

# The Importance of Collaborative Project-Based Javanese Language Learning Model for Character Strengthening

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**Abstract.** Javanese language learning has strategic potential in instilling noble character values that are in harmony with local wisdom and the vision of national education. However, the learning model that is still conventional is not yet fully able to answer the demands of strengthening students' character contextually. This study aims to describe the urgency of developing a collaborative project-based Javanese language learning model as an effective means of shaping students' character. The method used is qualitative descriptive research with data collection through literature studies and observation through questionnaires. The data subjects were Javanese language teachers of junior high schools, high schools and vocational schools in Central Java. The data analysis technique uses the Milles Huberman mobile interactive technique. The findings of the study show that collaborative project-based learning is not only able to increase students' active involvement in learning, but is also effective in fostering character values such as responsibility, cooperation, and social concern. The design of a Javanese language learning model that integrates the principle of collaboration in the context of real projects needs to be a priority for innovation based on local wisdom. The implications of the results of this study contribute to the development of a holistic and transformative instructional design in Javanese language learning. These findings also recommend the need to develop learning models that prioritize collaboration, active student participation, and the use of local contexts as learning resources to support character-based education transformation.

**Keywords:** learning models; Javanese, collaborative projects, character strengthening.

## INTRODUCTION

Javanese language subjects as local content (mulok) in Central Java Province have great potential in shaping the character of students. Javanese language learning that focuses on internalizing noble cultural values is expected to be able to grow and develop the character of students so that they become superior individuals and play an active role in preserving and inheriting Javanese cultural wisdom (Fakhrudin et al., 2019; Alfiah et al., 2020; Alfiah et al., 2022).

The strong potential of Javanese language subjects in shaping the character of students is in line with the demands of 21st century education. In this era, students are required to master a variety of complex knowledge, have a variety of skills, including high-level thinking skills, relevant to the needs of the world of work, and skilled in utilizing information, media, and technology, as stated in the 21st century innovative learning framework (Muhali, 2019, Rosnaeni, 2021, Hamzah et al., 2022).

The emphasis on discussions related to character education not only aims to provide academic understanding but also to form positive attitudes and behaviors, emphasizing the importance of integrating character values in

every aspect of learning (Perdana, 2018). In line with this concept, project-based learning modelling can provide a platform for students to learn collaboratively, which will reinforce character values through engagement in challenge-oriented activities and real solutions in a societal context (Apriliani et al., 2024).

The current phenomenon shows that many Javanese teachers in Indonesia face difficulties in implementing effective learning methods that not only prioritize academic achievement but also the formation of students' character (Widayanti et al., 2022, Ianatus Sholikha et al. (2023). For example, research shows that project-based and collaborative learning approaches not only improve students' understanding of the material but also their social and emotional skills (A. Azizah & Setiana, 2017; I. N. Azizah & Widjajanti (2019). In this digital era, there is great potential for integrating various technological innovations in the learning model, which can increase student engagement and facilitate the understanding of more complex content (Sa'pang & Purbojo, 2020).

In line with the discussion above, previous research studies have shown the success of various project-focused learning models, including Dilemma-STEAM which can stimulate students' critical thinking and problem-solving skills (Apriliani et al. 2024; Anggraini & Wulandari,

2021). In addition, the project-based learning approach has been proven to be effective in improving learning outcomes in various disciplines but has not been widely applied specifically to Javanese language learning, thus creating a research gap regarding the integration between Javanese language learning and collaborative project approaches that aim to develop students' character (Astuti et al., 2019; Mochsif et al., 2021).

The urgency of this research is further strengthened by the change in the curriculum that emphasizes the importance of integrating character education into the teaching and learning process, as mandated in the Independent Curriculum in Indonesia (Asiati & Hasanah, 2022). This research is expected to contribute to initiating a learning model that is not only effective academically but also able to build students' character through an interdisciplinary approach (Mochsif et al., 2021; Perdana, 2018). Collaborative projects will provide opportunities for students to collaborate and share responsibilities, so that the learning process becomes more meaningful and relevant to their current social conditions (Pristanti et al. 2023; Khosiyono et al., 2023).

Research on project-based learning models has received wider attention in recent years, especially in its implementation that prioritizes STEM aspects and technology integration. Studies have shown that the use of innovative media and methods can improve student learning outcomes and motivation (Suwandi et al., 2023; Pratiwi & Puspito Hapsari, 2020). However, there is still a lack of focus on teaching materials and specific models for Javanese language learning, which poses challenges for educators to design activities that meet the needs and characteristics of students (Asiati & Hasanah, 2022). It was also emphasized that the Javanese language learning model based on collaborative projects between subjects that focus on strengthening the character of students, until now has rarely been studied in depth (Mochsif et al., 2021).

The purpose of this study is to initiate the design of a Javanese language learning model based on a collaboration project between subjects that can strengthen the character of students in schools. By integrating linguistic knowledge and character education, it is expected that students not only achieve linguistic competence but also internalize the values that support their character formation). In addition, through a collaborative approach, students can learn to be more active in

the learning process as well as develop valuable life skills for their future.

## METHODS

This study uses a qualitative descriptive method (Poth, 2018). The source of the research data is Javanese language teachers who teach at the junior high, high school, and vocational school levels in Central Java. Data collection was carried out using literature study techniques and questionnaires. Literature study is used to find a concrete picture of the implementation of Javanese language learning in schools. Meanwhile, the questionnaire technique is to obtain data related to the implementation of the Javanese language learning model based on collaboration. The data analysis in this study uses an interactive model developed by Miles and Huberman (Sugiono, 2013). The model includes three main components that take place simultaneously including: data reduction, data presentation, and conclusion/verification. Data reduction is carried out to classify the types of data collected both from the results of the collection of relevant articles to the urgency of the research and the results of the questionnaire. The presentation of data was carried out in the form of a thematic matrix, descriptive narrative, and questionnaire answers describing the application of a collaborative project-based Javanese language learning model. The final stage of the analysis is the drawing of conclusions. The conclusions drawn are not final before being tested through re-verification of field data, confirmation from informants (member checking), and discussions with peer experts (peer debriefing).

## RESULTS AND DISCUSSION

Javanese language subjects are local content that in its implementation has received less support from the government, especially local governments. This condition has an impact on the limited development of teacher competencies, because there are rarely training facilities that support (Alfiah et al., 2020). Kondisi tersebut berdampak pada keterbatasan guru bahasa Jawa dalam mengembangkan model pembelajaran yang inovatif. Dampaknya dapat dilihat dari masih minimnya jumlah penelitian terkait model pembelajaran berbasis proyek.

Here are a number of studies that discuss the application of innovative learning models in Javanese language learning at the high school

level. These studies have been carried out before. The studies in question have been carried out by (Fakhruddin et al., 2019; Iswinarti & Suminar, 2019; Nazhiroh et al., 2021; Pratisthita, 2022; Subekti & Verrysaputro, 2023), Rosita et al., 2023.

Other research related to the application of a collaborative project-based learning model was conducted by Dewi et al., (2016); Wiartis (2020); Mufidah et al., (2020); Farhin & M Nurul Ikhsan Saleh, (2022); Latip et al., (2022); Faniashi et al., (2023; Vani et al., (2023).

The following are studies related to relevant research that have been conducted by a number of researchers mentioned above Fakhruddin et al. (2019)", Iswinarti & Suminar (2019) with title "Improving Children's Problem-Solving Skills Through Javanese Traditional Games" and Nazhiroh et al. (2021) entitled "Development of Interactive Multimedia E-Comics in Improving Javanese Language Learning Outcomes", is a research that shows that there are innovations in Javanese language learning that have been seen as less attractive to students, especially Javanese script materials, Javanese language uploads. The focus of these studies is focused on Javanese language learning innovations to increase students' interest in learning. Likewise, research conducted by Pratisthita (2022) with the title "The Application of the Group Investigation Method to Learning to Write Javanese News in the Development of High School Students' Character" which explains that the application of the group investigation learning method to learning to write news in Javanese contributes positively to the development of students' character. This research also provides an alternative learning model, even if reviewed from the research method of the literature study used shows that the results of this research are still alternative to the learning model offered that has not been directly applied.

The next relevant research was conducted by Subekti & Verrysaputro (2023) with the title "Implementation of Project-Based Learning Models in Javanese Language Subjects", with a descriptive qualitative method aimed at explaining the implementation of project-based learning models in Javanese language subjects. This research is one of the studies that has led to project-based learning, it was also carried out at the junior high school (SMP) level.

In the same year, a research was also conducted that applied a project-based learning model

assisted by the tourism work method, conducted by Rosita et al. (2023) entitled "Application of the Project-Based Learning Model with the Karya Wisata Method in Learning to Write Descriptive Texts for Javanese Language Subjects Class X.3 SMA N 1 Juwana." This research is the only research that researchers have just found that applies PjBL in Javanese language learning in high school.

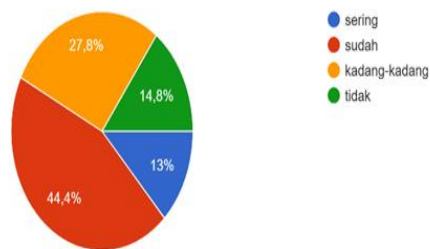
Based on some of the results of the research above, although it has studied upload-unggung learning, character development, and the application of the PjBL model, the application of the Javanese language learning model that applies a collaborative project-based model as a character reinforcement is still very limited, and it can even be said that it does not exist yet. Meanwhile, based on the results of observations through a questionnaire, data was collected from 54 respondents consisting of Javanese teachers in junior high schools, high schools, and vocational schools in Central Java, information was collected that most of these teachers have implemented collaborative learning models in relatively varied forms. The results of observations related to the implementation of the collaborative Javanese language learning model can be observed through the following diagram.

Based on the figure 1, it is known that 44.4% of Javanese language teachers in high school/vocational schools have implemented collaborative project-based learning, 13% stated that they often do it, 27.8% sometimes, and 14.8% have never implemented it. The collaboration models used are still diverse. Some teachers have integrated learning with other subjects, such as Indonesian, Cultural Arts, Pancasila Education, Religious and Ethical Education, and Entrepreneurship. Meanwhile, some of them have just combined various models or methods in the learning process, as well as implementing collaboration between students through group work.

Departing from the phenomenon of collaborative-based learning which is strengthened by the findings of observation results and various previous researches, as well as the great potential of Javanese language subjects in supporting character strengthening, the author is encouraged to develop a collaboration-based Javanese language learning model to strengthen the character of students.

Apakah Bapak/Ibu sudah menerapkan model pembelajaran kolaboratif?

54 jawaban



**Figure 1.** Implementation of collaborative learning model

Meanwhile, based on the current educational context in Indonesia, the emphasis on developing students' character is increasingly urgent. Therefore, through this research, it aims to initiate a Javanese language learning model based on collaboration projects between subjects which is expected to strengthen students' character. The implementation of the independent curriculum poses challenges for teachers to adapt to a more flexible and collaborative approach to learning (Muhali, 2019; Rosnaeni, 2021; Rahayu et al., 2022). Through an integrated learning model, it is hoped that students will not only master Javanese language knowledge, but also develop a positive attitude, discipline, and cooperation (Kelly, 2002; Sukmawati et al., 2019; Huysken et al., 2019; Mestre-Segarra & Ruiz-Garrido, 2022).

Various studies show that collaborative learning models can improve student activity and learning outcomes (Nazhiroh et al., 2021b; Darmawan & Pujiastuti, 2023). Meanwhile, Smith & MacGregor's view emphasizes the importance of collaborative coaching for teachers in developing learning plans that are in line with educational goals (Wiaris, 2020). Thus, the active involvement of teachers in formulating lesson plans that integrate various subjects is the main key in developing students' character and a deeper understanding of the Javanese language.

21st century educational innovation demands the implementation of learning strategies that prioritize collaboration and interdisciplinary integration (Rahayu et al., 2022). The Blended Learning *model*, for example, allows students to participate in more holistic and contextual learning experiences. In this case, the collaboration project between subjects provides an opportunity for students to apply their knowledge of the Javanese language in various contexts, so that it can be more relevant to their daily lives. The importance of student character in the context of

collaborative learning is also explained by research showing that the model can improve communication and cooperation skills among students (C. Azizah & Satiti, 2021). In addition, the implementation of the collaborative project model creates a more conducive learning atmosphere, where students feel more confident in expressing opinions and opinions in public. Therefore, improving teachers' ability to implement collaborative learning is a vital step in strengthening students' character.

The use of information technology in learning is also a highlight in this study. As discussed by Bahri et al. (2022) that the effectiveness of the use of technology can improve learning outcomes if implemented properly. The combination of collaborative learning models with technology, such as interactive multimedia, has been shown to be effective in increasing student motivation and participation in learning (Rofik et al., 2022). Teachers' awareness of the importance of developing flexible and adaptive learning models is very necessary. For example, through Lesson Study, teachers can learn from each other and improve their competence in an ongoing manner in implementing the independent curriculum (Tapung, 2024; Suharsih, 2023). This shows that collaboration among teachers is not only in the context of teaching, but also in the development of their respective professions.

Strengthening character through Javanese language learning based on collaborative projects with other subjects, such as Civic Education and Cultural Arts, provides students with the opportunity to feel the direct impact of their learning (Apriliyanti et al., 2020). They can understand how important the Javanese language is in the context of culture and national identity, which is an integral part of the character built in them.

Finally, the successful implementation of this learning model requires support from various parties, including school principals and parents, who must play an active role in ensuring the creation of a supportive environment. Developing a comprehensive strategy in developing character education through collaborative learning will be a relevant and effective model for schools in Indonesia. In order to create a more productive and integrity society, this study recommends the application of a collaborative project-based learning model as a complementary approach in teaching Javanese, as well as a means to strengthen the character of students. With collaborative efforts between teachers, students,

and other stakeholders, the character strengthening agenda is expected to be achieved for the future of education in Indonesia.

## CONCLUSION

Strengthening the character of students through Javanese language learning is increasingly important in the context of the implementation of the Independent Curriculum which requires flexibility, collaboration, and contextualization of learning. This study concludes that the collaborative project-based learning model between subjects has proven to be effective in integrating students' cognitive, affective, and social aspects holistically. Through cross-disciplinary collaboration, students not only gain a deeper understanding of the Javanese language, but also develop character values such as responsibility, discipline, and the ability to work together. The use of technology, the application of Blended Learning, and the active involvement of teachers through Lesson Studies also strengthen the implementation of this model. Support from school principals, peers, and parents is needed to create a learning environment that supports character building. Therefore, this collaborative learning model is recommended as a strategic approach in building contextual and sustainable character education in Indonesian schools.

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