning, either directly or indirectly. Through podcasts, students can listen to learning materials anywhere and anytime. As one of the popular social media, youtube can be used as a means of maintaining the Javanese language. Various Javanese-language channels already exist with a large audience. Many young generations from Java like the

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content of Javanese youtubers. The youtube video can be used as material to support Javanese language teaching and learning activities in the classroom.

The development of education can no longer rely on teachers as a source. The pandemic provides an illustration, if teachers cannot teach, teaching and learning activities will not run. So there needs to be an alternative source of information. As educators, teachers need to have new innovations or use existing innovations to deliver learning materials. Teachers are expected to be able to capture and adjust the habits of their students in accessing information. These innovations can also be created by collaborating with many parties.

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