MANAGEMENT OF JAVANESE LANGUAGE REVITALIZATION (MRBJ): STRENGTHENING TEACHERS' COMPETENCE FOR LOCAL LANGUAGE REVITALIZATION

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Abstract

Local language revitalization requires more than the preservation of linguistic forms; it requires meaningful opportunities for sustained use in educational and social contexts. This study aimed to develop and evaluate the Management of Javanese Language Revitalization (MRBJ) model to strengthen the communicative competence of Bustanul Athfal (BA) teachers in using Javanese for public speaking and event hosting. The study employed a research and development approach adapted from Borg and Gall, consisting of needs assessment, model design, expert validation and revision, implementation, and evaluation. Participants were 35 female teachers from 11 BA institutions in Klaten, Indonesia. Data were collected through observation, interviews, questionnaires, documentation, and pre-test and post-test measures. The expert validation score reached 91.73%. The mean competence score increased from 64.7 before implementation to 86.5 after implementation, representing an increase of 21.8 points. Needs-assessment data also showed that participants already possessed relevant experience: all participants had prior experience serving as event hosts, while Javanese use and Krama Alus competence varied across participants. These findings suggest that the principal development need was not introductory Javanese instruction, but the systematic strengthening of existing linguistic resources into confident, contextually appropriate, and culturally grounded communicative practice. MRBJ integrates Javanese language use, communicative competence, public speaking and event-hosting skills, and cultural values within an education-based revitalization framework. The model provides a feasible teacherdevelopment approach for creating more meaningful opportunities for Javanese use in Bustanul Athfal, although longer-term implementation and learner outcomes require further investigation.

Keywords: Javanese language; language revitalization; teacher competence; public speaking; Bustanul AthfalI

INTRODUCTION

Local languages are not merely communication systems but also repositories of cultural identity, social relationships, values, and intergenerational knowledge. From the perspective of language revitalization, language continuity depends on the availability of meaningful domains in which speakers can use the language and transmit it to subsequent generations. Fishman (1991) emphasizes that reversing language shift requires attention to the social functions and intergenerational transmission of a language rather than relying only on formal documentation or symbolic preservation.

Javanese provides an important case for this discussion. Research on Javanese youth has identified changes in language preference and weakened intergenerational transmission. Andriyanti (2019), for example, reported evidence of a shift from Javanese toward Indonesian among younger generations and highlighted the importance of school-

based use of Javanese for strengthening language vitality and local identity. More recent work also shows that Javanese language education faces challenges associated with complex speech levels, changing communication practices, and the need for more contextual and culturally meaningful learning approaches.

Educational institutions therefore constitute an important domain for language revitalization. Schools and teachers can provide repeated exposure to local language and create situations in which learners encounter the language as a living means of communication rather than simply as curricular content. Riani et al. (2022) demonstrate the potential of school environments to support Javanese revitalization, while Yulianto et al. (2023) show that teachers' classroom practices can provide opportunities for developing critical awareness of Javanese. Recent studies further indicate that Javanese revitalization increasingly requires approaches that connect language learning with cultural practice and contemporary educational needs.

Within this context, teachers occupy a strategic position. Teachers do not simply deliver language materials; through their everyday speech, classroom interaction, school announcements, ceremonies, and communication with parents and communities, they can model how Javanese is used appropriately in different social situations. This role is especially relevant in Bustanul Athfal (BA), an early childhood Islamic education setting in which language habits, politeness, and cultural values are introduced through repeated interaction.

Communicative competence is therefore central to the revitalization process. Canale and Swain (1980) conceptualized communicative competence as extending beyond grammatical knowledge to include appropriate language use in social contexts and communication strategies. In Javanese, such competence is particularly important because language choice is connected to interpersonal relationships, age, social status, setting, politeness, and communicative purpose. A teacher may possess knowledge of Javanese vocabulary and speech levels but still require practice in selecting and delivering language appropriately and confidently in authentic situations.

One such authentic situation is public speaking and event hosting. In Javanese cultural contexts, event hosting or pranatacara involves structured oral communication, audience awareness, politeness, transitions, and the appropriate selection of speech forms.

Sumartono et al. (2022) reported the need to strengthen teachers' Javanese speech techniques, public-speaking ability, and confidence. Event hosting consequently offers more than a performance skill: it can become a functional domain in which teachers repeatedly practice Javanese in meaningful communicative situations.

Previous research has generally examined Javanese language shift, school-based revitalization, teacher competence, and language-learning practices as related but relatively separate concerns. Less attention has been given to an integrated teacher-development model that deliberately connects Javanese language use, communicative competence, public speaking, event hosting, and cultural values within early childhood education. The present study addresses this gap through the Management of Javanese Language Revitalization (MRBJ) model.

The contribution of MRBJ is positioned not as a claim to be the first Javanese revitalization model, but as an integration and operationalization of existing perspectives in a specific educational context. The model transforms teachers' existing linguistic and communicative resources into structured opportunities for authentic Javanese use. Its context is distinctive because it is designed for BA teachers, whose communication can potentially influence the language environment experienced by young children.

Accordingly, this study aimed to develop and evaluate the MRBJ model for strengthening BA teachers' competence in Javanese communication, public speaking, and event hosting. The study also examined changes in participants' measured competence before and after implementation and identified the implications of the model for education-based Javanese language revitalization.

LITERATURE REVIEW

Javanese Language Revitalization

Language revitalization refers to efforts to strengthen the use, transmission, and continuity of a language whose vitality is affected by language shift. Fishman (1991) argues that sustainable revitalization requires the restoration or strengthening of meaningful social domains of language use. This perspective is relevant to educational settings because a language becomes sustainable not only when it is taught, but when it is used naturally and repeatedly in social interaction.

Andriyanti (2019) provides evidence that Javanese youth experience a shift toward Indonesian and that school environments can play an important role in maintaining Javanese use. Riani et al. (2022) similarly emphasize the role of school environments in Javanese revitalization. Recent research expands this discussion by exploring teacher practices, reflective pedagogy, culture-based approaches, and community-based revitalization. These studies indicate that revitalization benefits from approaches that connect language competence with meaningful cultural and communicative practice.

The present study therefore treats revitalization as a functional process. The target is not simply increased knowledge about Javanese, but increased opportunities for teachers to use Javanese appropriately in authentic educational communication.

Teacher Communicative Competence

Canale and Swain's (1980) framework provides a useful basis for understanding communicative competence as more than linguistic knowledge. Appropriate communication involves sensitivity to context, social relationships, communicative purposes, and strategies for maintaining effective interaction. In Javanese communication, these dimensions are especially important because speech-level selection and politeness are closely connected to social relationships.

Teacher competence in Javanese communication therefore includes the ability to select suitable linguistic forms, organize spoken messages, address audiences confidently, and adapt language to the event and participants. The model developed in this study integrates these dimensions rather than treating language knowledge and public-speaking performance as unrelated skills.

Public Speaking and Event Hosting as Authentic Practice

Public speaking and event hosting provide structured but authentic situations for language use. An event host must open and close an event, introduce speakers, manage transitions, communicate instructions, acknowledge participants, and maintain audience attention. When these functions are performed in Javanese, teachers have opportunities to practice vocabulary, speech levels, politeness, pronunciation, confidence, and communicative organization simultaneously.

Sumartono et al. (2022) found that strengthening Javanese speaking and public-speaking competence among teachers requires practical development rather than language knowledge alone. MRBJ extends this orientation by positioning event hosting as one of the operational domains through which language revitalization can be practiced.

Research Gap and Position of MRBJ

The reviewed literature establishes three related propositions: Javanese faces challenges in intergenerational transmission; revitalization requires meaningful domains of use; and teachers require communicative competence to become effective language users and models. However, these dimensions are rarely brought together in one teacher-development model for BA. MRBJ addresses this intersection by integrating four components: (1) Javanese language use, (2) communicative competence, (3) public speaking and event-hosting competence, and (4) cultural-value integration. The model is consequently positioned as a teacher-oriented, education-based revitalization strategy.

Conceptual Framework

Figure 1. Conceptual framework of the MRBJ model.

Stage	Conceptual relationship
Language challenge	Changing language use and weakening intergenerational transmission
Educational domain	School/BA provides repeated and meaningful opportunities for Javanese use
Teacher as actor	Teacher functions as language model and cultural transmitter
MRBJ development	Integrates language competence, communicative competence, public speaking/event hosting, and cultural values
Authentic practice	Classroom interaction, school events, announcements, ceremonies, and event hosting

Expected contribution	Strengthened teacher competence and expanded opportunities for meaningful Javanese use

METHODS

Research Design

This study employed a research and development (R&D) approach adapted from Borg and Gall (1983). The adaptation was designed to fit the scale and context of BA teacher development. Five interconnected stages were used: (1) needs assessment, (2) model design, (3) expert validation and revision, (4) implementation, and (5) evaluation. The model was developed iteratively so that findings from assessment and expert feedback could inform revision before implementation.

Participants and Setting

The participants were 35 female teachers from 11 Bustanul Athfal institutions in Klaten, Central Java, Indonesia. Participants were selected purposively because they were practicing BA teachers and were directly relevant to the intended use of the model. The implementation/research activity reported in this paper was conducted on 15 August 2026 beginning at 09.00 WIB. The participant group consisted of teachers with S1 educational backgrounds and approximately 10–15 years of teaching experience. The study focused on teacher competence and did not directly measure children's learning outcomes.

Development Procedure

Figure 2. Five-stage development procedure of MRBJ.

Stage	Activities	Output
1. Needs assessment	Observation, interviews, questionnaires, and documentation to identify existing language competence, Javanese use, event-hosting experience, and training needs.	Needs profile and development priorities

2. Model design	Development of objectives, materials, learning activities, practice scenarios, supporting materials, and evaluation instruments.	Draft MRBJ model
3. Expert validation and revision	Review of content, model structure, language practice, communication activities, and feasibility; revision based on expert feedback.	Revised MRBJ model
4. Implementation	Pre-test, guided practice, demonstrations, simulations, individual/group practice, feedback, and post-test.	Implemented MRBJ and participant performance data
5. Evaluation	Descriptive analysis of pre/post results, validation score, observations, interviews, and participant responses.	Evaluation findings and final model recommendations

Data Collection

Data were collected using observation, semi-structured interviews, needs-assessment questionnaires, documentation, pre-test and post-test measures, and performance-related observations. The needs assessment focused on participants' existing Javanese competence and use, including Krama Alus use and everyday Javanese communication, as well as prior experience in event hosting. The pre-test and post-test were used to compare measured competence before and after implementation.

Data Analysis

Qualitative information from observation, interviews, and participant responses was analyzed through data reduction, data presentation, and conclusion drawing. Quantitative data were analyzed descriptively using mean scores and percentages. Expert validation was reported as a percentage of the maximum possible score. The difference between pre-test and post-test means was calculated to describe the change in measured competence. Because the study did not use a control group and the available dataset was summarized descriptively, the findings are interpreted as within-group improvement rather than causal evidence of long-term effectiveness.

Validity and Feasibility

The draft model and its supporting materials were subjected to expert validation before implementation. The validation result was 91.73%. The score was interpreted as indicating a high level of feasibility according to the study's validation framework. Expert feedback was used to revise the integration of language practice, communication, public speaking, event hosting, and cultural values. The exact number and disciplinary composition of validators should be reported in the final submission if this information is available in the research record.

Ethical Considerations

Participation involved adult teachers and was conducted for educational research and development purposes. Participant information was treated as research data and reported in aggregate. The study did not report individual participant identities or individual test scores. If the institutional research record contains a formal informed-consent or ethics-approval procedure, the corresponding statement and approval information should be added before journal submission.

RESULTS AND DISCUSSION

Initial Participant Condition

The needs assessment indicates that MRBJ was implemented with teachers who already possessed relevant experience rather than with complete beginners. All 35 participants had prior experience serving as event hosts. The reported distribution was 26 teachers with experience of more than five occasions, six with experience of more than four occasions, and three with experience of more than three occasions. Because the

wording of these categories can overlap mathematically, the final research instrument should be checked before the categories are presented as mutually exclusive intervals. The safest interpretation is that all participants had previous event-hosting experience, while the intensity of that experience varied.

Table 1. Summary of the initial participant condition.

Initial condition	Descriptive finding	Interpretation for MRBJ
Participants	35 female teachers from 11 BA institutions	Model targeted practicing BA teachers
Krama Alus	20 participants were recorded in the relevant mastery/use category	Existing competence was present but requires contextual strengthening
Everyday Javanese use	23 participants reported using Javanese in everyday communication	Javanese remained an active resource for many participants
Event-hosting experience	All 35 had prior experience; reported frequency varied	MRBJ strengthens and systematizes existing practice rather than introducing event hosting from zero

The needs-assessment data also recorded 20 participants in the category related to Krama Alus mastery/use and 23 participants who reported using Javanese in everyday communication. Because the detailed scoring categories of the original instrument are not reproduced in this paper, these figures are presented descriptively rather than converted into unsupported proficiency percentages. This distinction is important because a numerical count does not by itself establish whether a participant has high, medium, or low mastery.

The initial condition changes the interpretation of the intervention. MRBJ should not be understood as an introductory Javanese course. Instead, it is a competency-strengthening model that seeks to transform existing linguistic resources and prior event-hosting experience into more systematic, confident, contextually appropriate, and

culturally grounded communication. This positioning is consistent with the broader revitalization perspective that meaningful language use is more important than symbolic knowledge alone.

Development of the MRBJ Model

The MRBJ model was developed around four mutually reinforcing components. First, Javanese language use provides the linguistic foundation. Second, communicative competence ensures that language choices correspond to audience, purpose, setting, and interpersonal relationships. Third, public speaking and event-hosting competence provides a structured context for repeated practice. Fourth, cultural-value integration ensures that the use of Javanese is not separated from politeness, respect, social relationships, and cultural meaning.

Table 2. Core components of the MRBJ model.

MRBJ component	Main focus	Example of practice
Javanese language use	Appropriate use of Javanese and speech levels	Selecting expressions suitable for school events and communication with elders
Communicative competence	Context, audience, purpose, and interaction	Adapting greetings, instructions, and transitions to participants
Public speaking and event hosting	Voice, structure, confidence, delivery, and transitions	Opening, introducing speakers, guiding sessions, and closing events
Cultural values	Politeness, respect, social harmony, and local identity	Integrating respectful expressions and culturally appropriate interaction

The model consequently treats event hosting as a functional learning environment. Rather than practicing isolated sentences, teachers practice complete communicative sequences. This includes opening an event, greeting audiences, introducing a speaker, announcing a program, managing transitions, giving instructions, and closing an event.

Such practice can make language learning immediately relevant to teachers' professional responsibilities.

Expert Validation

The MRBJ model obtained an expert validation score of 91.73%. The result indicates a high level of feasibility within the validation framework used in the study. Expert validation served as a quality-control stage before implementation and supported revision of the model's content, sequence, language practice, communication activities, and integration of cultural values.

The validation result is important for two reasons. First, it indicates that the model was considered sufficiently coherent and relevant for implementation. Second, it demonstrates that the development process did not rely solely on participant responses. The model was reviewed before implementation, allowing conceptual and practical weaknesses to be addressed. This is consistent with the logic of R&D in which a prototype is revised before broader application.

However, the validation score should not be interpreted as proof that the model is universally valid. Expert validation is evidence of content and developmental feasibility within the study context. Broader validation across institutions, regions, and expert groups would strengthen the model's external applicability.

Pre-test and Post-test Results

Table 3. Descriptive comparison of pre-test and post-test mean scores.

Measure	Mean score
Pre-test	64.7
Post-test	86.5
Increase	21.8 points

The mean competence score increased from 64.7 before implementation to 86.5 after implementation, representing an increase of 21.8 points. The descriptive change indicates that participants demonstrated higher measured competence following participation in the MRBJ activities. Because individual scores, standard deviations, and inferential test results are not included in the current dataset, the result is appropriately interpreted as a descriptive within-group improvement.

The improvement is consistent with the structure of the model. Participants entered the program with prior Javanese knowledge and event-hosting experience, and the intervention provided systematic opportunities to connect those resources. Demonstration, simulation, practice, feedback, and reflection may have helped participants organize previously fragmented skills into a more integrated performance. The result therefore supports the model's competency-strengthening orientation.

Discussion: From Existing Competence to Authentic Language Use

The central finding of the study is that language revitalization at the teacher level does not necessarily begin with the absence of language knowledge. In the present group, all participants had prior event-hosting experience, and the needs assessment indicated existing Javanese use and Krama Alus competence. The development challenge was therefore how to organize existing resources into consistent and contextually appropriate practice. This finding adds a teacher-development dimension to language revitalization research.

The finding is compatible with Andriyanti's (2019) argument that educational environments matter for strengthening Javanese use. If schools are expected to function as meaningful domains of Javanese use, teachers need more than declarative knowledge. They need confidence, communicative strategies, and practical opportunities to model the language. MRBJ addresses this need by creating structured situations in which teachers can use Javanese for purposes that resemble real educational communication.

The model also resonates with Yulianto et al. (2023), who show that teachers' existing classroom practices can provide opportunities for developing awareness of Javanese. MRBJ extends the focus beyond classroom language awareness by adding public speaking and event hosting as explicit domains of practice. In this sense, the school environment is treated as a broader communicative space that includes lessons, ceremonies, announcements, meetings, and formal events.

The integration of cultural values is equally important. Javanese speech cannot be reduced to vocabulary and grammar because appropriate communication is related to social relationships and politeness. Canale and Swain's (1980) concept of communicative competence helps explain why language knowledge must be connected with context and

communicative purpose. In MRBJ, the cultural dimension is therefore embedded in communication practice rather than added as a separate cultural lesson.

Recent revitalization research also supports the value of connecting language with meaningful cultural practice. Prasaja et al. (2026), for example, developed a reflective digital pedagogy model that positions Javanese as a contemporary cultural resource. Other recent work has examined community-based cultural activities as spaces for revitalizing Javanese. MRBJ differs in its primary unit of intervention: it focuses on teachers and their communicative performance in BA settings. The difference is complementary rather than competitive. Digital, community, and teacher-based approaches can support different domains of language vitality.

The study also reinforces the importance of avoiding an overly narrow definition of language revitalization. A teacher-development intervention involving 35 participants cannot by itself establish revitalization at the community level. Its contribution is more specific: it strengthens one group of educational actors who can potentially create additional opportunities for Javanese use. Long-term revitalization would require sustained institutional practice, learner participation, family involvement, and broader community support.

Contribution to Bustanul Athfal Education

MRBJ has four practical contributions to BA education. First, it strengthens teachers' professional communication by developing the ability to use Javanese in structured formal situations. Second, it potentially expands children's exposure to Javanese through teacher modeling. Third, it connects language use with cultural values such as politeness, respect, and social harmony. Fourth, it provides a practical framework through which school events can become opportunities for local-language use.

These contributions should be understood as operational potential rather than measured child outcomes. The present study did not assess changes in children's vocabulary, language attitudes, identity, or communicative competence. Such outcomes represent an important direction for future research.

Implications and Limitations

The findings have several implications. For BA institutions, local-language revitalization can be incorporated into teacher professional development and school event

practices. For teacher educators, public speaking and event hosting can be used as authentic contexts for local-language competence. For language revitalization policy, the findings suggest that teacher competence should be considered alongside curriculum and language materials. For future researchers, the model can be tested across larger and more diverse educational settings.

The study also has limitations. The participant group was limited to 35 teachers from 11 BA institutions in one geographical area. The pre-test and post-test comparison did not include a control group, so the observed increase cannot be attributed exclusively to MRBJ with causal certainty. Long-term retention was not measured, and learner outcomes were outside the study scope. In addition, the current manuscript reports descriptive participant categories because the full scoring structure of the needs-assessment instrument is not reproduced here. Future studies should report instrument items, reliability, validator characteristics, individual score distributions, and longer-term follow-up.

CONCLUSION

This study developed the Management of Javanese Language Revitalization (MRBJ) model as an education-based approach to strengthening the Javanese communicative competence of Bustanul Athfal teachers. The model integrates four components: Javanese language use, communicative competence, public speaking and event-hosting competence, and cultural values. The approach is designed to strengthen existing teacher resources rather than introduce Javanese language skills from the beginning.

The findings show that the model achieved an expert validation score of 91.73%, while the mean measured competence increased from 64.7 to 86.5, a gain of 21.8 points. The participants also entered the intervention with substantial prior experience in event hosting, indicating that the central development need was the systematic strengthening and contextualization of existing competence. These findings support the feasibility of MRBJ as a teacher-development model for creating meaningful opportunities for Javanese use in BA settings.

The contribution of MRBJ should nevertheless be interpreted within the limits of the study. The results demonstrate feasibility and descriptive within-group improvement, not long-term or community-wide revitalization effects. Further research should examine sustained implementation, children's language outcomes, institutional language practices, family/community participation, and replication across different regions and educational levels.

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