

Understanding Javanese for Telkom University Students to Introduce Javanese to Non-Javanese Speakers

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Abstract

Javanese is a widely spoken regional language in Indonesia. However, many people do not know Javanese and do not understand Javanese culture. Therefore, this research aims to understand the Javanese language and culture, as well as provide an understanding of the Javanese language to students who do not know Javanese. This research will discuss the introduction of the Javanese language for students who do not know Javanese, especially Telkom University students. The data analysis used in this research is Miles and Huberman's interactive data analysis. The method used in this research is qualitative method with a phenomenological approach. The purpose of this research is to find out the meaning of the Javanese language by non-Javanese students at Telkom University. The research shows that in cross-cultural communication between Javanese and non-Javanese students, the use of Javanese by non-Javanese is limited to the vocabulary mastered, and their understanding of Javanese focuses more on vocabulary than complete sentences.

Keywords-college students; cultural identity; intercultural communication; language communication.

I. INTRODUCTION

Indonesia is an archipelagic country with more than 17,000 islands stretching from Sabang to Merauke. This vast geography has resulted in a diverse population consisting of various social groups, religions, and different nations. As a result of this diversity, Indonesia is rich in various cultures, languages, and dialects in every region of the country. According to the Language Development and Development Agency of the Ministry of Education and Culture (Kemendikbud Language Agency), there are 652 regional languages in Indonesia, not including dialects and subdialects in every language. There are 360 ethnic groups within Indonesia, spread widely from Sabang to Merauke, resulting in various kinds of local customs and dialects.

According to (Mailani, et al (2022)) In communication, language has achieved the goal of conveying a message if the use of language can at least be understood by the speaker's intentions and goals. All conversations at official events must follow certain standards. Speakers must pay attention to an important contextual matter when studying the aims and objectives of certain communications, both verbally and in writing, which is how language goals can be achieved or achieved.

Indonesian is the national and official language throughout Indonesia. It is the official language of communication, taught in schools. Indonesian is the language that unifies the nation from the various regional languages found in Indonesia. Indonesian received recognition as a "unifying language of the nation" at the Second Youth Congress in 1928.

From the census results in the table, it can be seen that the number of Javanese languages and speakers is in first position as the most regional languages and speakers in Indonesia. This indicates that Javanese language and speakers are the majority and dominant in Indonesia. We know a lot that the Javanese people are one of the tribes that have migrated to various regions in the world, especially in Indonesia, so it is natural that the Javanese language and speakers are the majority. We also know that the Javanese language itself is studied by many people existence of communities and SMEs Java that perform arts and use the Javanese language which makes it known to most students and creates curiosity among students from outside Java to learn Javanese culture and language itself so that they come to know and participate in speaking Javanese in their daily lives.

Based on the explanation outlined above, the researcher aims to reveal the meaning of Javanese by Telkom University students who are non-Javanese ethnicities, with the main aim of understanding the extent of their involvement in studying Javanese culture and language.

II. LITERATURE REVIEW

A. Intercultural Communication

Intercultural communication is the exchange of meaning between individuals from different cultural backgrounds. In the era of globalization, increased global mobility has made such interactions more frequent. William B. Gudykunst (2004) "Theorizing About Intercultural Communication" introduces five main theories focusing on results, accommodation, identity management, communication networks, and acculturation. These theories emphasize an individual ability to communicate, manage identities, and navigate relationships across cultures. Anxiety/uncertainty management theory is also discussed, addressing how individuals cope with uncertainty in intercultural communication. The theory of assimilation, deviation, and alienation is examined, exploring how individuals integrate into or feel disconnected from a culture based on their communication effectiveness and adherence to cultural norms. The overarching goal of intercultural communication is to foster understanding, cooperation, and harmony amid diverse cultural perspectives. Cultural differences in language, communication styles, and non-verbal cues underscore the importance of navigating these variations to prevent misunderstandings and conflicts.

B. Language and Communication

Language, as defined by Kridalaksana and Djoko Kentjono (in Chaer, 2014: 32), is a system of arbitrary sound symbols utilized by members of a social group for collaboration, communication, and self-identification. Its primary function lies in facilitating communication among humans, employing sound, writing, or gestures to convey thoughts, feelings, and ideas. With an organized structure comprising grammar and vocabulary, each culture boasts a unique language. Communication, as elucidated by Andrew E. Sikula (2017:145), is the process of transferring information, meaning, and comprehension between entities, employing symbols like words, body language, and facial expressions. Language, being a pivotal tool, supports information sharing, emotional expression, problem-solving, cooperation, and social relationship building. The paragraph underscores the significance of nonverbal elements, such as facial expressions and body movements, in effective communication. It also acknowledges the transformative impact of modern technology on global communication, while emphasizing that the fundamentals of language and communication remain crucial for successful human interaction.

C. Language, Identity, and Culture

Language, identity, and culture are intricately connected elements, with language serving as a complex communication system crucial for expressing the identity and culture of individuals or groups. Identity, encompassing characteristics like religion and ethnicity, is reflected in the language used for communication. Language, defined by Wibowo (2001) as a system of meaningful sound symbols, evolves, mirroring the needs and values of its users and acting as a reflection of the group's worldview. Culture, as explained by Kluckhohn and Kelly, includes historically created life plans guiding human behavior. In the era of globalization, the influence of foreign languages and cultures significantly impacts society's identity, shaping thought processes and interactions. While conflicts may arise between preserving traditional values and adopting new cultural elements, it's crucial to recognize that foreign languages can enrich a society's identity by providing access to diverse thoughts and worldviews. The key lies in a continuous process of integrating new cultural elements with existing ones, allowing communities to preserve their roots while remaining open to the evolving global landscape.

D. Culture Identity

Cultural identity, according to Dorais (1988), is a deep awareness of the special characteristics that a person has as part of a group, including life habits, customs, language, and values. More than just physical elements, cultural identity encapsulates the values, norms, customs, and artistic expressions of a society. Cultural identity differentiates one group from others, even within similar groups, through language, ways of communicating, and daily routines. This forms a framework that influences the worldview and behavior of individuals in that society. The values and norms held firmly by society play an important role in shaping character and personality, reflecting what is considered important and right. Arts and customs help strengthen cultural identity by expressing and celebrating a community's

history, stories and traditions. Although cultural identity is not static and can change over time, maintaining and preserving it is an important task. Conservation efforts include languages, customs, traditional arts, as well as core cultural norms and values to ensure the sustainability of the world's cultural diversity and heritage for future generations.

E. Theory of Meaning in Communication

The theory of meaning in language, as delineated by Purwanti. (2019), encompasses diverse approaches aimed at comprehending how words and language structures convey significance. A key perspective is the referential or denotative theory, emphasizing the connection between words or phrases and real-world objects or concepts. Words are seen to carry meanings referring to both concrete and abstract entities; for instance, the term "tree" signifies a living organism with a stem and leaves growing on the ground. Conversely, the distributional semantic theory underscores that word meanings evolve based on contextual usage, formed through associations with surrounding words. Supriono et al. (2016) introduce Semantic category theory, grouping words based on the category or class of concepts they represent, such as colors or numbers. Conceptual semantic theory emphasizes how concepts are formed and reflected in language, elucidating how language mirrors our understanding of the world. By amalgamating these diverse approaches, the theory of meaning in language seeks to explicate the intricacies of how language imparts meaning through referential, distributional, semantic categories, and conceptual relationships. This holistic approach clarifies that meaning in language is not solely static or lexical but intricately linked to context and how we formulate an understanding of the world around us.

The real meaning of language lies in its use, as described by language thinkers, where certain sounds come alive and gain significance. Words like chair, table, plant, hair, and foot derive meaning from what they represent and can be directly sensed. However, some words like would, yet, but, and to lack inherent meaning unless used in a sentence. Language's complexity is evident in the multitude of language games it encompasses, each serving diverse practical purposes such as operating a computer, engaging in scientific study, communication, commercial transactions, and more. The dynamic nature of language allows it to adapt to various contexts, making it a versatile tool for human expression and interaction.

III. RESEARCH METHODOLOGY

A. Research Method

Qualitative research methods, as outlined by Sugiyono (2013), are rooted in a philosophical approach that treats the researcher as the primary instrument. Focused on understanding scientific conditions, these methods prioritize meaning in data collection and analysis. Primarily employed in disciplines such as sociology, anthropology, psychology, and education, qualitative research delves into complex social and cultural phenomena through in-depth techniques like interviews, observations, and document analysis. Data collected through these methods, including words, images, and human actions, is interpreted to grasp nuanced meanings and contexts. This approach is precious for exploring experiences, perceptions, and subjective meanings that are challenging to quantify. Researchers must possess skills in observation, interviewing, analysis, and writing, while also addressing considerations of privacy, security, and copyright. The results of qualitative research can contribute to the development of new theories, hypotheses, or comprehensive understandings of studied phenomena, serving as a basis for policy formulation. In essence, qualitative research methods provide an effective means of comprehending social and cultural phenomena, offering valuable insights when executed meticulously and appropriately.

B. Research Approach

This study employs a qualitative method following Sugiyono's (2013) descriptive and interpretive approach to comprehensively understand a specific phenomenon. Utilizing data collection methods like interviews, observations, and document analysis, qualitative research, commonly applied in the social sciences and humanities, seeks to reveal intricate meanings and interpretations of the studied problem. Following John W. Creswell's qualitative research framework, the approach delves deeply into phenomena through description, interpretation, and contextual understanding, emphasizing high-quality data collection and cultural awareness. The chosen phenomenological approach, aligned with Qutoshi (2018), is well-suited for exploring individuals' subjective experiences. Rooted in the philosophical foundations of Edmund Husserl, phenomenology aims to understand the essence of observed phenomena through the perspectives of the subjects, emphasizing a deep comprehension of the subjective significance

of individual experiences. Creswell (2013) underscores phenomenology's essence lies in the detailed description of individual experiences, providing a holistic understanding of how individuals perceive and give meaning to the world. With historical roots in Husserl's philosophy and enriched by subsequent thinkers, phenomenology becomes an invaluable tool for exploring the complexity of human experiences, enhancing our understanding of human perspectives on social reality. Through this approach, researchers aim to delve into subjective reality, deepen the understanding of human complexity, and provide valuable insights by applying phenomenological principles in broader research contexts.

C. Unit of Analysis and Sampling Technique

1. Unit of Analysis

The Unit of analysis is a certain unit that is considered the main object of the research. In other words, the unit of analysis is the main entity that will be analyzed in a study and is expected to conclude from. The unit of analysis in this study is

Table 1. Unit of Analysis

Unit of Analysis	Sub Analysis
Meaning of Language in Communication	1. The real meaning of language. 2. The meaning of language in the game.

2. INFORMANT CHARACTERISTICS

Based on these considerations, the informants from this study were taken purposively with the following criteria:

- Active Telkom University students who are not ethnic Javanese.
- Often gathers with students who are ethnic Javanese.
- Not fluent in Javanese.
- Has experience interacting with Javanese ethnic students.

D. Data Collecting

Data collection techniques are methods or ways to collect information needed in research. Data can be collected through two types of sources, namely primary sources and secondary sources, as explained by Sugiyono (2013). After primary data and secondary data have been collected adequately, researchers can process the data for later use in the research discussion stage.

E. Informant Data

Data will be collected from 6 informants. The informants consist of students of non-Javanese ethnicity at Telkom University. The following is the data of the informants:

Table 2. Informant Data

No.	Name	Major	Batch Year	Origin
1.	Nathasya Aryanti Asyfaa Sihombing	Communication Science	2020	Batam
2.	Dwi Putri Warkandyawati	Communication Science	2020	Jakarta
3.	Mukhammad Rifky Ardhana	Communication Science	2020	Jakarta
4.	Andika Yudhistira	Information	2020	Jakarta
5.	Firmanesa Salwaerdya Syalaisha P.	Information	2020	Palembang
6.	Ginanjari Ilmi nur Avicena	Information Technology	2020	Bandung

F. Data Analysis

Data processing is the stage where the information that has been collected is changed by researchers to make it easier to understand and share with other parties. According to Miles and Huberman (1992:20), there are three steps in data analysis, namely: data reduction, data presentation, and conclusions and assessments (Rijali, 2019, 81). These three steps run simultaneously and are not sequential. This is because, in qualitative research, the process of conceptualization, categorization, and description is very dependent on what happens during research in the field.

G. Data Validity

The data validity method employed in this research is the data triangulation technique, as described by Sugiyono (2013). This method involves combining data from various collection methods and existing sources to ensure the validity of the data. Patton (Moleong, 2006) outlines five types of triangulations applicable in research, including source triangulation, method triangulation, researcher triangulation, and theoretical triangulation. In this study, source triangulation is utilized, focusing on checking different types of data sources to explore similar data. The researcher applies source triangulation by incorporating data from interviews, social media documentation, books, image documentation, and other relevant sources. This approach enhances the reliability and validity of the collected data by cross-verifying information from diverse sources, contributing to a more comprehensive and robust research outcome.

IV. RESULTS AND DISCUSSIONS

A. Result

1. Understanding the use of Javanese by non-Javanese students

Javanese students studying at Telkom University can be said to be students with a minority culture amid the many cultures found in the campus environment. However, many non-Javanese students mingle with Javanese students and even make good friends both in campus activities and outside the campus.

Many of the non-Javanese students only understand the vocabulary because they often hear Javanese students speaking Javanese even though they have not been able to communicate it has increased understanding and the actual meaning for some non-Javanese students who hang out with Javanese students.

In the research statements from all informants have indeed asked directly because of course curiosity is also often heard making informants want to know the real meaning starting with guessing the meaning and continuing by asking Javanese students to explain the meaning of each vocabulary.

2. The Meaning of Language in Games

Language is the core of communication which makes it the opening of reality for humans. Regional languages have their differences, making these differences interesting to understand and learn to understand people who use different languages than we know. In this results, sub-chapter will explain things related to the meaning of the Javanese language in non-Javanese students.

In an environment that has a variety of cultures and languages, students get along with anyone regardless of race, culture, and language. One of them is when Javanese students hang out with non-Javanese students, they will certainly always listen to the local language of each individual, especially when they see Javanese students meeting with fellow Javanese. The more often listening to a foreign language is heard, the higher the curiosity of non-Javanese students.

At first, this Javanese language sounded unfamiliar to non-Javanese students but over time continued to hear some vocabulary that was always spoken by his friend who was a Javanese student made him want to ask the real meaning in other words before asking about it some interviewees guessed first and then asked Javanese students.

All informants have quite diverse knowledge of Javanese language and this is known from being friends with Javanese students so that over time they can know the true meaning of each vocabulary. Although in the recognition of each informant, no one has been able to communicate directly using Javanese, the more he adds new vocabulary in Javanese, the more the language he mastered.

The increase of non-Javanese students regarding the ability to know the true meaning or meaning of the Javanese language makes the attraction to study itself obtained from the interviewee's statement. This makes more and more people have an interest in learning because in the aim of introducing the Javanese language indirectly, Javanese students have been able to achieve it.

B. Discussions

1. Understanding the Use of Javanese by Non-Javanese Students

For non-Javanese students, Javanese is considered a foreign language. Understanding Javanese takes time, and an indirect approach is used to facilitate non-Javanese students' understanding. According to Wati, et al (2020), the theory of meaning in language involves several approaches, one of which is referential or denotative theory. This approach focuses on the relationship between words or phrases and objects or concepts in the real world. In this context, non-Javanese students attempt to understand the meaning of Javanese by asking Javanese students directly to better understand how words and language structures provide meaning.

Javanese students show their cultural identity to non-Javanese students by using the local language, aiming to introduce Javanese culture. Cultural identity, as described by Dorais (1988), involves a fundamental awareness of an individual's special characteristics as part of a group in terms of living habits, customs, language, and values. Cultural identity does not only include physical elements such as language or clothing, but also encapsulates values, norms, customs, and artistic expressions in society. Following this theory, non-Javanese students who understand their vocabulary better will increase their curiosity, especially regarding Javanese culture, which is considered unique and attractive to them.

2. The meaning of language in games

The interaction between non-Javanese students and Javanese students in intercultural communication is initially characterized by a lack of understanding of each other's local language. According to Wahyudi (2014), the purpose of intercultural communication is to create better understanding, promote cooperation, reduce conflict, and build harmonious relationships between different cultures. The research findings state that over time, non-Javanese students achieve a better understanding to strengthen relationships with their Javanese friends. The intercultural communication process includes the use of body gestures and vocabulary in Javanese, enabling understanding by non-Javanese students. The use of Javanese vocabulary by non-Javanese students, although not yet up to the use of complete sentences, shows their efforts in understanding and communicating with the local language. The use of vocabulary is considered the first step in a thorough understanding of the Javanese language, which can increase the level of confidence in communication.

V. CONCLUSION AND SUGGESTIONS

A. Conclusion

From the whole research and discussion that has been done, it can be concluded that in intercultural communication activities between non-Javanese students and Javanese students, the use of Javanese by non-Javanese students has not reached the level of using complete sentences, but rather limited to the use of some vocabulary that has been mastered and often used. The use of this vocabulary is formed because non-Javanese students often hear the use of this vocabulary by Javanese students in communicating with fellow Javanese. Nevertheless, the understanding of the Javanese language by non-Javanese students occurs through communication conveyed by Javanese students regarding the actual meaning. Over time, the understanding of Javanese by non-Javanese students increased in terms of vocabulary, although the understanding of complete sentences has not been fully achieved.

B. Suggestions

Based on the conclusions drawn earlier, the author makes several suggestions. First, it is recommended that non-Javanese students continue to deepen and improve their understanding of the Javanese language. This is especially important if they have certain goals in mastering the Javanese language because an understanding of regional languages other than the area of origin can help in various activities in the area that uses the language. Second, Javanese students are advised to continue to provide knowledge and understanding to fellow students, especially related to Javanese sentence patterns. In providing knowledge, it is advisable to use a way of delivery that is easily understood by those who are not from Java. In addition, it is important to avoid giving a wrong understanding or a meaning that is far different from the actual meaning.

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