

## THE DEVELOPMENT OF MODERN JAVANESE POETRY AND JAVANESE TEMBANG FOR THE LINGUISTIC EDUCATION PROGRAM: SOCIOLOGY OF LITERATURE APPROACH

Herman J. Waluyo<sup>1</sup>, Sahid Teguh Widodo<sup>2</sup>, Y. Slamet<sup>3</sup>

Universitas Sebelas Maret, Solo,  
INDONESIA.

<sup>1</sup>herman.jwaluyo@yahoo.co.id, <sup>2</sup>sahidteguhwidodo@yahoo.com, <sup>3</sup>pgsd@fkip.uns.ac.id

### ABSTRACT

*This research aimed to: (1) describe the need of Javanese poetry textbook (tembang and guritan) by linguistic lecturer and education linguistic program students (2) compile the prototype of Javanese Poetry textbook with using sociology of Literature approach; (3) develop the prototype of Tembang and Modern Javanese Poetry textbook becomes textbook; (4) determine textbook effectiveness which has been developed through experimentation. This study is very important to know the response of the users, caregivers, teachers / lecturers and students Javanese poetry, both traditional (songs) and modern (guritan). In addition, the study sought to understand the desires and the actual state of preservation and development of the literary heritage of the ancestors, the song and guritan. In fact, modern Javanese poetry (guritan) still thrive today*

**Keywords:** Tembang, Guritan, Jawa, Poetry, Linguistic

### INTRODUCTION

Literature and Javanese Culture Learning are integrated in one subject matter in the second semester of Indonesian study program, Teacher Training of Education Faculty (FKIP) UNS and in S2 Javanese study program which dissociated and passed to the first semester (Syllabus FKIP and PPS, 2011). The lecturing is given in S1 program since the implementing of National Curriculum 1995 FKIP and since the forming of S2 Javanese Study Program, PPS UNS (2008). In the two institutions, there is no book of reference which is used. The lecturers and the students feel that the need of this textbook is very important which insisted on for the publication of handbook for the lecturing. Recently, the relevant subject matter for the lecturing has been published and sold in bookstore (c.f. work of Purwadi, Suwardi Endraswara, Suripan Sadi Hutomo, Tirta Suwondo, Imam Sutarjo, Teguh Sahid Santoso, Maryono Dwiraharjo, Daru Suprpto, Sri Widati Pradopo, and Zoetmulder). However, from all of those materials, they must be compiled in a textbook which is arranged systematically and organized well.

A compiled textbook must up to standard: (1) as according to Competence standard and Basic competence which is specified by BSNP; (2) cover range of time up to year around 2005; (3) cover the capital city author, metropolis, and area author; (4) as according to multiculturalism principle; and (5) easy to be comprehended and increase motivation to learn literature; and (6) this compiled textbook uses the basic approach of sociology of literature (Faruk, Sapardi Djoko Damono, and Umar Junus).

For the sake of accomplishment of the textbook, then research and development (R & D) is conducted in FKIP and PPs Universitas Sebelas Maret Surakarta. After doing the preliminary research, then it is needed to compile the prototype of textbook entitled “*Sastra dan Kebudayaan Jawa untuk Prodi Pendidikan Bahasa Indonesia FKIP dengan Pendekatan*

*Sosiologi Sastra.*” Then, the prototype is developed to become a textbook through expert judgment, preliminary field testing, and main field testing. At the next phase, the effectiveness of a textbook is tested through experimentation.

## RESEARCH METHOD

This research type is research and development with conceptual development model (design) with six steps, they are: (1) concept developments; (2) development of product design; (3) gathering of materials which is required for the product; (4) compilation of screen mapping from study matter; (5) conduct the testing which covers: testing expert judgment, preliminary field testing, and main field testing, and (6) result distributions (textbook).

Technique of Data collecting is: (1) interviews; (2) observations; (3) Focus Group Discussion (FGD); (4) tests which are offered to stakeholders.

*Tembang* and Modern Javanese Poetry textbook contains of Javanese song especially is *Macapat* which consists of 11 Javanese songs. The next, in modern Javanese poetry or *geguritan*, it is divided into 5 periods, each that is modern Javanese poetry periods :1940-1950, 1950-1960, 1960-1970, 1970-1980, 1980-2000’s. This research uses instrument; and giving task. Data analysis is quantitative and qualitative.

## RESULT OF THE RESEARCH AND DISCUSSION

According to Mien A. Rivai (2010:1) textbooks is a book which is used to study or deepens a knowledge subject, science, technology, and artistic so that it contains of presentation of scientific work grounds and literary related to. The textbook must load materials about knowledge or subject discipline which is contained in curriculum. The content of textbook must be appropriate or support schoolbooks in school. It can be also expressed that a textbook enriches an instructional material which is used in school (Wahyu Trihartati, 2010:17).

Meanwhile, Sumartono (2010; 2) expresses that the content of textbook is cover: (1) Prefaces; (2) table of contents; (3) the body which is divided in chapter or part; and (4) bibliography; (5) glossary; and (6) index.

A textbook is differentiated with instructional materials because instructional material has a very tightly relation with curriculum, syllabus, competence standard, and basic competence. It can be also told that instructional material is a book which is published to support curriculum and syllabus and published by government, in this case is *Pusat Perbukuan Kementerian Pendidikan dan Kebudayaan*. There is a printed instructional material and also electronic book (Pusbuk, 2010).

A textbook would be developed in this research was a book to complement instructional material which had been published by government. It could be also expressed that this textbook was an associate book or a selecting book. Because teaching matter which was enriched covered three forms of recent period Indonesian literature, that was poetry, prose, and drama, then a textbook which was compiled about the three forms of the literature.

*Tembang* was an old Javanese poetry type which still being liked by people until now. The value which was contained in it became separate fascination for its beneficiaries. *Tembang* was also including the old Javanese poetry which tied by orders related to: (1) final rhymes or equation of sound by the end of line (*guru lagu*); (2) numbers of line every couplet (*guru gatra*); (3) numbers of syllable every line (*guru wilangan*); (4) the characters or Javanese song tone (Sutadi, 1995:5). There were three Javanese song types they were Javanese song

*macapat*, Javanese song *tengahan*, and Javanese song *gedhe*. This research limited on Javanese song *macapat*.

There are 11 *macapat* Javanese songs; they were *dhandhanggula*, *kinanthi*, *pocung*, *asmaradhana*, *pangkur*, *durma*, *sinom*, *mijil*, *gambuh*, *maskumambang*, and *megatruh*. Beside that theoretically, it presented about *guru lagu*, *guru gatra*, *guru wilangan*, and the Javanese song character, but also it must be exemplified how to intone it (Sutadi, *ibid*: 7). As for example of the Javanese song (*tembang*) was taken from some masterworks like *serat Tripama*, *Wedhatama*, *Wulangreh*, *Kalatidha*, etcetera which had moral messages or teaching about the life.

In observation and interview with the lecturers and students in Linguistic education study program (Indonesia and Java) in Solo, it was obtained the data that literature and Javanese culture textbook which was used in Indonesian and Javanese study program had not adequate. Therefore, the lecturers expected that there was a textbook to enrich study matter which was given to the students.

When all the lecturers were interviewed, they express that given teaching matter had not been booked systematically. The content of teaching matter which was given by a lecturer in one university was different with the other university. This thing results that the students were unable to master well because the teaching matter was packed from various sources and brought verbally. The introduction of teaching matter, which its target was quite a lot, was unable to be adequate because the average of students did not have the teaching matter and they only wrote notes shortly the material which was given by lecturer. Of course, the process of the writing a note was impossible complete.

The difficulty of Practice of Javanese song (*tembang*) and reading modern Javanese poetry was caused by inexistence of an appropriate copy and in leading Javanese song (*tembang*) practice and declamation to Javanese poetry represented a considerably difficult work. There were some literature and Javanese culture lecturers who had given study of the practice of Javanese song (*tembang*) and Javanese poetry declamation in the beginning as essential part and integrated with the Javanese song theory and with Javanese poetry.

The quality of learning process in Linguistic Education study program of Indonesia and Java in this subject matter was still far from expectation because there was no an adequate book for study reference. Without the existence of study reference, a lecturer tended to give an interesting study matter for the students and at least giving burden to study again. As presented by in front of, a material which was given to the learning process covered the drama theory and practice of Javanese song (*tembang*) and poetry reading which was easier than declamations.

The weakness in giving material of drama theory for example : (1) theories about the regional understanding and drama boundary were less deep; (2) theories about deep and complete modern Javanese song (*tembang*) structure and poetry included literary works of poets were attractive; (3) theories about Javanese song types from various modern eras and modern Javanese poetry in various periods were unable to adequate; (4) theories about Javanese song and poetry reading with a little acting had not been given adequately; (5) the value theory of Javanese song (*tembang*) and poetry reading also had not been defined; (6) theories about supporting facilities for staging supporter of Javanese song (*tembang*) and declamatory of poem had never got attention.

The aspects of drama theory were also important in learning drama. The review about the understanding of regional and boundary about modern Javanese song (*tembang*) and Javanese

poetry must be comprehended well by students. Frequently, with the term of *tembang* and modern Javanese poetry they were unable to know that the topic represents one study type. Through the process of modern Javanese song (*tembang*) practice and Javanese poetry declamation, students had a better perception and encounter with the figures and Javanese song (*tembang*) character and the feeling of presented poem.

Therefore, the explanation about the understanding and study of *tembang* and modern Javanese poetry was not limited at the poetry theory but also the subsistence of Javanese song (*tembang*) character and the feeling of poetry. Moreover, in basic competence and competence standard which were related to poetry in school and the activity of sing the Javanese song (*tembang*) and declamatory of modern Javanese poetry was an important thing.

Beside that thing, drama performance represented a strong fascination for learning of poetry. Poetry performance could grow enthusiasm and motivation in learning poetry. The matter could be observed to the students who had enthusiastic stand in learning Javanese song (*tembang*) and poetry with their performance on stage.

The theory of Javanese song (*tembang*) structure and poetry had a very important role to comprehend the whole of advice or message in the poem deeply. In the discussion of drama structure, it was emphasized that poetry was based on the feeling of human beings. The strength of the conflict must be emphasized. Frequently, because of less reference the discussion about the conflict was unable to get attention. Feeling (mood) must be strong enough between protagonist and antagonist. Feeling developed over and over to the phase of complication and the top of the phase was climax. It was affirmed also that conflict which became soul from drama must be realistic enough it meant that it was possibly happened. Through the observation to the life of society, it could be found that not in all places of life of the society group were happened the conflict which was suitable to be written as a poem.

In digging the feeling of among students could also produce Javanese song (*tembang*) or poem in good quality, remember many problems and difficulties which were faced by the students in their world as students. In principle to study the poetry structure always must hold towards feeling (mood) of human beings as a basic of drama creation.

Poetry, Prose, or Drama became the picture or guidance about the conflict in human life. In learning poetry, the theory of Javanese song (*tembang*) and poetry and its structure must be related to human life (students), therefore students comprehend life and multifarious of life distortion eminently. In the observation performed, likely lecturers were less in introducing modern Javanese song (*tembang*) and modern Javanese poetry scripts along with structure and the conflict in it. Structural explanation and this conflict would be more alive and it could give motivation to students if there was a good media which could help the description of the structure in learning modern Javanese poetry. This thing was also not able yet to be realized because the learning approach was still theoretical approach and it prioritizes the understanding the topics and memorizing them.

Development procedure was steps of the activity which would be done in compiling product, that is textbook (Janali : 16) which covered: (a) planning; (b) exploration study; (c) development of prototype, and (d) product effectiveness test.

Validation or prototype testing was to be developed to become a textbook through 3 phases, they were: (1) expert validations (expert judgment) and revision: prototype was reviewed by the experts and then it was continued to the revision by researcher; (2) preliminary field testing which was followed by revision: it was conducted to 15 students and lead by a

teacher; (3) main field testing which was followed by revision: the testing which was conducted in 3 schools and referred also as main field testing and revision. After completing main field testing and it was always followed by revision then the prototype could be told had become a textbook.

As explanation before that experimental testing used the experiment class that was Indonesian/ Javanese education study program about lecturing materials of drama and performing on stage. As for lecturing of the drama theory, the executors got the picture of syllabus and the content outline of materials. For performing of drama, they chose scripts of short drama by themselves through the lecturers or they could choose from their own work.

Before conducting data analysis to compare textbook effectiveness which was used in FKIP UNS-JW with the book which is used in FKIP UNS-IND, then it was important to conduct: (1) analysis of variant homogeneity; and (2) analysis of sample distribution normality.

Data which must be tested its sample distribution normality was: data of ability of experiment class student drama appreciation (in FKIP UNS-JW); (b) data of ability of control class student drama appreciation (FKIP UNS-IND).

The testing of variant homogeneity was one of condition in a hope that it could be used One Way Anava because of the testing of anava was one way with an treatment class 1 class and control class 3 classes, then the control classes were (AB-1, AB-2, and AB-3). Technique of Variant Homogeneity test was like the one which was expressed in chapter III was Bartlett's test.

The testing criterion used is that  $H_0$  was rejected, if in fact  $\chi^2 \text{ hitung} \geq \chi^2 \text{table}$ . On the contrary if  $\chi^2 \text{ hitung} \leq \chi^2 \text{table}$ , then  $H_0$  was received because in calculation it was found that  $\chi^2 \text{ hitung} = 0,864$  and  $\chi^2 \text{-table t.s. } 0,0 = 0,356$ , then  $H_0$  is received. It meant that data of students drama ability in treatment group and 3 control groups had variant homogeneous, obtained by value of  $\chi^2 \text{ hitung} = 3,139$  while the significant  $0,081$ , then  $H_0$  was refused. It meant that the data variant was homogeneous. For data comparison of the class UNS-JW and the class UNS-IND are obtained the value of  $\chi^2 \text{ hitung} = 2,620$ ; while the significant  $0,110$ . It meant that data variant of both the compared groups compared were homogeneous.

The result of hypothesis testing with the number of sample = 74, Mean A = 71,00; Mean B1 = 45,68; Deviation Standards A = 7,554; Deviation Standards B1 = 6,625; Mean Square between-group = 11864,446; Mean Square in-group = 50,474. From the result of statistic calculation, it was obtained that F-table in t.s.  $0,01 = 4,34$  then  $H_0$  was rejected and hypothesis was received. It meant that drama textbook which was developed in this research was more effective than drama teaching material which was used before.

## CONCLUSION

Based on analysis and problems of research result then it can be concluded the followings: (1) after conducting discussion with a few stakeholders at FGD, it can be expressed that the stakeholders gives positive response to the development of *Tembang* and Modern Javanese Poetry textbook vastly. Lecturers and students are hardly requiring the textbook; (2) the prototype of *Tembang* and modern Javanese poetry textbook can be compiled after through library research and exploration by using multicultural approach; (3) through three steps of validation which have been developed a prototype of textbook which have been tested the validity and the effectiveness through t-test Non-independent, three steps of the development are: (a) expert judgment; (b) preliminary field testing and revision; and (c) main field testing and revision; (4) effectiveness testing of *tembang* and modern Javanese poetry textbook

which is produced as was produced as a component of poetry learning sources in school conducted by Classroom Action Research and compared between the result of pre-test and post-test with T-test non-independent statistic. The result of t-test expresses that there was a very significant difference between pre-test and post-test in the activity result of learning poetry appreciation which was taught with *Tembang* and Modern Javanese Poetry textbook by using sociology of Literature approach which has been developed was effective.

With result of the research, then it can be suggested that *Tembang* and Modern Javanese Poetry textbook which has been developed and has been tested the effectiveness can be used in Linguistic Education study program of Indonesian and Linguistic education of Java in subject matter of Literature and Javanese Culture (*Sastra dan Kebudayaan Jawa*). The book has been developed through expert judgment and revision over and over so that it has reliability in its usage.

The product which is produced in this research is *Tembang* and Modern Javanese Poetry textbook which can be used by the teachers, students, and Javanese song lovers and Javanese literary works lovers.

## REFERENCES

- Andrik, P. (2003). *Komunikasi Multikultural Surakarta*. Muhammadiyah University Press.
- Burhan, N. (1988). *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: FEUGM-Press.
- Djanali, S. d. (2007). *Pengembangan Inovasi Pendidikan*. Jakarta: Ditjen Dikti Depdiknas.
- Herman, J. W. (2001). *Bahasa dalam Tembang dan Puisi Jawa Modern*. Jakarta: Pusat Bahasa.
- Herman, J. W. (2006). *Pengkajian dan Apresiasi Puisi*. Surakarta: UNS Press.
- Imam, S. (2008). *Pernik-pernik Budaya Jawa*. Surakarta: UNS Press.
- Kenney, W. (1986). *How to Analyses Poetry*. London: Routlege & Keagan Paul.
- Mulyasa, E. (2006). *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Rosda Karya
- Rachmat, D. P. (1995). *Pengkajian Puisi*. Jogjakarta: Pustaka Pelajar.
- Sugiyono. (2009). *Metode Penelitiarn Kualitatif, Kuantitatif, dan R & D*. Bandung: CV Alfabeta.
- Suripan, S. H. (1987). *Telaah Kesusastraan Jawa Modern*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa Departemen Pendidikan dan Kebudayaan.
- Suwardi, E. (2006). *Metodologi Penelitian Sastra*. Yogyakarta: Pustaka Widyatama.
- Teeuw, A. (1984). *Sastra dan Ilmu Sastra*. Jakarta: Pustaka Jaya.
- Zoetmulder, Z. (1979). *Kalangwan*. Jogjakarta: Kanisius.