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DEVELOPMENT OF A JOYFUL LEARNING-BASED INSTRUCTIONAL MODEL IN JAVANESE SCRIPT

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Abstract
Learning Javanese script is considered an outdated and boring lesson. This paradigm of boring and obsolete Javanese script lessons must be changed into a modern, interesting, and enjoyable learning experience. One way to do this is by developing a Joyful Learning-based model for Javanese language instruction. Joyful Learning is a concept of enjoyable learning. The development of a Joyful Learning-based model for Javanese language instruction is urgent and necessary because the learning model currently used by students needs to employ the principles of Joyful Learning, resulting in students feeling bored, tired, and unmotivated to learn. Additionally, Javanese language instruction is viewed as a good means to develop the character of the nation's children, as it contains values of morality and politeness. The research design used is the ADDIE Research and Development design, with the steps of analyzing, designing, developing, implementing, and evaluating. This study uniquely integrates traditional games into the Joyful Learning model. The result of the study is creating a Joyful Learning-based model for Javanese script instruction. The components of this model include the social system, reaction principles, support system, instructional and incidental impacts, and syntagmatic. The syntagmatic model of Joyful Learning-based Javanese script instruction includes an introduction, material delivery, games for writing sentences, games for reading paragraphs in Javanese script, formative assessment, and reflection. The learning model has been tested at SMPN 12 Semarang. The results of the school trial indicate that the Joyful Learning-based Javanese script instruction model is effective for learning.

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INTRODUCTION

Indonesia is an archipelago country with diverse ethnic groups and languages. According to data from the Language Agency of the Ministry of Education and Culture of the Republic of Indonesia, there are 718 regional languages in Indonesia. The large number of languages makes Indonesia the second country with the most regional languages in the world after Papua New Guinea, which has 840 regional languages. The regional language with the most speakers in Indonesia is Javanese, with over 80 million speakers (Koran Tempo, 2023).

The Javanese language has its own script, different from the Latin alphabet. It is called Javanese script, the "hanacaraka" script. Besides Javanese script, several other scripts exist in Indonesia, such as the Batak Toba, Lampung, Sundanese, Balinese, and Bugis scripts. Casparis classified scripts in Indonesia into five types based on their era: early Pallawa Script (before 700 BC), Later Pallawa Script (7th century), early Kawi script (750-925 AD), Later Kawi script (925-1250), Majapahit and local letters (1250-1450 AD), and new Javanese Letters (1500-present) Casparis (1975).

The scripts that developed in Indonesia originated from the Pallawa script. The Pallawa script evolved into the Kawi script, which then developed into the parent scripts in Indonesia,

such as the Batak Toba, Lampung, Sundanese, Balinese, Bugis, and Javanese scripts. Javanese script is one of Indonesia's most invaluable ancestral heritages and cultural riches. Javanese script received official recognition from Unicode, an organization under the auspices of the United Nations Educational, Scientific and Cultural Organization (UNESCO), on October 2, 2009. This recognition means that Javanese script is on par with other scripts in the world that have been used in computer programs, such as Latin, Chinese, Arabic, and Japanese.

Javanese script is now increasingly unrecognized by its community, including the younger generation, as the Indonesian people generally use the official language, Indonesian, and the Latin alphabet for written communication. Javanese script is one of the Javanese cultures that must be preserved. Preserving scripts in Indonesia is crucial because only a few remain active out of the hundreds of scripts in Indonesia. If preservation is carried out after a period of time, the remaining scripts may become part of history.

One way to preserve Javanese script is by teaching it in elementary and secondary schools in three provinces in Indonesia: Central Java, East Java, and the Special Region of Yogyakarta. Preserving Javanese script through the education system is an effort to enhance the love for national culture and instill a sense of ownership of Javanese culture, which is increasingly fading and forgotten by the younger generation (Katili, Esabella & Luthfiarta, 2018).

The teaching of Javanese script integrated into Javanese language lessons has been ongoing for quite some time. However, there are still various problems with its implementation in schools, including students' lack of interest in learning Javanese script (Nggofur & Dwijonagoro, 2022), the predominance of lecture methods in teaching (Santosa et al., 2021), teachers dominating the learning process, resulting in passive students and limited interaction between teachers and students (Sukoyo, Utami & Kurniati, 2021), and students not being proficient in reading and writing Javanese script because it is rarely used in daily life (Karimah, 2022).

Observations in schools indicate that the learning model teachers use is still classical. Teachers start lessons by instructing students to open their textbooks and explain the material while they listen. The textbooks used are presented linearly by the teacher. There is minimal active interaction between students and teachers. This classical model feels rigid and monotonous and lacks the development of creativity in both students and teachers (Sukoyo, Utami & Kurniati, 2020). The learning model teachers use has not been able to activate students in the learning process. This model must be changed into a modern, interesting, enjoyable learning experience. One way to do this is by developing a Joyful Learning-based model for Javanese language instruction.

Joyful learning can be created using various methods. As Wicaksono (2020) states, joyful learning can be achieved through technology, games, mobile learning, engaging quizzes, and outdoor experiments, which provide new enthusiasm for students to explore their knowledge. Joyful learning can also be fostered through music and videos and by connecting the material students learn to real life. Specifically, joyful learning can be implemented during distance learning through interactive games such as Educandy, Quizizz, Kahoot, Wordwall, and Liveworksheet. Learning with interactive games can encourage critical thinking skills in Generation Z (Swanzen, 2018).

The joyful learning model's success has been proven in mathematics learning (Solikhah, 2012). Furthermore, Rahmawati and Wijayanti (2022) integrated Wordwall into the joyful learning model. As a result, students were enthusiastic and active during the learning process. Besides being active, students taught with the joyful learning model were more motivated to learn (Widyawulandari, Sarwoto & Indriayu, 2018). The most important thing that can be done to create joyful learning is to create an enjoyable environment. Teachers are essential in creating a positive, effective, and enjoyable environment (Bhakti, Nizamuddin, & Salsabila, 2018).

The focus of this research is to develop a Joyful Learning instructional model for teaching Javanese script. The current teaching approach predominantly involves conventional methods, where teachers explain the material and then assign tasks to students. This traditional approach has yet to create an enjoyable learning atmosphere. What sets this research apart from previous studies is the integration of traditional and digital games into the developed model. The integration of traditional games aims to preserve games that are becoming obsolete, while the incorporation of digital games is intended to cater to the learning preferences of Generation Z, who are more inclined towards digital media.

RESEARCH METHOD

Research Design

The research design used in this study is the ADDIE model research and development design by Branch (2009). The steps of the ADDIE development model are (1) analyze, (2) design, (3) develop, (4) implement, and (5) evaluate. The research begins by analyzing the necessity of developing a Joyful Learning-based model for Javanese script instruction. Subsequently, a prototype of the Joyful Learning-based Javanese script model is designed, followed by validation by competent experts. The model is then tested during implementation, and any necessary final revisions are made based on questionnaire responses or field notes during the evaluation stage

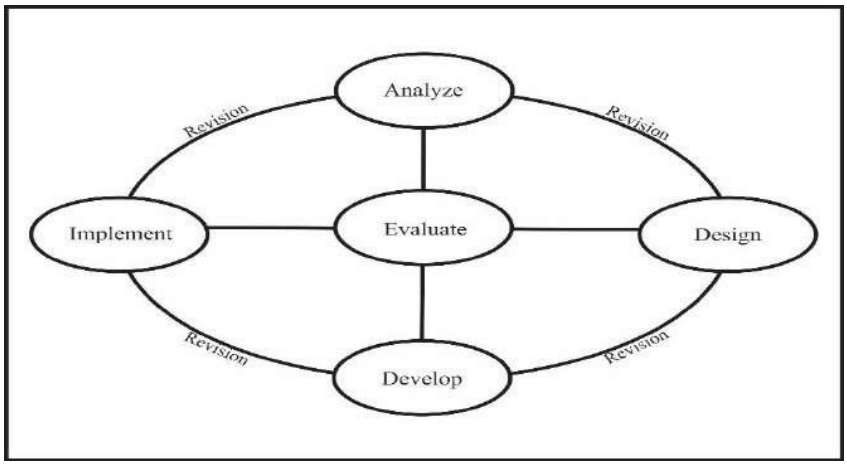

Figure 1. ADDIE Research Model

Population and Sample

The population targeted in this study consists of middle and high school teachers and students in Central Java Province, with a specific research sample focusing on Javanese language teachers and students at SMP 12 Semarang. The data collected encompass various aspects essential to developing an effective Joyful Learning-based instructional model for teaching the Javanese script. Specifically, the data include a needs assessment from both teachers and students, which provides insights into their requirements and preferences for a more engaging learning approach to Javanese script instruction. Additionally, data were gathered from the validation of a prototype model designed around the Joyful Learning concept to ensure its relevance and effectiveness. The study's data sources are diverse, including teachers and students who contribute to the needs assessment and provide practical perspectives on the instructional model. Furthermore, instructional model experts and Javanese script experts are consulted to validate the prototype, offering critical feedback on its design, content, and pedagogical soundness. This multi-faceted approach ensures that the development of the

instructional model is informed by both practical classroom needs and expert validation, leading to a well-rounded and robust educational tool for Javanese script instruction.

Instruments

This research utilizes a combination of interviews, questionnaires, and tests as instruments for data collection, employing a systematic approach to gather comprehensive information relevant to the development and evaluation of the Joyful Learning-based instructional model for Javanese script instruction. The data collection techniques are designed to cover various aspects, starting with interviews conducted with Javanese language teachers in both junior high and high schools to gather qualitative insights for the needs analysis. These interviews also extend to students participating in Javanese language instruction, providing a broader perspective on the requirements for an engaging instructional model. The second data collection technique involves the use of questionnaires, which serve two main purposes: conducting a needs assessment and validating the instructional model. The needs assessment questionnaire targets aspects identified by Nation and Macalister (2010), namely necessities, wants, and lacks, helping to determine the specific requirements and preferences of both teachers and students regarding Javanese script instruction.

Additionally, expert validation questionnaires are administered to instructional model specialists and Javanese script experts, focusing on crucial components such as supporting theory, model syntax, social system, reaction principles, support system, and the expected instructional and ancillary impacts of the model. The final technique employed is testing, which assesses the effectiveness of the developed instructional model in achieving its intended learning outcomes. Through this multi-method approach, the research ensures a comprehensive evaluation of the instructional model, integrating feedback from various stakeholders to refine and enhance the educational framework for Javanese script instruction.

Data Analysis

Following data collection, the analysis proceeds using Miles and Huberman's (1992) qualitative descriptive analysis framework, which involves three main steps: data reduction, data display, and conclusion drawing. Initially, data reduction is applied to condense and focus the collected information by eliminating irrelevant details, thereby enabling a clearer understanding of the core findings. The reduced data are then organized and displayed systematically, allowing patterns and themes to emerge that inform the next phase of the research. The displayed data serve as a foundation for drawing meaningful conclusions, which guide the design and development of a prototype for the Joyful Learning-based instructional model tailored to Javanese script instruction.

Once the initial prototype is developed, it undergoes a validation process where the model is presented to subject matter experts or validators, who review it using standardized assessment sheets. The evaluators provide feedback on various aspects of the instructional model, and their assessment results are systematically analyzed to calculate percentages and averages, which indicate the overall level of agreement or approval. Based on the analysis, necessary revisions and improvements are made to the prototype to enhance its quality and ensure it aligns with the intended educational objectives. After refining the instructional model, the final phase involves testing its effectiveness through an experimental design, where the Joyful Learning model is integrated into actual classroom instruction. This stage assesses the model's impact on student learning outcomes, determining whether the approach successfully improves engagement and comprehension in Javanese script instruction. Through this iterative process of development, validation, and testing, the study aims to create a robust, evidence-based educational model that meets the needs of both students and teachers.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Analysis of the Learning Model Needs for Joyful Learning-Based Javanese Script Instruction

The needs analysis was derived from survey data distributed to junior high and high school students in Central Java. The theoretical framework for needs analysis draws from Macalister and Nation (2010), encompassing necessities, wants, and lack. The results of the needs analysis for the instructional model are presented in Table 1.

Table 1
Analysis of Learning Model Needs

Aspect	Question	Result
Necessities	Should Javanese script be introduced to the younger generation?	Necessary: 100%
	Should Javanese script be taught through formal education?	Necessary: 96%, Not necessary: 4%
Want	Do you agree with developing a Joyful Learning model?	Agree: 100%
	Preferred learning methods among students	Games: 40%, Demonstration: 31%, Lecture: 6%, Tutorial: 3%, Discussion: 14%, Q&A: 6%
	Preferred learning media	Smartphone: 70%, Video: 11%, Book: 10%, Picture book: 6%, Cards: 3%
	Desired teaching materials	Javanese language materials in ngoko style, digital and print forms
Lack	Difficulties in learning Javanese language	Difficulty in distinguishing similar-looking *nglegena* letters, lack of understanding of Javanese script writing rules, difficulty in distinguishing *nglegena* and paired letters, difficulty in memorizing *murda* and *rekan* letters, difficulty in finding Javanese learning resources
	Challenges in learning Javanese script	Very short lesson hours, limited availability of teaching materials in schools, low motivation to learn, inadequate Javanese language reference books
	Teacher understanding of Joyful Learning-based instruction	55% do not understand, 45% understand

Based on the needs analysis, students require a learning model that is enjoyable and technology-enabled. Junior high and high school students fall under the Generation Z category. Indonesia's Generation Z population currently stands at 74.93 million, or 27% of the total population (Redaksi, 2021). The appropriate learning model for Generation Z is enjoyable and technology-driven because they were born into the digital world, making technology an integral

part of their lives (Otieno & Nyambegera, 2019). This aligns with the survey results indicating that 70% of students require learning materials accessible via smartphones.

Prototype of Javanese Language Learning Model Based on Joyful Learning

According to Joyce et al. (2011), a learning model depicts a learning environment that includes the teacher's behavior when implementing the model. The components of the Joyful Learning-based Javanese language learning model are syntagmatic, social system, reaction principles, support system, instructional impact, and accompanying impact. Below are the components of the Joyful Learning-based Javanese language learning model.

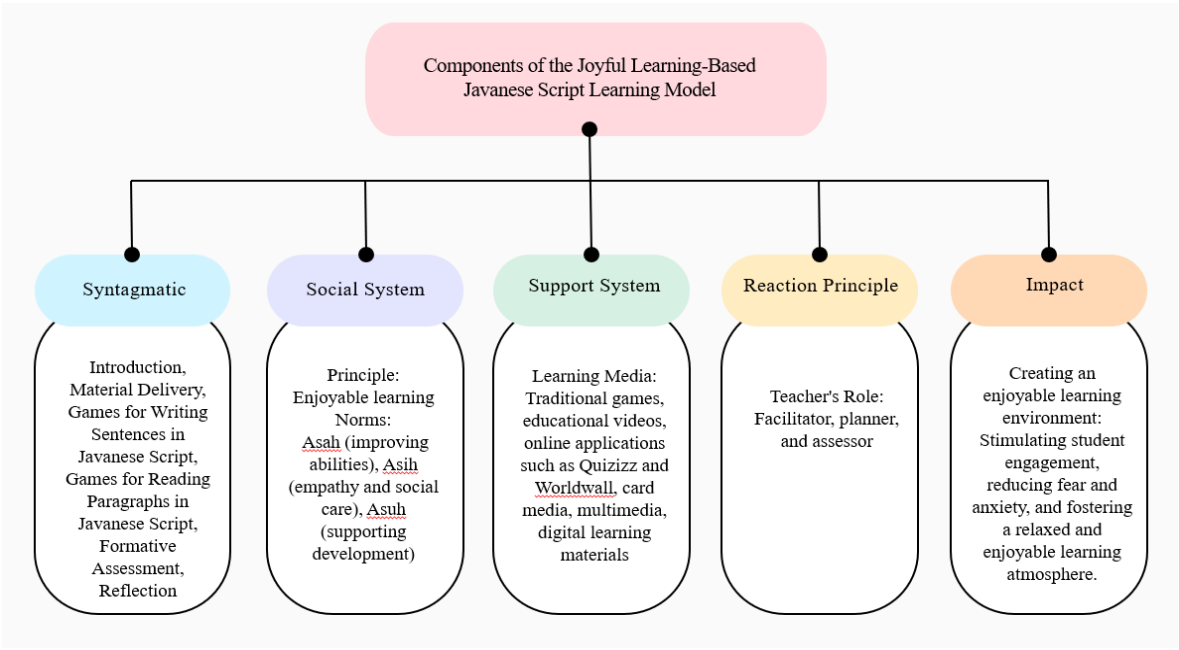

Figure 2. Components of the Learning Model

Social System

The social system refers to the norms and principles applied in implementing the model. The principles of joyful learning are centered around enjoyable learning. The norms applied are "asah, asih, asuh." "Asah" refers to the mutual improvement of abilities and potential. "Asih" relates to empathy and social concern, while "asuh" describes the attitude of mutual assistance and support for student development.

Reaction Principles

Reaction principles involve how teachers observe and treat students, including how they respond to questions, answers, responses, or any actions taken by students. The role of the teacher in joyful learning models includes being a facilitator, planner, and assessor. As a facilitator, the teacher guides, serves, and facilitates students in learning. As a planner, the teacher designs learning activities. As an assessor, the teacher evaluates and provides assessments of learning activities.

Support System

The support system comprises all the tools, materials, or equipment needed in the learning process. Tools used include laptops and projectors for presenting materials. Learning media includes educational videos, humorous content, flashcards, multimedia, traditional games from various regions, and online applications such as Quizizz and Wordwall. Learning resources include digital teaching materials, dictionaries, and information sources from the internet.

Instructional Impact and Ancillary Impact

Instructional impact refers to the direct learning outcomes achieved by guiding students toward the intended objectives, while ancillary impact encompasses other learning outcomes resulting from the learning process. The instructional impact of the Joyful Learning-based Javanese language learning model aims to create enjoyable learning activities, stimulate student engagement, alleviate fear and anxiety, and create a relaxed and pleasant learning environment. The ancillary impact focuses on developing problem-solving abilities, sharpening emotional acuity, enhancing imagination, fostering collaboration, and optimizing the integration of both the right and left brain hemispheres by balancing logical and emotional aspects.

Sintagmatig Structure

Syntagmatic structure refers to the operational steps or sequence of learning activities. The syntagmatic structure of the Joyful Learning-based Javanese language learning model is as follows:

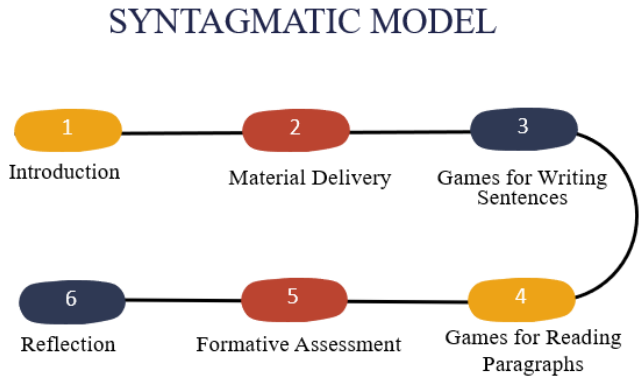

Figure 3. Syntagmatic Model

Discussion

Joyful Learning is a concept and practice of learning that integrates meaningful learning (Valori, 2002; Morgado, 2010), contextual learning (Hayes, 2007), and active learning (Clark & Mayer, 2008). The Joyful Learning model must emphasize that learning is student-centered and enjoyable. One theory that supports Joyful Learning is constructivism. Constructivist theory posits that learners build knowledge as they attempt to make sense of their experiences, viewing learners not as empty vessels waiting to be filled but as active organisms seeking meaning (Driscoll, 2014).

Joyful learning can be fostered through various methods, such as technology, games, mobile learning, engaging quizzes, or hands-on experiments, revitalizing students' enthusiasm to explore knowledge (Wicaksono, 2020). Joyful learning also involves incorporating music and video and connecting learned material to real-life contexts. Joyful Learning can be implemented through interactive games such as Educandy, Quizizz, Kahoot, Wordwall, and LiveWorksheet, particularly during distance learning. Interactive gaming in learning can enhance the critical thinking abilities of Generation Z students (Swanzen, 2018). The syntagmatic structure of the Joyful Learning-based Javanese language learning model can be observed in this table.

Phase/Step	Activity
Phase 1 Introduction	1. Prayer 2. The teacher greets the students warmly with a cheerful expression, reflecting positive energy that can influence the students' enthusiasm.

	3. The teacher begins the activity by creating an enjoyable atmosphere through chants, icebreakers, or songs. Creating a pleasant atmosphere at the beginning of the lesson makes students feel comfortable and not afraid to participate. The teacher can also arrange the seating in a U-shape or circle. 4. The teacher conveys the learning objectives and relates the previous material to the material to be taught.
Phase 2 Material Delivery	1. The teacher explains the benefits of learning Javanese script and provides real-life examples. 2. The teacher presents the lesson by linking it to real-life situations that students can relate to, associating it with what students already know (contextual). Examples include building names and street names written in Javanese script. 3. The teacher presents Javanese script material integrated into an Android-based application, delivering the material in a relaxed manner with humor and games. 4. Students use their smartphones to learn Javanese script through the application. The materials in the app include basic Javanese characters (nglegena), paired characters (pasangan), vowel marks (sandhangan), and practice exercises arranged in levels from easy to difficult. 5. Students and the teacher engage in discussions and Q&A sessions about the materials that are not yet understood. During the discussion, the teacher avoids communication that could blame, belittle, or corner the students.
Phase 3 Games of Writing Sentences in Javanese Script	1. Games are divided into several levels. Level 1 involves practicing writing sentences, and Level 2 involves practicing reading paragraphs in Javanese script. 2. Games at Level 1 use scramble learning media. Scramble media has several types, including word scramble and sentence scramble. Sentence scramble involves writing sentences from jumbled words. The sentences are based on daily activities commonly performed by students.
Phase 4 Games of Reading Paragraphs in Javanese Script	1. Games at Level 2 involve reading paragraphs in Javanese script. The media used is the traditional game "engklek." Engklek is a hopping game played on a grid of eight squares and one mountain-shaped figure 2. Students are divided into groups, each consisting of 4-6 students. The groups draw lots to determine the order in which they will play "engklek." 3. The teacher provides a card containing one paragraph in Javanese script for each engklek square. 4. The game begins with the first student from the first group throwing a "gacuk" (a small object) and then hopping on one foot from the first square to the next. The student must stop at the square containing the "gacuk" and pick up a card with a paragraph written in Javanese script. 5. The card is handed over to the group, and the group members discuss and transcribe the Javanese paragraph into Latin script.

	6. The teacher evaluates the students' answers. If the group's answer is correct, they continue the game; if it is incorrect, the next group takes their turn. Groups that answer correctly receive 10 points, while those that answer incorrectly receive 0 points. The game continues until all groups have participated.
Phase 5 Formative Assessment	1. The teacher creates clear formative assessment instruments based on the learning objectives. 2. The teacher develops questions and answers based on the instruments created. 3. The teacher uses various online assessment tools such as Kahoot, Quizizz, or Wordwall, and students complete the questions using these platforms.
Phase 6 Reflection	1. The teacher summarizes the lesson and reviews any material that students have not yet understood. 2. Students express their feelings about the learning process and share their impressions of the lesson. 3. The teacher provides a motivational quote to inspire students for the next week's lessons. 4. The lesson concludes with a cheer or chant.

The principle of Joyful Learning is to create an enjoyable learning environment so that learners are active, creative, comfortable, and happy in their learning process (Nur, 2017). This concept of learning also refers to Government Regulation No. 19 Article 19 Paragraph 1, which states that the learning process in educational institutions should be interactive, inspiring, enjoyable, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to students' talents, interests, and physical and psychological development (Emiliza & Hasibuan, 2022). Joyful Learning is highly suitable for Javanese language education as it can enhance students' motivation to learn.

Validation Test Model

After the prototype of the instructional model is developed, it is analyzed by validators. The prototype is presented to experts along with an evaluation sheet. The experts' assessments are then analyzed in terms of percentage and average, followed by revisions to the prototype as necessary. The validation test of the learning model is conducted to obtain feedback and improve the developed model. The validation results of the model are presented below.

Aspect Validation	Expert Judgment		Average	Category
	1	2		
Supporting Theory	80	82	81	Valid
Model Syntax	83	80	81,5	Valid
Social System	84	84	84	Valid
Reaction Principles	81	84	82,5	Valid
Support System	83	85	84	Valid
Instructional and Ancillary Impact	84	83	83,5	Valid

Based on the expert validation results, it is concluded that the learning model can be used in education, albeit with minor revisions. One area that needs improvement is clarifying the novelty of the developed model. The novelty of this research lies in integrating traditional games into the model. Traditional games gradually fade away, and many children are no longer familiar with them. One of the traditional games integrated into the model is "engklek." Modern games increasingly marginalize Engklek and must be introduced to the younger generation to prevent extinction. Engklek also offers various benefits, including stimulating children's physical, socio-emotional, cognitive, and language development (Sukoyo, Kurniati & Utami, 2021).

Pilot Testing of the Joyful Learning Model

The pilot test was conducted at SMPN 12 Semarang with a sample of 66 students divided into control and experimental groups. The design used was an experimental design with a post-test-only control design. Two groups were compared: the experimental group taught using the joyful learning model, and the control group taught using a conventional model. The pilot test was conducted in the experimental and control groups over three sessions. Subsequently, a post-test was administered. Data analysis proceeded with prerequisite tests, including normality and homogeneity tests, followed by hypothesis testing using the Mann-Whitney U test. The decision on the hypothesis test was based on the p-value or asym sig. Based on the Mann-Whitney U test analysis, the p-value was 0.007, less than α, indicating that H0 is rejected. Therefore, it can be concluded that there is a significant difference between the experimental group implementing joyful learning and the control group implementing conventional learning.

CONCLUSION

Joyful learning represents an innovative approach aimed at improving both the quality of the learning process and the educational outcomes, particularly in the context of Javanese script instruction. By creating an enjoyable and engaging learning environment, this approach has demonstrated a positive impact on the effectiveness of Javanese script education, as seen in the pilot test conducted at SMPN 12 Semarang. The joyful learning-based instructional model integrates various components to foster a dynamic and interactive classroom experience. It begins with preliminary activities to prepare students for learning, followed by the delivery of instructional material that introduces the Javanese script in an accessible manner. To reinforce learning, the model incorporates interactive elements such as games designed for writing Javanese characters and reading Javanese paragraphs, which not only enhance students' skills but also make the learning process more enjoyable. Additionally, formative assessments are integrated throughout the lessons to monitor students' progress and provide timely feedback, while reflective activities encourage students to think critically about their learning experiences and consolidate their understanding.

This approach addresses a significant need in Javanese script education by providing a solution that goes beyond traditional teaching methods, aiming to make the learning experience more appealing to students. The implementation of a joyful learning model is especially important for engaging the younger generation, who may otherwise be disinterested in learning traditional scripts in the face of modern technological and cultural influences. By fostering a positive and motivating learning environment, the joyful learning-based model not only enhances students' mastery of the Javanese script but also contributes to the preservation of this cultural heritage, ensuring that the script remains relevant and valued in an era characterized by rapid globalization and cultural change.

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