Training and Guidance for Javanese Script for Elementary School Teachers in Sarongan Banyuwangi Village

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ABSTRACT

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This community service program was implemented to address the low competency of elementary school teachers in Sarongan Village, Banyuwangi, in teaching Javanese script, an urgent issue driven by limited access to training, a lack of effective teaching methods, and declining student interest. The program's urgency lies in strengthening teacher capacity as key agents of cultural preservation while improving the quality of classroom instruction. The program aims to enhance teachers' understanding and writing skills of the Javanese script, improve pedagogical abilities to apply creative teaching strategies, and encourage sustainable implementation in schools. The activities consisted of face-to-face training, manual and digital writing practice, and one-month online mentoring. The procedures included needs analysis, material delivery, writing exercises, supervised classroom application, and evaluation. The results demonstrated significant improvements, with 70% of participants able to teach the script accurately according to writing standards. Program outputs included training videos, media publications, a scientific article, and an Intellectual Property draft. These outcomes indicate that the integrated training–mentoring model effectively enhances teacher capacity and holds strong potential for sustainability in supporting cultural preservation and strengthening basic education quality.

INTRODUCTION

Javanese learning has often been considered a difficult subject for students to understand. This is because children use Indonesian more often than Javanese in their daily lives. Consequently, students experience difficulties in mastering Javanese language learning materials, particularly the Javanese script. Javanese learning as local content in a region is inseparable from learning the Javanese script (Walidah & Sukartono, 2024). The government has made Javanese a subject in elementary schools with the aim of preserving Javanese culture (Hikmah & Yermiandhoko, 2022). The diverse forms of the script and the lack of mastery, even among teachers, are major obstacles. At the elementary school level, Javanese script only receives a relatively limited portion of attention, resulting in students' lack of interest in learning it. Learning that seems monotonous and boring will increase students' reluctance to learn it (Hartiyani & Prayogo, 2023).

The Javanese script is not just a writing system, but a symbol of the identity and character of the Javanese people, rich in cultural values, history, and philosophy of life. The Javanese script has a unique and highly artistic form, making it a cultural heritage that must be preserved (Asrianti & Fauziah, 2023). If it is not instilled early through formal education, it is feared that the Javanese script will be increasingly marginalized and known only as a cultural artifact. This problem can lead to a decrease in student interest in participating in Javanese language lessons, especially regarding Javanese script material (Nugrahanta et al., 2024). By providing students with a strong understanding,

schools play a crucial role in ensuring that the Javanese script remains alive and relevant amidst changing times.

In a village in Banyuwangi, specifically Sarongan, this situation is exacerbated by limited access to training for teachers. Its relatively remote geographical location from the city center means teachers rarely have the opportunity to develop their competencies. Most teachers still struggle to teach Javanese script in a practical and engaging manner, leading to a more formalistic approach to learning. Furthermore, the multicultural community, with three coexisting linguistic cultures: Javanese, Osing, and Madurese, demands a more adaptive learning approach.

Teachers play a strategic role in preserving culture. Teachers skilled in teaching Javanese script are able to deliver learning that is more engaging, interactive, and easily understood by students. Trained teachers will become agents of change in their school environment and be able to inspire students (Ratnasari et al., 2024). This competency is crucial because without adequate mastery by teachers, Javanese script learning will stop at a basic introductory level, without encouraging in-depth understanding or sustained practice in the classroom. Community service must be oriented toward solving problems faced by teachers while also being directed toward development efforts to improve the quality of human resources (Herlina, 2022). Therefore, strengthening teacher capacity is key to effectively transferring cultural knowledge to students.

Technological developments and globalization are interconnected and influence each other (Widodo et al., 2024). The challenges of globalization, which have brought the dominance of popular culture and modern technology, are increasingly suppressing the existence of local cultures. Students are more familiar with digital media in foreign languages or Indonesian, while Javanese literacy traditions are increasingly neglected. This could be due to a lack of insight into local wisdom, which is not in line with current developments (Hasanah & Monica, 2023). Therefore, teachers are required to be able to adapt to current developments to attract students' attention. Teacher creativity when teaching will foster student interest and motivation in learning (Melania et al., 2025).

Based on the conditions described, a teacher capacity building program is needed through training and mentoring in Javanese script learning. The community service program can aim to improve the nation's life by utilizing science and technology (Jahring et al., 2022). Based on the existing problems, this Community Service activity aims to: (1) improve the competence of elementary school teachers in understanding and writing Javanese script; (2) strengthen teachers' pedagogical abilities in implementing creative and innovative Javanese script learning strategies; and (3) ensure the sustainability of Javanese script learning through intensive mentoring and the provision of learning media that can be used long-term.

IMPLEMENTATION METHOD
This community service program was held at Sarongan 3 Public Elementary School in Pesanggaran District, Banyuwangi Regency, East Java. Thirty teachers from SDN 3 Sarongan, SDN 5 Sarongan, and SDN 6 Sarongan participated. These teachers taught

Javanese and classroom teachers who interact directly with students in teaching local culture.

This program will be implemented in two phases. The first phase of face-to-face training will be conducted on May 20, 2025. The materials provided will cover Javanese script theory, Javanese script writing practice, and effective learning strategies. The second phase will consist of online mentoring. This mentoring will last for one month, from May 30, 2025, to June 30, 2025. The activities will include supervision and guidance in implementing Javanese script learning in the classroom.

Data collection techniques were through observation of Javanese script writing skills, participant response questionnaires, and short interviews during mentoring. Quantitative data were analyzed using the percentage of score improvement, while qualitative data were analyzed using data reduction, data presentation, and conclusion drawing techniques. The effectiveness of the program was measured through data triangulation which included: (1) assessment of participant performance during Javanese script writing practice; (2) simple competency tests (pre and posttests) that compared teacher abilities before and after training; and (3) evaluation of the implementation of learning in the classroom through observation sheets that included the use of media, method variations, and student participation levels.

The materials used include Javanese script learning modules, presentation media, and supporting applications that can facilitate more engaging and interactive learning. The methods applied include lectures, discussions, hands-on practice, and project-based assignments. Indicators of the program's success include improved teacher competency, as measured by competency tests; teachers' ability to apply innovative learning methods; participant satisfaction with the training materials and methods; and teachers' ongoing commitment to implementing Javanese script learning in their respective schools.

RESULTS AND DISCUSSION

raining and mentoring for elementary school teachers in Sarongan Village, Banyuwangi, was conducted by a highly qualified team that supported teachers in developing a more creative and innovative Javanese script learning process. The results of the training and mentoring are summarized in the following table.

Table 1. Results of Training and Mentoring in Learning Javanese Script

Indicator	Results
Competence	70% of participants were able to teach Javanese script correctly according to writing rules.
Response	The majority of participants rated the program as relevant, useful, and easy to implement.
Sustainability Recommendation	Teachers showed enthusiasm to continue the practice in their respective schools.
Exterior	Activity videos, mass media publications, scientific articles, and IPR

The 70% improvement not only demonstrates teachers' ability to write Javanese script but also reflects their increased confidence and pedagogical preparedness in teaching the material. This is important because teacher competence has been proven to be a determining factor in the success of Javanese script learning in elementary schools. With improved teacher skills, the opportunity to provide more engaging and varied learning experiences for students increases.
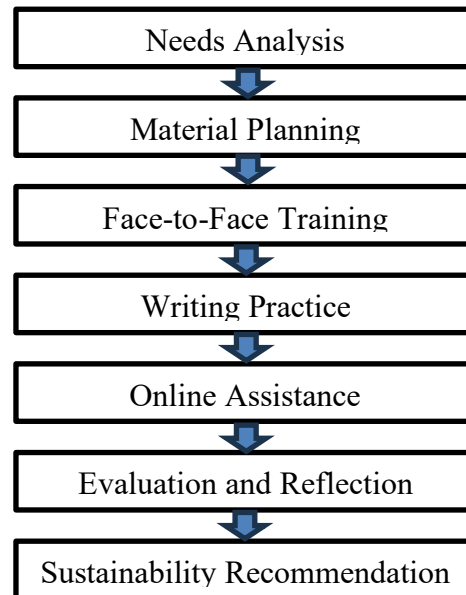
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Figure 1. Schematic Diagram of The Community Service Activity

The diagram in Figure 1 illustrates the flow of activities from teacher needs analysis to final evaluation. This flow refers to the adult learning approach (andragogy), where participants are active subjects, as well as the experiential learning which emphasizes direct practice as the core of the learning process.

Teacher Needs Analysis
This community service activity involved training and mentoring in the Javanese script learning process for teachers at Sarongan Public Elementary School, Banyuwangi. The training was tailored to the needs of the community service partners. During the planning stage, good coordination was established between the community service team and partners, which included the village government, relevant agencies, and teachers in Sarongan. The Community Service Team conducted need analysis to identify teachers' needs and concerns regarding Javanese script learning for elementary schools. This needs analysis helps practitioners gain a deeper understanding of the challenges and obstacles experienced by the community, enabling them to develop appropriate solutions within the local context (Zunaidi, 2024). Need analysis towards teachers in elementary schools in Sarongan Village, it can be determined that the implementation of this community service activity will lead to training and mentoring in learning Javanese script for teachers in elementary schools in Sarongan Village, Banyuwangi.

Table 2. Participant Responses to Community Service Activities

Indicator	Satisfaction Percentage	Keterangan

Material	88%	Relevant material, according to teacher needs, and easy to apply
Speaker Capacity	92%	The presenter was assessed as competent, communicative, and able to motivate participants
Time	80%	The activity time was sufficient, but some participants wished the training duration was longer
Assignment	85%	Practice-based assignments for writing Javanese script help understanding
Learning Experience	90%	Participants gain new experiences, especially digital practice of Javanese script
Usefulness	95%	The program is very useful in supporting Javanese script learning
Satisfaction Level	93%	The majority of participants were satisfied and committed to continuing their practice at school

Learning Javanese, particularly the Javanese script, plays a crucial role in preserving local culture. The Javanese script is not just a writing system but also a symbol of identity, local wisdom, and the rich history of the Javanese people. However, in elementary school teaching practices, students often find the Javanese script challenging due to its complex structure and significant differences from the Latin alphabet. This difficulty is experienced not only by students but also by teachers, many of whom lack adequate mastery and teaching methods. The teaching methods often used by elementary school teachers are still conventional (Maryana et al., 2021). Teachers tend to explain through lectures, which can lead to boredom and a lack of interest in students. There are also several rules in writing the Javanese script that may not yet be fully understood.

These conditions contribute to the low effectiveness of Javanese script learning in schools. Some teachers teach Javanese script material merely as a formality, without providing an engaging and meaningful learning experience. On the other hand, teachers play a crucial role in imparting knowledge and cultural values to students. Therefore, improving teachers' capacity in mastering Javanese script is key to improving the quality of learning while preserving local culture. The purpose of this training is to equip teachers with the skills to teach Javanese script creatively and innovatively.

Training and Mentoring Results
The next stage of this community service activity is training. The first stage of training was conducted with material delivered by lecturers from the Javanese Language and Literature Education study program at Surabaya State University, focusing on Javanese language learning, Javanese script writing, and mentoring innovative Javanese script

learning. The materials provided included the elementary school Javanese language curriculum, Javanese script writing skills, and digital writing practice.

Figure 2. Implementation of Community Service

Figure 3. Implementation of Community Service

The first material related to the Javanese language curriculum for elementary school contains local content of regional languages in East Java based on the East Java Governor Regulation Number 19 of 2014 with discussions including: accommodating elementary, junior high, and senior high school levels; instilling ethics, morals, spirituality, and character education in regional language electives; preserving, developing, and creating regional languages and literature; learning regional languages 2 hours per week; learning can be through curricular and extracurricular activities; learning regional languages based on culture, values, and local wisdom; and active, innovative, effective, and enjoyable learning designs. On this occasion there was interaction between speakers and participants to further explore the problems that occur in the field so that it is hoped that solutions can be formulated to create a pleasant Javanese script learning environment.

The second session discussed Javanese script writing skills. The session began with a presentation of the history of the Javanese script from various sources, including the folktale of Aji Saka. Furthermore, the scope of Javanese script for elementary schools was emphasized. The Javanese script commonly used in elementary schools is limited to the Javanese script.sly or please, useclothes, And partnerSimple. Training participants have the opportunity to practice formulating a sentence using Latin script and then translating it into Javanese script.

Figure 4. Digitally Javanese script writing practice

Following the presentation, the training participants, accompanied by lecturers and students from the Javanese Language and Literature Education Study Program at Surabaya State University, practiced what they had learned digitally. This hands-on assistance is expected to motivate and build participants' confidence in practicing writing Javanese script. Participants had the opportunity to explore devices such as mobile phones and laptops by installing Javanese script keyboards. The purpose of this digital practice session is so that teachers can innovate in delivering Javanese script learning in the classroom so that students do not feel bored and are more interested in learning Javanese script. On this occasion, participants were very enthusiastic about learning to practice writing Javanese script on their respective devices, although a few participants still experienced technical difficulties.

In addition to face-to-face training, the community service team also provides online mentoring in the second phase. At this stage, mentoring is provided through platform Zoom to monitor the progress of teachers' understanding of Javanese script. Furthermore, this intensive month-long online meeting also served as a forum for consultations regarding previously presented training materials.

Based on the description above, this activity successfully addressed the partners' challenges, particularly the limited knowledge and skills of teachers. The training model, combined with online mentoring, proved effective in supporting classroom implementation, despite technical challenges such as limited devices that did not yet support more innovative Javanese script learning practices. The active participation of elementary school teachers in Sarongan Village, Banyuwangi, in the training activities reflects their enthusiasm and commitment to playing a role in the process of educating the nation.

The Javanese script learning training and mentoring program for elementary school teachers in Sarongan Village, Banyuwangi, has had a positive impact, including the average understanding of participants regarding Javanese script showing a good rating; average Javanese script writing skills showing a good rating; and as many as 70% of participants successfully implementing Javanese script learning according to the rules. In addition, this program emphasizes the importance of continuous provision for teachers so that Javanese script learning is not merely a formality, but can become a medium for

cultural preservation that is relevant to educational needs. These results are in line with efforts to strengthen the profile of Pancasila students through learning local culture.

CONCLUSION

Training and mentoring for Javanese script learning in Sarongan Village, Banyuwangi, was conducted successfully using effective methods and significantly improved the competency of elementary school teachers. Through a two-stage approach consisting of face-to-face training and online mentoring, teachers successfully mastered basic skills and were able to apply them in classroom learning. The high level of participant participation during the training and mentoring indicated a strong interest and involvement in improving their ability to understand and apply Javanese script to learning. The SSE (Structured, Systematic, and Experiential) approach performed better than conventional training methods because it provided a structured learning flow, provided opportunities for repeated practice, and allowed teachers to experience the learning process firsthand before implementing it with students. By combining theory and practice, teachers more easily understood the rules of Javanese script writing and how to teach them appropriately. This study has several limitations. First, the number of participants was relatively small due to the limited number of teachers in the three partner elementary schools, thus limiting the generalizability of the results. Second, there was no control group to allow for more objective comparisons. Third, evaluation of learning effectiveness was only conducted in the short term during the mentoring period. For this program to be sustainable, policy support from schools and education offices is needed, in the form of providing Javanese script learning media, regular training, and integrating Javanese script materials into extracurricular activities. Furthermore, strengthening collaboration between schools and universities can be a long-term strategy to ensure teachers continue to receive relevant academic and pedagogical support.

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