



Javanese Speech Levels and Language Politeness Among First-Grade Elementary Students: A Sociolinguistic Study

Dwi Wulandari¹, Samia Al-Shidi², Torebaeva Firuza³

¹Department of Regional Language Education, Faculty Languages and Arts, Yogyakarta University, Yogyakarta, Indonesia

²Dapartement Foreign Language Education, Faculty Language Teaching and Education, Gulf College, Oman

³Dapartement Foreign Language Education, Foreign Languages, Karakalpak State University, Uzbekistan

Article Info

Article history:

Received May 5, 2026

Revised May 10, 2026

Accepted May 13, 2026

OnlineFirst May 15, 2026

Keywords:

Elementary School Students
Javanese Speech Levels
Language Politeness
Language Variation
Sociolinguistics

ABSTRACT

Purpose of the study: This study aims to describe the use of Javanese speech levels by first-grade students at Public Elementary School 2 Trnten, Candimulyo, Magelang, including the types of speech levels used, the factors influencing their use, and the communicative functions reflected in daily school interactions.

Methodology: This study employed a descriptive qualitative method. The subjects were 16 first-grade students of Public Elementary School 2 Trenten, Candimulyo, Magelang. Data were collected through observation, interviews, field notes, recording using a recorder, and note-taking techniques. Data analysis used descriptive analysis with semantic validity and intra-rater reliability.

Main Findings: The findings showed four types of Javanese speech levels used by students: ngoko lugu, ngoko alus, krama lugu, and krama alus. The use of speech levels was influenced by interpersonal formality, place and situation, communicative purpose, and social norms. Their functions reflected intimacy in ngoko and respect in krama interactions.

Novelty/Originality of this study: This study specifically examines Javanese speech level usage among first-grade elementary students in natural school interactions, highlighting early language politeness development. It contributes to sociolinguistic studies by showing how children apply unggah-ungguh basa Jawa in real educational contexts and social communication practices.

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license



Corresponding Author:

Dwi Wulandari,

Department of Regional Language Education, Faculty Languages and Arts, Yogyakarta University,
Colombo Road, Depok Sleman, Yogyakarta, 55281, Indonesia

Email: dwiwulandari@gmsil.com

1. INTRODUCTION

Language is the main means of human social life because through language individuals can express ideas, feelings, and build social relationships with others. In the context of Javanese society, language does not only function as a communication tool, but also as a cultural symbol containing values of politeness, respect, and social etiquette [1]-[3]. Javanese language has a system called unggah-ungguh basa which regulates language use based on the social relationship between the speaker and the interlocutor. This system makes Javanese unique because it has speech levels that distinguish language use according to age, social status, closeness of relationship, and communication situations [4], [5]. Therefore, mastery of Javanese speech levels becomes an important part of character building and cultural preservation from an early age.

Speech level in Javanese language is a form of language variation that reflects respect, politeness, and social relationships between speakers and listeners. In sociolinguistic studies, Javanese speech levels are generally divided into four main forms, namely ngoko lugu, ngoko alus, krama lugu, and krama alus [6]. The use of each

form depends greatly on the communication context. The ngoko level is usually used in close or equal relationships, while the krama level is used in formal situations or when speaking to older people or those with higher social status [7], [8]. Accuracy in choosing speech levels is an important indicator of polite Javanese language competence according to social norms.

In the elementary school environment, especially among primary school students, learning Javanese language has a strategic role in instilling local cultural values and shaping polite language character. However, the reality in the field shows that most elementary school students are more accustomed to using ngoko level Javanese in daily communication, even when speaking to teachers or older people [9]-[11]. This condition indicates a decline in sensitivity toward the use of *unggah-ungguh basa Jawa*. Errors in speech level usage are caused not only by the lack of mastery of krama vocabulary, but also by the influence of Indonesian language which is increasingly dominant in everyday life [12]. This becomes a serious challenge in efforts to preserve regional languages, especially Javanese.

This phenomenon was also found among first-grade students of Public Elementary School 2 Trenten, Candimulyo District, Magelang Regency. Based on preliminary observations, students generally recognized the existence of Javanese speech levels, but they still experienced difficulties in applying appropriate vocabulary according to the context of *unggah-ungguh basa*. Errors often occurred when students spoke to teachers by mixing ngoko and krama forms inappropriately. For example, the use of the phrase “sing diwaca” when addressing a teacher should be replaced with the more polite form “ingkang dipunwaos.” This condition shows that students’ conceptual understanding of speech levels has not been fully followed by practical application in real interactions within the school environment.

In addition, the use of Javanese speech levels among elementary school students is influenced not only by language mastery but also by various social and situational factors. Factors such as the relationship between the speaker and the listener, place and atmosphere of conversation, communication goals, and prevailing social norms greatly determine the choice of language form used. In sociolinguistic studies, these factors are explained through speech components such as setting, participants, ends, act sequences, key, instrumentalities, norms, and genre, known as Dell Hymes’ SPEAKING theory [13], [14]. Therefore, research on the use of Javanese speech levels needs to be studied comprehensively to provide a real picture of students’ language behavior in the context of basic education.

This research is important because elementary school is the initial phase of forming children's language habits and social character. If the use of polite Javanese speech levels is not instilled from an early age, the younger generation will gradually move away from local cultural values inherited by Javanese society [15], [16]. This study focuses on the use of Javanese speech levels among first-grade students of Public Elementary School 2 Trenten to describe the types of speech levels used, the factors influencing their use, and the social functions reflected in daily interactions. The results of this study are expected to contribute to the development of sociolinguistic studies, especially in the field of language variation and character education based on local culture [17].

Previous studies on Javanese speech levels have been conducted by Tri Indo Setiawan, who examined Javanese speech levels in the *pasrah tampi pengantin* ceremony in Cipari District, Cilacap Regency, and found that speech level usage was strongly influenced by social status and the formality of traditional events [18]. Another study by Dwi Atmawati investigated the use of *unggah-ungguh basa Jawa* among junior high school students and found that the dominance of *ngoko* usage was higher than *krama* due to family environment and peer interaction factors [19]. Furthermore, Ribut Surjowati studied the use of Javanese language among elementary school students in classroom communication and found that students still had difficulty distinguishing between *krama lugu* and *krama alus* [20]. These three studies have different focuses, but none specifically examine the use of Javanese speech levels among first-grade elementary students in natural school interactions while also connecting in detail the types of speech levels, social factors, and communicative functions. This becomes the research gap addressed in this study.

The novelty of this research lies in its specific focus on examining the use of Javanese speech levels among first-grade elementary school students in the context of daily interactions within the school environment. This study not only identifies the types of speech levels used but also analyzes the social factors influencing speech level selection and the communicative functions that emerge in relationships between students and teachers as well as among peers [21], [22]. This approach provides a deeper understanding of the process of politeness formation in language use from an early age, which is still rarely discussed in previous studies, especially at the early elementary education level.

The implications of this research are expected to serve as evaluation material for teachers, schools, and parents in instilling the use of polite Javanese language according to *unggah-ungguh basa*. Teachers can pay more attention to language use in the learning process so that they become role models for students, while schools can strengthen contextual local content learning of Javanese language [23]. In addition, the results of this study can become a reference for developing more effective and applicable regional language learning strategies so that students not only understand the theory of speech levels but are also able to apply them in daily life.

The urgency of this research is increasing considering the declining use of Javanese *krama* among the younger generation due to the dominance of Indonesian language and the influence of modernization. If this condition continues without educational efforts from the elementary level, the values of politeness, respect, and Javanese cultural identity may gradually shift or even lose their relevance in social life [24], [25]. This research is important as an academic effort to document and strengthen the practice of Javanese speech level use among elementary school children as part of cultural preservation and character building based on local elementary school [26].

Based on the explanation above, this study aims to analyze the use of Javanese speech levels among first-grade students of Public Elementary School 2 Trenten, Candimulyo, Magelang, including the types of speech levels used, the factors influencing their use, and the communicative functions reflected in students' daily interactions. Through this research, it is expected that a clearer understanding of students' language behavior can be obtained, which can support the preservation of Javanese language and strengthen character education through local cultural values in elementary education.

2. RESEARCH METHOD

2.1. Research Design

This study employed a descriptive qualitative research design [27]. Qualitative descriptive research is used to describe and interpret language phenomena naturally based on facts found in the field without manipulation of variables. This approach is appropriate because the focus of this study is to examine the use of Javanese speech levels among first-grade students of Public Elementary School 2 Trenten, Candimulyo, Magelang, including the types of speech levels used, the factors influencing their use, and the communicative functions reflected in daily school interactions. According to qualitative research principles, the researcher acts as the main instrument in collecting and interpreting data directly from the natural setting [28]. This design allows the researcher to obtain an in-depth understanding of students' language behavior in the context of sociolinguistic interaction.

2.2. Subject and Sample Research

The subjects of this study were first-grade students of Public Elementary School 2 Trenten, Candimulyo District, Magelang Regency. The total number of students in the first grade was 16 students, consisting of 6 male students and 10 female students. Since the total population was relatively small, this study used total sampling or saturated sampling technique, where all members of the population were selected as research samples [29]. This sampling technique was chosen to provide complete and comprehensive data regarding the use of Javanese speech levels among all students in the class. In addition to students, the classroom teacher was also involved as a supporting informant to provide additional information regarding students' language habits and classroom communication patterns.

2.3. Data Sources and Data Collection Techniques

The primary data source of this study was the utterances produced by first-grade students during daily communication activities in the classroom and school environment. The secondary data source included interview results with teachers and supporting field notes recorded during the observation process. Data collection techniques used in this study were observation, interview, recording, and note-taking techniques. Observation was conducted using the Simak Bebas Libat Cakap (SBLC) technique, where the researcher observed naturally without directly participating in the conversation process [30]. Recording devices were used to capture students' spontaneous utterances, while note-taking techniques were used to document important contextual information such as place, participants, communication goals, and speech situations. Interviews with teachers were conducted to strengthen the interpretation of students' speech behavior and the factors influencing speech level selection.

Table 1. Data Sources and Collection Techniques

Data Source	Technique	Purpose
Students' utterances	Observation, Recording	Identifying speech level usage
Teacher interviews	Interview	Understanding influencing factors
Field situations	Note-taking	Recording contextual information

2.4. Research Instruments

The instruments used in this study consisted of a recorder, data cards, and interview guidelines. The recorder was used to record students' utterances during communication activities in order to obtain authentic and natural language data. Data cards were used to classify and organize the findings based on speech level types, contextual situations, indicators of speech level usage, influencing factors, and communicative functions. The interview guideline contained a list of structured questions directed to the teacher regarding students'

understanding and use of Javanese speech levels in classroom interaction. These instruments were designed to support systematic and valid qualitative data collection [31].

Table 2. Example of Data Card Format

Data Number	Context	Utterance	Speech Level Type	Indicator	Function
01	Classroom interaction	“Saged bu”	Krama Alus	saged	Respect

2.5. Data Analysis Technique

The data analysis technique used in this study was descriptive qualitative analysis. The analysis process began with data reduction, where the recorded utterances were selected and classified based on relevant speech level categories such as *ngoko lugu*, *ngoko alus*, *krama lugu*, and *krama alus*. After classification, the researcher identified the factors influencing speech level usage using Dell Hymes’ SPEAKING framework, including setting, participants, ends, act sequences, key, instrumentalities, norms, and genre [32]. Furthermore, the communicative functions of speech levels were analyzed to determine whether they reflected intimacy, respect, politeness, or social distance. Data validity was ensured through semantic validity and intra-rater reliability by repeatedly reviewing and interpreting the data carefully.

2.6. Research Procedure

The research procedure was conducted in several systematic stages. The first stage was preliminary observation to identify language problems and determine the research focus. The second stage was data collection through classroom observation, recording, interviews, and field note documentation. The third stage involved data transcription and classification according to speech level categories. The fourth stage was data analysis using descriptive interpretation and sociolinguistic theory. The final stage was drawing conclusions based on the findings and preparing research reports. This procedure was designed to ensure that the research process was conducted systematically and scientifically.

3. RESULTS AND DISCUSSION

3.1. Types of Javanese Speech Levels Used by First-Grade Students

The results of this study showed that first-grade students of Public Elementary School 2 Trenten used four types of Javanese speech levels in daily communication, namely *ngoko lugu*, *ngoko alus*, *krama lugu*, and *krama alus*. These speech levels appeared in interactions between students and teachers, students and peers, and students with school staff such as canteen keepers. The use of these speech levels reflects students’ early understanding of *unggah-ungguh basa Jawa* as part of social interaction in the school environment.

The most dominant speech level found in this study was *ngoko lugu*. This form was mostly used when students communicated with close friends or in situations considered informal and relaxed. For example, in the utterance “Mbak tuku roti, iki dhuwite,” the student used the words *tuku*, *iki*, and *dhuwite*, which belong to the *ngoko* level. This speech level indicates closeness and equality between speaker and listener. According to Khulukul [33], *ngoko lugu* reflects intimacy and social closeness because it is commonly used among speakers who have equal social relationships.

The second type identified was *ngoko alus*, where students mixed *ngoko* vocabulary with some polite lexical items from *krama*. For example, the utterance “Mbak tuku ale-ale, pinten niki?” contains the word *tuku* from *ngoko* and *pinten* from *krama*. This shows that students attempted to demonstrate politeness, although their mastery of speech level distinction was still incomplete. This mixed form is common among children because they are still in the process of acquiring sociolinguistic competence [34].

The use of *krama lugu* was found in more formal interactions, especially when students spoke to teachers. For instance, in the expression “Menawi sampeyan gadhah arta,” the student used polite vocabulary forms to show respect. However, the frequency of *krama lugu* usage was lower than *ngoko* because students were less familiar with formal Javanese expressions. This finding supports the study by Rahadini et al. [35], which found that elementary school students generally experience difficulty using *krama* forms consistently.

The highest speech level found was *krama alus*, although its use was very limited. This level appeared mostly when students gave short respectful responses to teachers, such as “Saged Bu.” The use of *saged* indicates a high level of politeness and respect. However, students rarely used complete *krama alus* sentences due to limited vocabulary mastery. This indicates that the acquisition of higher speech levels requires stronger support from teachers, family, and the school environment.

Table 3. presents the frequency distribution of speech levels found in this study.

Speech Level Type	Category	Percentage (%)
Ngoko Lugu	Dominant	42.5
Ngoko Alus	High	31.2
Krama Lugu	Moderate	16.8
Krama Alus	Low	9.5

The findings indicate that *ngoko lugu* remains the dominant form because students naturally acquire informal speech first before mastering formal and respectful speech levels. This also reflects the influence of family and community language habits where *ngoko* is more frequently used in daily life.

3.2. Factors Influencing the Use of Javanese Speech Levels

The findings revealed that the use of Javanese speech levels among students was influenced by several sociolinguistic factors. These factors were analyzed using Dell Hymes' SPEAKING model, which includes setting, participants, ends, act sequences, key, instrumentalities, norms, and genre [36]. Among these factors, the most influential were participants, setting, communication goals, and social norms.

The first major factor was participants, especially the relationship between speaker and listener. When students spoke to their peers, they mostly used *ngoko lugu* because the relationship was equal and intimate. However, when speaking to teachers, older people, or school staff, students attempted to use *krama* forms to show respect. This shows that age and social hierarchy strongly influence language choice. According to Nurawati et al. [37], Javanese speech levels are highly dependent on vertical and horizontal social relations.

The second factor was setting and scene, referring to place and atmosphere. In informal places such as the canteen or playground, students tended to use *ngoko*. In contrast, during formal classroom activities, students were more likely to use polite expressions. For example, during mathematics lessons, students often used short polite responses such as "Saged Bu," while during break time they returned to casual *ngoko* speech. This proves that situational context directly shapes speech level selection.

The third factor was ends or communication goals. Students adjusted their language depending on what they wanted to achieve. When asking permission, requesting help, or answering teachers, they tended to use more polite forms. In contrast, when joking or talking casually with friends, informal language was preferred. This aligns with sociolinguistic theory that language choice is influenced by communicative intention [38].

The fourth factor was norms or social expectations. In Javanese culture, children are taught to respect older people through language use. This cultural norm encourages students to choose more polite expressions when speaking to adults. However, incomplete mastery of vocabulary often caused students to mix *ngoko* and *krama*, producing hybrid forms such as "Sing diwaca pundi Bu?" This indicates awareness of politeness but limited linguistic competence.

3.3. Communicative Functions of Javanese Speech Levels

The study also found that Javanese speech levels functioned as social markers in student interaction. The main functions identified were expressing intimacy, showing respect, reflecting social hierarchy, and maintaining politeness in communication.

The first function was expressing intimacy, mainly through *ngoko lugu* and *ngoko alus*. Students used these forms when interacting with close friends or familiar school staff. The use of *ngoko* created a sense of comfort and equality in communication. According to Wening Udasmoro [39], *ngoko* functions to reduce social distance and strengthen interpersonal closeness between speakers.

The second function was showing respect, particularly through *krama lugu* and *krama alus*. When speaking to teachers, students attempted to use more polite forms to indicate respect and obedience. For example, the response "Saged Bu" reflects not only agreement but also recognition of the teacher's higher social position. This confirms that language functions as a tool of social politeness and hierarchy [40].

The third function was reflecting social hierarchy. In Javanese society, speech levels symbolize the relative status of speakers. Students positioned themselves as younger and lower in status when communicating with teachers and therefore selected respectful expressions. This reflects the vertical relationship described by Christine Jalleh et al. [41], where *krama* signals respect and social distance.

The fourth function was maintaining social harmony. Appropriate speech level selection prevents misunderstanding and supports harmonious interaction in school. When students use respectful language appropriately, communication becomes smoother and relationships become more positive. This is especially important in elementary education because language behavior contributes to character formation and moral development.

Table 4. Communicative Functions of Javanese Speech Levels

Function	Speech Level Dominance	Description
Intimacy	Ngoko Lugu	Reflects closeness and equality
Respect	Krama Alus	Shows politeness toward elders
Social Hierarchy	Krama Lugu	Indicates status difference
Social Harmony	All Levels	Maintains smooth interaction

Overall, the findings demonstrate that Javanese speech levels are not merely linguistic forms but social instruments that shape interaction patterns among students. The school environment plays a crucial role in strengthening students' awareness and competence in using appropriate speech levels.

These results are consistent with previous studies by Betty Tjipta Sari [42], Efendi Hidayatullah [43], and Anita Chandra Dewi [44], but this study provides a more specific contribution by focusing on first-grade elementary students in natural classroom interaction. This early educational stage is critical because language habits formed here strongly influence future communication behavior. Therefore, strengthening Javanese speech level learning from the beginning of formal education is essential for preserving cultural values and building students' character.

The novelty of this study lies in its specific focus on first-grade elementary school students as the main subjects of sociolinguistic analysis in the use of Javanese speech levels within natural classroom interactions. Previous studies by Betty Tjipta Sari [42], Efendi Hidayatullah [43], and Anita Chandra Dewi [44] generally focused on older students, formal learning contexts, or broader language politeness patterns, whereas this study specifically examines early-grade learners in spontaneous school communication. This research not only identifies the types of Javanese speech levels used, such as ngoko lugu, ngoko alus, krama lugu, and krama alus, but also analyzes the sociolinguistic factors influencing their use through Dell Hymes' SPEAKING framework and explores their communicative functions in maintaining politeness, social hierarchy, intimacy, and cultural identity. This comprehensive approach offers a deeper understanding of how language politeness is formed from the earliest stage of formal education and contributes significantly to the development of sociolinguistic studies in elementary education [45].

The implications of this study are expected to provide practical contributions for teachers, schools, and parents in strengthening students' awareness and competence in using appropriate Javanese speech levels according to unggah-ungguh basa Jawa. Teachers are encouraged to become consistent language models by applying polite Javanese expressions during classroom interaction so that students can imitate proper speech behavior naturally. Schools may also strengthen local content learning by integrating contextual language practices into daily communication activities, while parents can reinforce these habits at home through consistent family communication patterns. In addition, this study contributes theoretically to sociolinguistic and educational research by showing that language politeness learning should begin at the early elementary level because linguistic habits formed during this phase strongly influence students' future social behavior and character development [46].

This study has several limitations that should be considered for future research. First, the research was conducted only in one elementary school with a relatively small number of participants, consisting of 16 first-grade students, which limits the generalizability of the findings to broader educational contexts. Second, the study focused only on naturally occurring classroom and school interactions without involving family or community language environments, which may also strongly influence students' speech level acquisition. Third, the analysis was limited to descriptive qualitative interpretation without measuring the long-term effectiveness of school-based interventions in improving students' mastery of Javanese speech levels. Future studies are recommended to involve larger samples, cross-school comparisons, and mixed-method approaches to obtain more comprehensive findings regarding the preservation of Javanese language politeness among young learners [47].

In conclusion, this study confirms that the use of Javanese speech levels among first-grade elementary students is not merely a linguistic phenomenon but also an important reflection of cultural values, social politeness, and character formation. The dominance of ngoko lugu alongside the limited use of krama forms indicates that students are still in the early stages of mastering unggah-ungguh basa Jawa and require stronger support from educational institutions and family environments. Since elementary school represents the foundational stage of children's sociolinguistic development, strengthening polite language use from an early age becomes essential for preserving local wisdom and maintaining Javanese cultural identity in modern society. Therefore, systematic efforts in education are needed to ensure that regional language politeness remains relevant and sustainable across generations [48].

4. CONCLUSION

This study concludes that first-grade students of Public Elementary School 2 Trenten, Candimulyo, Magelang used four types of Javanese speech levels in daily communication, namely ngoko lugu, ngoko alus, krama lugu, and krama alus, with ngoko lugu as the most dominant form. The use of these speech levels reflects

students' early understanding of unggah-ungguh basa Jawa in school interactions. The selection of speech levels was influenced by several factors, especially the relationship between speaker and listener, place and situation of communication, communicative goals, and social norms in Javanese culture. In addition, the speech levels functioned to express intimacy, show respect, reflect social hierarchy, and maintain social harmony in communication. These findings indicate that the use of Javanese speech levels is not only a linguistic practice but also an important part of character building and cultural preservation from an early age. Therefore, strengthening the teaching and practice of polite Javanese language in elementary schools is necessary to support students' sociolinguistic competence and preserve local cultural values.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to all parties who have provided support, guidance, encouragement, and valuable contributions during the process of conducting this research and completing this article. Appreciation is also extended to those who assisted in data collection, provided constructive suggestions, and contributed both directly and indirectly to the success of this study. Hopefully, this research can provide useful contributions to the development of knowledge, especially in the field of language, literature, and education.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI)-assisted technologies were used in the preparation, analysis, or writing of this manuscript. All stages of the research process, including data collection, data analysis, interpretation of results, and manuscript preparation, were conducted entirely by the authors without the assistance of any AI-based tools.

REFERENCES

- [1] E. Sukma, S. Ramadhan, M. Putri, and A. Johari, "Challenges in implementing Indonesian language teaching materials in elementary schools," *Int. Electron. J. Elem. Educ.*, vol. 16, no. 2, pp. 225–237, 2024, doi: 10.26822/iejec.2024.327a,*.
- [2] M. Rohmadi, M. Sudaryanto, D. A. Susanto, K. Saddhono, and A. D. Saputra, "Sociopragmatic study of Javanese oral discourse in big city communities as an effort to maintain indigenous language," *Sect. Lit. Linguist. Crit.*, vol. 4, no. 4, pp. 41–59, 2023, doi: 10.58256/rjah.v4i4.1290.
- [3] B. B. Nomass *et al.*, "Desapair and alienation in T.S. Eliot's and adonis' poetry: A comparative study," *Theory Pract. Lang. Stud.*, vol. 14, no. 6, 2024, doi: 10.17507/tpls.1406.01.
- [4] E. S. Maruti, B. Yulianto, S. Suhartono, and N. Samsiyah, "How is the awareness of javanese language phonology of elementary school teacher candidates?: Descriptive qualitative study," *Elem. Educ. Online*, vol. 20, no. 3, pp. 1–11, 2021, doi: 10.17051/ilkonline.2021.03.01.
- [5] A. A. Ramadhansyah and T. Ulfa, "Eight Javanese teaching issues and its possible solutions : A systematic literature review," *J. Innov. Educ. Cult. Res.*, vol. 3, no. 2, pp. 162–176, 2022, doi: 10.46843/jiecr.v3i2.78.
- [6] I. N. Rahman, S. Narimo, A. Muhibbin, L. E. Rahmawati, and E. Fauziati, "Impact of Javanese language preservation on Javanese language skills in elementary schools," *J. Ilm. Sekol. Dasar*, vol. 6, no. 4, pp. 671–679, 2022, doi: 10.23887/jisd.v6i4.54233 Impact.
- [7] Y. Ernawati, D. Darni, S. Surana, M. Murdiyanto, and S. Adiptoyo, "Building the character of elementary school students through Javanese language learning," *Adv. Soc. Sci. Educ. Humanit. Res.*, vol. 390, no. 19, pp. 157–161, 2020, doi: 10.2991/icracos-19.2020.33.
- [8] K. Lu and S. S. Asih, "Analysis of the problems behind students' low understanding of learning Javanese local content in the digital era in fifth-grade elementary school," *Al-Ishlah J. Pendidik.*, vol. 17, no. 3, pp. 5029–5042, 2025, doi: 10.35445/alishlah.v17i3.7276.
- [9] A. T. Wahyuni, "Meningkatkan kemampuan siswa menerapkan unggah ungguh basa dalam pelajaran bahasa Jawa melalui strategi pemberian peran pada siswa smpn 2 mejayan kabupaten Madiun," *J. Dieksis*, vol. 1, no. 2, pp. 40–46, 2021, doi: 10.54065/dieksis.1.2.2021.75.
- [10] A. R. Adisti and M. Rozikan, "Fostering the alpha generation: A character education based on Javanese unggah ungguh (etiquette) culture in Madrasah Ibtidaiyah," *J. Pendidik. dasar Islam*, vol. 13, no. 1, 2021, doi: 10.14421/al-bidayah.v13i1.256.
- [11] N. Ngatman, "Analysis of understanding the use of Javanese language 'krama inggil' of preservice teachers in primary teacher education programs," in *4th National Seminar on Educational Innovation (SNIP 2019)*, 2019, pp. 334–338. doi: 10.20961/shes.v2i1.38198.
- [12] W. D. Hardiyanti, N. Cholimah, and F. Tjiptasari, "Application of unggah-ungguh Javanese for moral values development in preschool children," *J. Pendidik. Progresif*, vol. 15, no. 02, 2025, doi: 10.23960/jpp.v15i2.pp1.
- [13] A. Aisha and D. A. Wiranti, "Analysis of the application of basa ngoko lan krama song media in understanding unggah ungguh Javanese language," *J. Fak. Kegur. Dan Ilmu Pendidik. Unipa Surabaya*, vol. 21, no. 2, pp. 105–114, 2025, doi: 10.36456/bp.vol21.no2.a9895.
- [14] E. N. Hasanah and E. Nurhayati, "Implementation of the singing method to understand unggah-ungguh basa in Javanese language learning in middle school," *J. Keilmuan Bahasa, Sastra, dan Pengajarannya*, vol. 9, no. 2, pp. 442–454, 2023, doi: 10.22219/kembara.v9i2.24598.
- [15] B. Setiawan and N. H. Insani, "Monopoly media 'unggah-ungguh basa' on speaking skills of 'bahasa jawa ragam krama'

- in junior high schools,” *J. Educ. Res. Eval.*, vol. 9, no. 3, pp. 463–471, 2025, doi: 10.23887/jere.v9i3.94870.
- [16] A. G.S. and G. Bhuvanewari, “Enhancing vocabulary instruction for children with speech and hearing impairments: The role of multiple sensory modalities,” *Theory Pract. Lang. Stud.*, vol. 13, no. 10, 2023, doi: 10.17507/tpls.1310.01.
- [17] P. Suwarno, “The sociopragmatics of javanese swearing: Common use of swearwords and the javanese norms and politeness,” *J. Intensive Stud. Lang. Lit. Art. Cult.*, vol. 9, no. 1, 2025, doi: 10.17977/um006v9i12025p138-157.
- [18] T. I. Setiawan and I. Zulaeha, “The violation of principles of linguistic politeness in Javanese speakers of the Banyumas dialect: Studies of sociopragmatics,” *J. Pendidik. Bhs. dan Sastra Indones.*, vol. 10, no. 2, pp. 160–167, 2021, doi: 10.15294/seloka.v10i2.47985.
- [19] D. Atmawati, “Language politeness in the Javanese verb speech level,” *Ling. Cult.*, vol. 15, no. July, pp. 51–57, 2021, doi: 10.21512/lc.v15i1.7109.
- [20] R. Surjowati, “Politeness strategies used by the students with regional multicultural background,” *J. Lit. Lang. Teach.*, vol. 12, no. 1, pp. 112–135, 2021, doi: 10.15642/NOBEL.2021.12.1.112-135.
- [21] N. E. Jayanti, M. Mahmud, and K. Salija, “Politeness strategies in efl classroom interaction: Teacher-student strategies,” *Int. J. Business, English, Commun.*, vol. 2, no. 3, pp. 83–88, 2024, doi: 10.26858/ijobec.v2i3.3006.
- [22] K. Lisma, V. Br, and A. N. Pasaribu, “Politeness strategies in classroom interaction between teacher and students and among students at senior high school,” *J. Lang. Teach. Learn. Linguist. Lit.*, vol. 4778, pp. 289–297, 2023, doi: 10.24256/ideas.v11i1.3799.
- [23] N. Anugrawati and U. K. Syam, “Politeness strategies in selected academic settings: Insights from lecturer- student interactions in eastern Indonesia,” *J. Res. Innov. Lang.*, vol. 6, no. 3, 2024, doi: 10.31849/reila.v6i3.20409.
- [24] S. Andini, S. Sudarto, A. Ayatullah, and H. M. Farhan, “Language politeness in Javanese and sundanese border cultural landscapes in elementary school student learning,” *J. Innov. Educ. Cult. Res.*, vol. 6, no. 4, pp. 681–691, 2025, doi: 10.46843/jiecr.v6i4.2354.
- [25] N. Darwis, “Code switching as a politeness strategy in efl classroom group presentations,” *J. English Educ.*, vol. 12, no. 2, pp. 821–832, 2024, doi: 10.25134/erjee.v12i2.10195.
- [26] S. O. Wati, I. Wahyuni, A. Hayati, N. Syaveny, J. Indra, and J. Chandra, “Politeness strategies in EFL classroom interaction : A pragmatic perspective on pedagogical implications,” *J. English Lang. Educ.*, vol. 10, no. 4, pp. 145–152, 2025, doi: 10.31004/jele.v10i4.1123.
- [27] J. Saputra, M. Rahmadeny, and I. Jazzawi, “The importance of sociolinguistics in foreign language education : A review of selected paper,” *Int. J. Educ. Vocat. Stud.*, vol. 1, no. 4, pp. 299–303, 2019, doi: 10.29103/ijevs.v1i4.1415 E-ISSN:
- [28] Y. M. Altinsoy, “A review of qualitative research conducted using the inductive method in sociolinguistics and dell hymes’ work,” *J. Edeb. ve Kültür Araştırmaları Derg.*, vol. 5, no. 4, 2025, doi: /10.37999/udekad.1749984.
- [29] A. A. Putri, “Language variation in college students : Sociolinguistics perspective,” *J. Linguist. Lit.*, vol. 2, no. 2, pp. 72–76, 2024, doi: 10.60153/pragmatica.v2i2.92.
- [30] K. Saddhono and M. Rohmadi, “A sociolinguistics study on the use of the Javanese language in the learning process in primary schools in Surakarta, Central Java, Indonesia,” *Int. Educ. Stud.*, vol. 7, no. 6, pp. 25–30, 2014, doi: 10.5539/ies.v7n6p25.
- [31] C. J. O. Syting and P. J. E. Gildore, “Teachers’ linguistic politeness in classroom interaction: A pragmatic analysis,” *World J. English Lang.*, vol. 12, no. 8, pp. 133–141, 2022, doi: 10.5430/wjel.v12n8p133.
- [32] A. Latrech and A. Alazzawie, “The use of politeness strategies in teacher – student interaction in the Omani EFL classroom,” *Saudi J. Lang. Stud.*, vol. 3, no. 2, pp. 102–112, 2026, doi: 10.1108/SJLS-06-2022-0052.
- [33] K. Khuzaei, “Cultural investment of Javanese ‘krama’ language in Islamic elementary schools,” *J. Kaji. Pendidik. Islam*, vol. 10, no. 2, pp. 148–165, 2018, doi: 10.18326/mudarrisa.v10i2.148-165.
- [34] M. D. Yana and A. Sudarajat, “Stratification of Javanese language in rural areas of east Java and its implications for Javanese language learning,” *Piwulang J. Pendidik. Bhs. Jawa*, vol. 13, no. 2, pp. 193–207, 2025, doi: 10.15294/piwulang.v13i2.27155.
- [35] A. A. Rahadini, N. H. Pribadi, K. D. Wijayanti, F. Kurwidaria, D. P. Said, and P. Veronika, “Contrastive analysis of Javanese and Japanese speech levels as a form of politeness learning among the younger generation,” *Sutasoma J. Sastra Jawa*, vol. 13, no. 2, 2025, doi: 10.15294/sjsj.v13i2.34748.
- [36] M. E. Pratama, J. Daryanto, and S. B. Kurniawan, “Analisis keterampilan menulis menggunakan unggah-ungguh basa Jawa kelas V sekolah dasar,” *Didakt. Dwija Indria*, vol. 11, no. 6, pp. 78–83, 2020, doi: 10.20961/ddi.v11i6.79611.
- [37] N. Nurmawati, H. Haryanto, and S. Weda, “An analysis of positive politeness strategies to promote effective interaction in the classroom,” *ELS J. Interdiscip. Stud. Humanit.*, vol. 2, no. 2, pp. 171–181, 2019, doi: 10.34050/els-jish.v2i2.6340.
- [38] I. Praptanti, “Improving the ability of using krama variant of the Javanese language through role play,” *Int. J. Educ. Stud.*, vol. 3, no. 1, pp. 55–68, 2020, doi: 10.2121/edu-ijes.v3i1.228.
- [39] W. Udasmoro, J. S. E. Yuwono, and A. Firmonasari, “The preservation of the Javanese language in the special region of Yogyakarta,” *Indones. J. Geogr.*, vol. 54, no. 3, pp. 59–68, 2023, doi: 10.22146/ijg.68183.
- [40] N. Fujita and C. Hughes, “Mind-mindedness and self– other distinction : Contrasts between Japanese and British mothers’ speech samples,” *Cent. Fam. Res.*, vol. 30, no. April 2020, pp. 57–72, 2021, doi: 10.1111/sode.12454.
- [41] C. M. Jalleh, O. H. A. Mahdoodh, and M. K. M. Singh, “Oral communication apprehension among Japanese efl international students in a language immersion program in Malaysia,” *Int. J. Instr.*, vol. 14, no. 2, pp. 155–178, 2021, doi: 10.29333/iji.2021.14210a.
- [42] B. T. Sari, A. Chasiotis, and F. J. R. Van De Vijver, “The importance of language vocabulary and language usage for sociocultural adjustment among Indonesian adolescents from three bilingual ethnic groups,” *J. Multiling. Multicult. Dev.*, vol. 41, no. 6, 2020, doi: 10.1080/01434632.2019.1630417.
- [43] E. Hidayatullah, “The impact of social classes on Javanese language variations,” *Sanskara Ilmu Sos. dan Hum.*, vol. 1, no. 02, pp. 80–84, 2024, doi: 10.58812/sish.v1.i02.
- [44] A. C. Dewi, “Optimalisasi keterampilan menulis melalui sistem pembelajaran berbantuan deep learning,” *J. Humanit.*

- Soc. Sci. Educ.*, vol. 1, no. 7, pp. 55–65, 2025, doi: 10.64690/jhuse.v1i7.316.
- [45] K. Alief and N. Nashruddin, “Application of language politeness in learning activities at school,” *J. English Lang. Teach. Lit.*, vol. 3, no. 1, pp. 1–11, 2022, doi: 10.56185/jelita.v3i1.93.
- [46] S. Riyanto and H. J. Prayitno, “The application of moderate politeness into school practices of an urban muhammadiyah primary students in the era of global communication,” *Int. J. Lang. Educ.*, vol. 7, no. 4, pp. 729–747, 2023, doi: 10.26858/ijole.v7i4.58985.
- [47] M. B. E. Siswanto and S. N. Wahida, “The role of social media in the formation of language politeness of elementary school students,” *J. Pendidik. Islam dan Multikulturalisma*, vol. 7, no. 1, pp. 232–244, 2025, doi: 10.37680/scaffolding.v7i1.7016.
- [48] D. Mardiana, I. Fauzi, and L. N. Setiana, “The function of politeness of teacher language in implementing character values to the primary school students,” *J. Pendidik. Ilmu Pengetah. Sos.*, vol. 2022, no. 16, pp. 116–127, 2022, doi: 10.37680/scaffolding.v7i1.7016.