



The Potential of Javanese Language Subjects in Deep Learning

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ABSTRACT

This study aims to describe the potential of Javanese language subjects in supporting *Deep Learning learning* at the secondary education level. Using a qualitative descriptive approach, this study examines the relevance of content, cultural values, and pedagogical approaches in Javanese language subjects that are in line with the characteristics of deep learning, such as critical, reflective, collaborative, and contextual thinking. Data was collected through literature studies, curriculum reviews, and analysis of relevant education policy documents, then analyzed thematically. The results of the study show that the Javanese language has a strong potential to develop the affective, cognitive, and social dimensions of students through materials that are loaded with local wisdom, cultural practices, and literary expressions that challenge students' reasoning and empathy. In addition, the character of Javanese language learning based on narrative, interpretation of meaning, and the application of socio-cultural values provides a wide space for the application of a deep and transformative learning model. These findings recommend the integration of *Deep Learning* strategies in the development of the Javanese curriculum to be more contextual, collaborative, and useful for strengthening the character of Pancasila students in the modern era.

Keywords: deep learning; Javanese language; local wisdom; student character

Introduction

Javanese as one of the local content subjects at the secondary education level has a strategic position in shaping the character, cultural identity, and language skills of Javanese students (Fakhruddin et al., 2019; Alfiah et al., 2020; Alfiah et al., 2022). In the midst of the challenges of globalization and the dominance of digital technology, the existence of learning regional languages is often underestimated, even though it contains a wealth of cultural values, local wisdom, and a unique way of thinking of the Javanese people (Iswinarti & Suminar, 2019; Nazhiroh et al., 2021). The Independent Curriculum which emphasizes differentiated, contextual, and strengthening the Pancasila Student Profile opens up opportunities for the revitalization of Javanese language learning so that it is not only a means of cultural inheritance, but also a vehicle for deep and meaningful 21st century competency development (Muhali, 2019; ; Hamzah et al., 2022).

The 21st century learning era requires the education system to transform from a traditional approach to a model that is able to develop high-level, collaborative, and reflective thinking skills (Komara, 2018; Boulden, 2021; Nirmayani & Dewi, 2021; Arsanti et al. 2021; Rosnaeni, 2021; Rahayu et al. 2022). One of the approaches that is relevant to these demands is deep learning, which is a learning process that encourages students to understand concepts in depth, connect knowledge with real life, and reflect and build personal meaning of learning experiences (Celsia & Sandag, 2021); Zhou et al., 2021; Yin et al., 2024). Deep learning is one of the approaches that is considered relevant in answering the needs of modern education. This approach encourages students to not only remember information, but also develop critical, reflective, collaborative, and contextual thinking skills in interpreting knowledge (Oraif, 2024; Wang, 2024).

Along with increasing attention to the importance of developing holistic competencies of students, the need for the application of deep learning in all subjects has become very relevant, including in Javanese language subjects. As a subject of local content, the Javanese language has been positioned more as a means of cultural preservation and the inheritance of traditional values (Subekti & Verrysaputro, 2023). However, in the context of deep learning, the Javanese language actually has great potential as a vehicle for character formation, critical thinking, and reflective abilities of students through the exploration of literary texts, traditional expressions, social institutions, and cultural practices that are rich in meaning (Abilowo et al., 2020; Adelia Firmandasari et al., 2020; Nadhiroh & Setyawan, 2021; Widayati et al., 2023).

The potential of Javanese language subjects as character builders can be actualized through the exploration of literary texts, folklore, songs, proverbs, and cultural practices that demand cross-dimensional understanding—cognitive, affective, and social (Suryanto et al., 2018). Unfortunately, until now, conceptual studies and empirical practices that examine the relationship between Javanese language subjects and the Deep Learning approach are still very limited.

Javanese language learning has a peculiarity in terms of narrative, interpretive, and collaborative approaches that are oriented towards the formation of meaning and appreciation of life values. Through activities such as storytelling, reciting songs, discussing the meaning of proverbs, and designing local cultural projects, students are trained to empathize, think critically about social phenomena, and work together in building collective understanding (Nazhiroh et al., 2021; Pratisthita, 2022). This potential needs to be described and analyzed systematically so that it can be the basis for the development of a transformative learning model that is in line with the needs of the times. Based on this background, this study aims to describe the potential of Javanese language subjects in supporting deep learning at the secondary education level. The focus of the study is directed at the relevance of content, cultural values, and pedagogical

approaches in Javanese language learning that are in line with the characteristics of Deep Learning. This research is expected to contribute to the development of a curriculum and practice of Javanese language learning that is more contextual, collaborative, and meaningful in shaping the character profile of graduates in the modern era.

Methods

This research uses a qualitative descriptive approach that aims to explore and describe in depth the potential of Javanese language subjects in supporting deep learning (Nina Adlini et al., 2022). This type of research is a descriptive qualitative study focused on content analysis of related documents and literature sources, both in the form of curriculum, learning modules, Javanese textbooks, as well as relevant scientific articles and educational policies. This research aims to describe analytically and interpretively which explains the potential contribution of Javanese language subjects to deep learning. The data in this study was collected through documentary studies and literature reviews. The main sources of data for the research are the latest high school Javanese curriculum documents (Independent Curriculum and previous curriculum), relevant national and international scientific articles. The data collection technique was carried out by purposive sampling, which is to select documents and literature that specifically contain information about Javanese language learning and deep learning principles. Each data is classified based on the main topic category: cultural content and values, pedagogical approaches, and the potential for strengthening students' character and cognition. Data analysis techniques are analyzed using thematic content analysis which aims to identify, organize, and interpret key themes that emerge from the data. The analysis procedure includes: a) Data familiarization, b) Initial coding, c) Theme search, d) Theme review, Theme definition and naming, e) Preparation of analytical descriptive reports. The validity of the data is maintained through triangulation of sources, namely by comparing various document sources, as well as peer review to avoid subjective biases of researchers. In addition, trail audit principles are applied to ensure traceability of the analysis and interpretation process.

Findings and Discussion

1. The Relevance of Javanese Language Learning Content with Deep Learning

The results of the study show that the content in Javanese subjects has high relevance to the characteristics of deep learning. Teaching materials that include traditional literary texts (such as tembang macapat, parikan, and geguritan), folklore, and Javanese proverbs provide space for students to not only understand the content of the reading, but also interpret the symbolic meanings and moral values contained in it. This interpretation process trains critical and reflective thinking skills, the two main pillars in deep learning (Arafik & Rumidjan, 2016, Kartikasari & Rahmawati, 2022). For example, in learning about tembang macapat, students are not only invited to memorize the type and character of tembang but also analyze the relevance of tembang messages to current social conditions. This activity triggered philosophical discussions about the value of life, ethical awareness, and reflection on the nature of human beings in Javanese culture. In other words, Javanese language learning content is not only informative, but also transformative, because it encourages students to construct knowledge independently and contextually.

▪2. Cultural Values as a Source of Social and Affective Learning

The Javanese language as a vehicle for local cultural expression is loaded with deep social, spiritual, and ethical values. The findings of the study showed that students who were actively involved in Javanese culture-based learning showed improvements in aspects of empathy, appreciation for differences, and collective awareness. Values such as *tapa selira*, *rukun*, *nrimo*, and *ajining dhiri* are part of the process of internalizing students in understanding themselves and their environment (Huda Shofyana et al., 2022, Rio et al., 2022). This process supports the strengthening of the affective dimension in deep learning, where students not only pursue conceptual understanding, but also experience value transformation through meaningful learning experiences. In practice, teachers can use methods such as role play in folklore or local customary recognition projects to facilitate the exploration of social values. This is in line with strengthening the character of the Pancasila Student Profile, especially in the dimensions of "faith and piety", "mutual cooperation", and "global diversity".

3. Pedagogical Approach that Supports Collaboration and Reflection

One of the pedagogical strengths of Javanese language subjects lies in the narrative and participatory approach that naturally supports collaboration between students. In the various learning practices analyzed, it was found that teachers tended to use group discussions, storytelling practices, collective poetry preparation, and team-based cultural projects. This activity encourages students to learn together, convey ideas, listen to friends' opinions, and agree on the meaning of the culture being studied (Nafisah, 2016, Triasmanto & Dewi, 2019). In addition, reflective activities such as writing cultural journals, creating learning vlogs, and compiling personal cultural portfolios have been shown to be effective in building self-awareness and the connection between the learning experience and the realities of students' lives. This approach reflects the principle of deep learning, which is that learning does not stop in the classroom, but extends to social and real-life contexts.

4. Implications of the Findings on Curriculum Development

These findings suggest that Javanese language learning has great opportunities to be developed through the integration of deep learning strategies in curriculum planning and implementation. Curricula that overemphasize language memorization or structure need to be reconstructed to be more open to the exploration of meaning, contextual problem-solving, and emotional engagement of students. Teachers as facilitators need to be trained in designing learning activities based on collaborative projects, critical interpretation, and cultural reflection (Yin et al., 2024; Wang, 2024). The application of collaborative project-based learning between subjects is also considered to have the potential to bridge Javanese language materials with other subjects such as Social Studies, Cultural Arts, or Pancasila Education. This collaboration can give birth to a more complete and meaningful learning experience. Thus, learning Javanese language can be a space to strengthen the character of Pancasila students that are relevant to the needs of the 21st century.

Conclusion

Based on the results of the analysis and discussion, it can be concluded that the Javanese language subject has a very significant potential in supporting deep learning at the secondary school level. This potential lies in the richness of local cultural values, reflective language structure, and deep literary content, all of which can be used to foster critical thinking, empathy, and self-reflection skills in students. Javanese language learning can be directed not only for cultural preservation, but also as a strategic means in strengthening character, critical literacy, and Pancasila student profiles.

However, this potential has not been fully optimized in classroom learning practices. There is still a gap between curriculum design and learning implementation that tends to be instructional and less contextual. Therefore, there is a need for an innovation of a deep learning-based Javanese language learning model that integrates collaborative, project, and reflective approaches, as well as teacher training support in the development of appropriate strategies and assessments.

This research is expected to be a conceptual basis for the development of a Javanese language learning model that is more transformative and relevant to the challenges of 21st century education, as well as enriching the scientific discourse on the integration of local wisdom in the global pedagogical approach.

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