IMPROVING JAVASCRIPT READING SKILLS USING HANACARAKA CARD-ASSED SCRABBLE GAME

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ABSTRAK

Rumusan masalah penelitian ini adalah bagaimanakah proses pembelajaran,seberapa banyak peningkatan keterampilan membaca aksara jawa, dan perubahan perilaku peserta didik menggunakan permainan kartu dengan media kartu huruf jawa pada peserta didik kelas IV SDN Keputran 04 . PTK ini dilakukan dua siklus.Terjadi perubahan perilaku belajar dari aspek perhatian,respon, tanggung jawab,cara peserta didik menanggapi dan aktivitas peserta didik membuat jurnal. Nilai karakter kerja sama, tertib,kritis, dan percaya diri terlihat baik. Hasil prasiklus 5(28%) peserta didik tuntas dan 13 (72%) tidak tuntas. Rata-rata kelas 64,4. Siklus 1 rata-rata kelas 68,3, Siklus 2 rata-rata kelas 81,94.

Kata Kunci: Aksara Jawa, Scabble, Keterampilan.

ABSTRACT

The formulation of the problem in this research is how the learning process, how much improvement in Javanese script reading skills, and changes in student behavior using card games with Javanese letter card media in fourth grade students of SDN Keputran 04. This CAR was carried out in two cycles. There was a change in learning behavior from the aspects of attention, response, responsibility, the way students responded and the students' activities in journaling. The values of cooperative, orderly, critical, and confident character look good. Pre-cycle results 5 (28%) of students completed and 13 (72%) did not complete. The class average is 64.4. Cycle 1 class average 68.3, Cycle 2 class average 81.94.

Kata Kunci: Javanese script, Scabble, Skills.

PENDAHULUAN

Javanese script is one of the scary materials for students of SDN Keputran 04 Pekalongan City who are learning Javanese. The shadow of the difficulty of memorizing complex letter shapes is also the number of letters that must be memorized. The Javanese language has the rules of writing and reading standard Javanese characters. These learning materials make students at SDN Keputran 04 Pekalongan increasingly lazy to learn, let alone deepen their mastery of reading and writing Javanese script. This can be seen from the results of learning to read in class IV semester 1 of the 2019/2020 academic year on Javanese script reading skills. Of the 25 students, only 5 students passed the KKM, while 20 students had not yet reached the KKM. Students' reading skills are classified as low, ranging from reading accuracy, pronunciation, and

information. Many of them still mispronounce and do not know the order of the Javanese letters.

Dempsey-Brench & Shantz (2021), states that reading is an interactive communication activity that provides the opportunity for readers and writers to bring their respective backgrounds and desires. In addition, Supriyanto (2021) states that reading is a thought process that includes word recognition, literal understanding, interpretation, critical, and creative understanding activities. social skills, and teach them how to do these tasks productively. Likewise, in learning to read Javanese script, the teacher has a very important role. Zaim (2014:38) reading is one of the processes carried out and used by readers to get the message that the writer wants to convey, the media of words/written language. Reading is a complex skill, which is complicated, which includes or involves a series of smaller skills.

Based on this description, it is necessary to have creative and innovative learning activities for reading Javanese script in grade IV SDN Keputran 04. One of the creative and innovative learning is the use of card games through the media of Javanese letter cards. Through the use of card games through the media of Javanese letter cards, it is expected to improve the reading skills of the fourth grade students of SDN Keputran 04 so as to improve student learning outcomes.

The formulations of the problems in this study are: 1) How is the learning process for reading skills in Javanese script for fourth grade students at SDN Keputran 04 Pekalongan Semester 1 for the 2019/2020 academic year after playing card games with Javanese letter cards as media; 2) How much is the result of improving Javanese script reading skills obtained by fourth grade students of SDN Keputran 04 Pekalongan Semester 1 of the 2019/2020 Academic Year after a card game with Javanese letter card media was carried out; and 3) How are the attitudes and behavior of fourth graders at SDN Keputran 04 Pekalongan Semester 1 for the 2019/2020 Academic Year in learning Javanese script after playing a card game with Javanese letter card media.

This study aims to 1) describe the learning process of Javanese script reading skills, 2) describe the improvement of Javanese script reading skills, and 3) describe changes in student behavior in learning Javanese script reading skills in fourth grade students of SD SDN Keputran 04 Pekalongan Semester 1 2019 academic year /2020 after the card game was carried out with Javanese letter card media. This research is expected to be used as a guide for teachers in learning Javanese script reading skills after applying card games with Javanese letter card media in basic education by utilizing card game media and techniques, providing motivation and new experiences for students to improve Javanese script reading skills. after implementing a card game with Javanese letter card media, and can provide input to schools to improve learning outcomes through the application of innovative learning models.

METODE

This research was conducted in semester 1 of the 2019/2020 academic year. Each cycle of learning activities carried out in two meetings. Cycle 1 was held on Wednesday, September 11, 2019 and Thursday, September 12, 2019 while cycle 2 was held on Wednesday, September 18, 2019 and Thursday, September 19, 2019.

The subject of the study was the Javanese script reading skills of fourth

grade students at SDN Keputran 04 Pekalongan City for the 2019/2020 academic year, which consisted of 25 students consisting of 15 female students and 10 male students.

Sources of data from this study: 1) students, 2) class teachers and colleagues. The data were obtained in the form of (1) a list of values, 2) a journal, 3) the results of observations and suggestions from the observer conducted before, during, and after the action research, and 4) documentation during the action.

The technique used to collect data is in the form of tests and non-tests. The test is used to determine the students' Javanese literacy skills (Ramadhan & zuve, 2020). The non-test technique in the form of observation with observation sheets and journals is used to assess the activities, activities, and changes in student behavior during the activities carried out.

The collection tool in the form of test items is reading Javanese characters. Non-test technique, the tools can be in the form of guidelines, observation sheets, and journal sheets. Data analysis in this study is presented in the form of qualitative and quantitative analysis.

The performance indicators of this study are: (1) students are fluent in reading Javanese script, (2) students are able to correctly answer 75% of the number of questions provided, and (3) students are skilled at reading Javanese characters with correct accuracy, pronunciation and intonation. appropriate. Mastery of Javanese script reading skills in responding to a problem, especially reading Javanese script in Class IV students of SDN Keputran 04 Pekalongan City has not been maximized.

The research procedure for the first cycle of learning is carried out by apperception, delivery of learning objectives, and explanation of the activities that will be carried out by students.

The implementation of learning begins with: 1) students form groups, 2) students pay attention to the teacher reading Javanese characters correctly after showing the Javanese letter cards, 3) students get Javanese letter cards, 4) students read Javanese characters according to the letter cards provided. they receive, 5) students read the words they have composed, 6) the group leader collects Javanese letter cards, 7) discussion groups write down words from the letters they have compiled, 8) students read the words that their groups have made, 9) discuss the results of assignments individually. groups, 10) discussion of the results of the task classically, 11) the teacher emphasizes the values of character education, 12) learning reflection.

The improvement of cycle 2 lies in the Javanese letter card game. The implementation of collaborative learning, in addition to students writing words which are arranged then read according to pronunciation, intonation and accuracy.

RESULTS AND DISCUSSION

1. Definition of Javanese Script

Javanese script, is one of the priceless cultural heritage. Javanese script is also known as Legend script. The Javanese script Hanacara has 20 basic letters (the nglegena script) which are usually sorted into a short story, namely: "Hana caraka" tegese "Ana messenger" (hana caraka means there is a messenger). "Data sawala" tegese "Padha regejegan" (data sawala means fighting each other). "Padha jayanya" tegese "Padha digjayane" (padha jayanya means equally strong). "Maga bathanga" tegese "Padha dadi bathang" (maga bathanga means both are dead).

Javanese Script Image
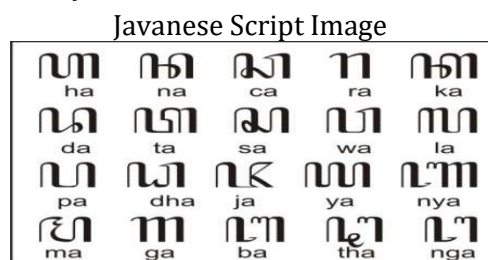
The nglegena script is also known as the Whole Javanese script. Hadiwirodarsono (2010: 5) The nglegena script is a script that has not yet received an endorsement. All legendary Javanese scripts are pronounced with the vowel "a" so that when written in Latin letters, it consists of two letters, for example the letter ꦩ read "ha". That is why even though the nglegena script has not been given support, it is still able to write simple words.

2. Improving Student Skills Through Scrabble Games

The initial condition of the fourth grade students of SDN Keputran 04 semester 1 of the 2019/2020 academic year is that students lack the skills to read Javanese script, as evidenced by the number of students who do not do script reading activities carefully, some students are less enthusiastic when reading activities. Students' reading skills are quite low, students cannot distinguish the letters da with dha, ta with tha. They are still much the same in reading as well as in reading the words they compose. Here is the behavior of students when learning to read with individual assignment techniques.

Picture of Students

The student score data obtained shows that the initial condition of students has low Javanese literacy skills. Based on the value of the assignments given by the teacher on the Javanese script reading material related to the Javanese letters given that students who have not been able to achieve the minimum completeness criteria (75) there are still 20 students (80%) of the total number of 25 students. achieve a minimum level of completeness as many as 5 students (37%) of the total number of students. The class average value of students is 6.44 with the highest score being 78 and the lowest score being 35.

3. Learning Process with card games with Javanese letter card media

The implementation of the first cycle of actions was carried out on Monday, September 23, 2019 for the first meeting, and the second meeting was held on Wednesday, September 25, 2019. This learning activity with Javanese card games was carried out in the classroom by class teachers as researchers and colleagues to collaborate .

Learning from beginning to end is carried out according to the procedures described in chapter III. At the end of the second meeting, daily tests were carried out to determine the success of the first cycle of action.

The results of learning to read Javanese script using card games with Javanese letter card media can be seen in Table 1 below.

Table 1. Learning Process

No	Aspect	F	Presentase
1	The intensive process of internalizing the Javanese script reading skills of students by explaining the purpose of reading Javanese script.	22	88%
2	A conducive explanation process on how to read Javanese characters using card game techniques with Javanese letter card media	22	88%
3	The process of students practicing	10	40%

No	Aspect	F	Presentase
	reading Javanese characters accompanied by a teacher		
4	The conducive condition of students when presenting the results of reading Javanese characters in front of the class	13	52%
5	The establishment of a reflective atmosphere During reflection activities	18	72%

Information:
- Very Good : 80% - 100%
- Good   : 65% - 79%
- Enough   : 55% - 64%
- Not Enough   : 0% - 54%

Table 1 above shows the intensive aspect of the process of internalizing students' reading skills in Javanese script by explaining the purpose of reading Javanese script, there are 22 students who pay attention or 88% and are included in the sufficient category. Aspects of a conducive explanation process on how to read Javanese script using card game techniques with Javanese letter media, there were 22 students who paid attention or 88% and included in the good category. Aspects of the process of students practicing reading Javanese script accompanied by a teacher, there were 10 students who paid attention or 40% and included in the good category. The conducive aspect of the condition of students when explaining the purpose of reading in front of the class, there were 13 students who paid attention or 52% and included in the good category. Aspects of building a reflective atmosphere when reflecting activities, there are 18 students who pay attention or 72% and are included in the good category.

Table 2 Test Results of Javanese Script Reading Skills Cycle 1

No	Kategori	Rentang Nilai	F	Bobot	%	Rata – rata skor
1	Very good	85 – 100	2	180	11%	1. The average score obtained by students is 1230/18 = 68.3 is still in the sufficient category.
2	good	70 – 84	7	515	38%	2. Individual completeness with a maximum score of 95 achieved by students.
3	Enough	55 – 69	8	535	44%	3. Classical completeness with an average of 695/9=77 or 49% of the total existing students.
4	Not Enough	0 - 54	1	50	7%	
	Amount		18	1230	100%	

Based on table 2, the students' reading skills in Javanese script improved classically, both in accuracy, pronunciation and intonation. The data on the results of learning to read Javanese script, if grouped from the level of completeness, can be seen in Table 2 below.

The results of observing the activeness of students in Indonesian language learning activities aspects of writing descriptive essays in cycle 1 can be seen in table 3 below.

Table 3. Results of Observation of Student Behavior in Cycle I

Aspect	Active	Not Active
Attention Students	83 %	17%
Student Response	44 %	56 %
Student Responsibilities	73%	27 %
How Students respond	56%	44%

Student activities take notes	73%	27%

Based on Table 3, it can be seen that the attention of active students is 83%, while the remaining 17% of the number of students who are not active. For the aspect of active student response as many as 8 students or 44%, while the remaining 10 students or 56% are not active. For the aspect of student responsibility, it is 13 or 73%, while students who are less responsible for the tasks given by the teacher are 5 students or 27%. For the aspect of how students respond to active students as many as 10 students or 56%, while students who are not active are 8 students or 44%. For the last aspect, namely the aspect of student activity, there were 13 students or 73%, while the inactive students were 5 students or 27%. Student activity taking notes is a means to find out whether students feel happy and enthusiastic in learning to read Javanese script using card game techniques with Javanese letter card media.

Based on the table, it can be stated that in learning to read Javanese script using Javanese letter card games with Javanese letter card media the character values that are instilled in students starting from cooperation, communicativeness, and self-confidence look good.

Reflection on cycle 1. Seeing the advantages and disadvantages This increase in learning outcomes is because learning Javanese language in Javanese script reading skills is done by utilizing Javanese script card games with Javanese letter card media. This learning still needs to be improved because the performance indicators have not been achieved, namely the class average of 68.3 has not been achieved from the KKM 75.

The implementation of the second cycle of actions was carried out on Friday, September 6, 2019 for the first meeting, and the second meeting was held on Saturday, September 7, 2019. This research activity was carried out in the classroom by classroom teachers as researchers and colleagues to collaborate. The activity of the learning process in cycle 2 can be seen in the following figure:

Figure 1 Students take the card asked by the teacher

Figure 2 Students are asked to correct each other the words they have arranged

Figure 3 Students read the words that have been compiled

Figure 4 Students write individually

Learning with Javanese letter card game techniques in cycle 2 was carried out according to the procedures described in chapter III. After the second meeting, a daily test was conducted to determine the success of the given action.

The results of learning Javanese script reading skills using Javanese letter card game techniques with Javanese letter card media can be seen in Table 4 below.

Table 4. Learning Process Cycle II

No	Aspect	F	Presentase
1	The intensive process of internalizing the Javanese script reading skills of students by explaining the purpose of reading Javanese script.	17	94 %
2	A conducive explanation process on how to read Javanese characters using card game techniques with Javanese letter card media	17	94%
3	The process of students practicing reading Javanese characters accompanied by a teacher	17	94%
4	The conducive condition of students when presenting the results of reading Javanese characters in front of the class	16	88 %
5	The establishment of a reflective atmosphere During reflection activities	16	88%

Information:
- Very good: 80% - 100%
- Good: 65% - 79%
- Enough: 55% - 64%
- Less: 0% - 54%

Cycle II there are 94% or as many as 17 students who have reached the KKM with an average value obtained by students of 81.94 and is included in the very good category. The average score of the reading fluency aspect obtained is 42.22 and is included in the good category.

The average score of the accuracy aspect of the pronunciation aspect obtained is 21.22 and is included in the good category. The average score of the intonation aspect obtained is 22.50 and is included in the good category.

Table 5. Results of the Javanese Script Reading Skills Test Cycle 1I

No	Category	Value Range	F	Weight	Percentage %	Average score
1	Very good	85 – 100	10	895	55%	The average score obtained by students is 1475/18 = 86.94, which is still in the good category. Individual completeness with a maximum score of 100 achieved by 1 student classical completeness with an average of 1410/17 = 82.94 or 94% of the
2	Good	70 – 84	7	515	39%	
3	Enough	55 – 69	1	65	6%	
4	Less	0 – 54				
	Amount		18	1475	100%	

No	Category	Value Range	F	Weight	Percentage %	Average score
						total existing students.

Kardilla learning model in cycle 2 can be seen in Table 7 below.

Table 6. Results of Observation of Student Behavior in Cycle II

Aspect	Active	Not Active
Attention Students	94 %	6%
Student Response	88 %	12 %
Student Responsibilities	94%	6 %
How Students respond	88%	12%
Student activities take notes	94%	6%

Table 5 above shows that the skills of Class IV students at SD Negeri Keputran 04 Pekalongan City in reading Javanese script obtained an average score of 81.94. For the very good category with a score of 85-100 successfully achieved by 10 students or by 55%. For the good category with a score of 70-84 achieved by 7 students or 39%. For the sufficient category with a score of 55-69 there is still 1 student. For the less category with a score of 0-54, the students did not achieve it. So the average value of Javanese script reading skills in cycle II is 82.94 or very good category. Overall, Javanese literacy skills have successfully met the target of 70 in the class average. The average value of 82.94 comes from the total score of each aspect assessed in reading Javanese script, namely aspects of reading skills, pronunciation accuracy, and intonation accuracy.

There is still 1 student who has not completed or 6% and 17 students or 82.94% in Class IV SD Negeri Keputran 04 Pekalongan City can be said to be complete and has reached the minimum completeness criteria set, which is 70. The average result This good thing is the success of teachers and students in carrying out learning to read Javanese script using card game techniques with Javanese letter card media.

The results of observing the activeness of students in Indonesian language learning activities aspects of writing descriptive essays with the

Based on Table 6, it can be seen that the attention of active students is 17 or 94%, while the remaining 12% of the number of students who are not active. For the response aspect of active students as many as 16 students or 88%, while the remaining 2 students or 12% are not active. For the responsibility aspect of students, it is 17 or 94%, while students who are less responsible for the tasks given by the teacher are 1 student or 6%. For the aspect of how students respond to active students as many as 16 students or 88%, while students who are not active are 2 students or 12%. For the last aspect, namely the activity aspect of students taking notes, as many as 17 students or 94%, while students who are not active are 1 student or 6%. The activity of students taking notes is a means to find out whether students feel happy and enthusiastic in learning to read Javanese script using card game techniques with Javanese letter card media.

Figure 17 Expression of Students' Spirit

Figure 18 Active Students

The reflection of the results of learning Javanese script reading skills using Javanese letter card games with Javanese script media in cycle 2 is: an increase in students' learning enthusiasm so that they improve Javanese script reading skills with a class average of 81.25. This means that there is an increase of 6.39 from cycle 1. The increase in learning outcomes is because learning Javanese language in Javanese script reading material is carried out using card games. This learning achieves performance indicators, namely the class average is more than 85 and the KKM achievement level reaches 94% of the total number of students.

1. **The Learning Process of Javanese Literacy Reading Skills Using Card Games with Javanese Letters Card Media**

Learning by applying Javanese letter card games with Javanese letter card media, with learning materials for reading Javanese characters, shows increased student learning activities, changes in student learning behavior, and increased reading skills. Learning Javanese letter card games, in fact, can improve student learning activities. Students who usually pay less attention appear to be more enthusiastic and more enthusiastic about this learning. Likewise, students who have started to get bored with monotonous and unvaried learning, return to concentrate and learn more about the motivation of students to read Javanese characters in this learning because with this Javanese letter card game, students who usually carry out individual learning activities are carried out in groups. (collaborative) by utilizing the media. Based on this description, the proposed hypothesis is accepted, namely the learning process by applying Javanese Akasara card games with Javanese letter card media can increase students' learning activities to read Javanese script, as evidenced by an increase in activeness, enthusiasm, accuracy, creativity, and discipline in the reading learning process. Javanese alphabet.

2. **Improving the Learning Process of Javanese Literacy Reading Skills using Javanese Script Card Games with Javanese Letters Card Media**

Table 7. Learning Process

No	Aspect	F		Precentage (%)	
		SI	SII	SI	SII
1	The intensive process of internalizing the Javanese script reading skills of students by explaining the purpose of reading Javanese script.	11	17	61%	94%
2	A conducive explanation process on how to read Javanese characters using card game techniques with Javanese letter card media	12	17	67%	94%
3	The process of students practicing reading Javanese characters accompanied by a teacher	13	17	72%	94%
4	The conducive condition of students when presenting the results of reading Javanese characters in front of the class	13	16	72%	88%

No	Aspect	F		Precentage (%)	
		SI	SII	SI	SII
5	The establishment of a reflective atmosphere During reflection activities	12	16	67%	88%

From the data in the first cycle of the intensive aspect of the internalization process of growing interest in reading Javanese script, there were 11 students who paid attention or 61% and were included in the good category. Aspects of a conducive explanation process on how to read Javanese script using card game techniques with Javanese letter card media, there were 12 students who paid attention or 67% and included in the good category. Aspects of the process of students practicing reading Javanese script accompanied by a teacher, there were 13 students who paid attention or 72% and included in the good category. The conducive aspect of the condition of students when presenting the results of concluding the contents of the reading in front of the class, there were 13 students who paid attention or 72% and included in the good category. Aspects of building a reflective atmosphere when reflecting activities, there are 12 students who pay attention or 67% and are included in the good category.

From the data in cycle II above, it shows the intensive aspect of the internalization process of growing interest in reading Javanese script, there are 17 students who pay attention or 94% and are included in the very good category, this has increased from the learning process of this aspect which in the first cycle only 61 %. Aspects of a conducive explanation process on how to read Javanese script using card game techniques with Javanese letter card media, there are 17 students who pay

attention or 94% and are included in the very good category, this has increased from the learning process of this aspect in the first cycle which is only 67%. Aspects of the process of students practicing reading Javanese script accompanied by a teacher, there were 17 students who paid attention or 94% and included in the very good category, this experienced an increase from the learning process of this aspect which in the first cycle was only 72%. The conducive aspect of the condition of students when explaining the results of reading Javanese script in front of the class, there were 16 students who paid attention or 88% and included in the very good category, this experienced an increase from the learning process of this aspect in the first cycle which was only 72%. Aspects of building a reflective atmosphere during reflection activities, there were 16 students who paid attention or 88% and included in the very good category, this experienced an increase in the learning process of this aspect which in the first cycle was only 67%.

The application of Javanese script card games in reading Javanese script can improve students' reading skills. It is proven that the results of reading the Javanese script of students are better than the initial conditions before the application through the Javanese script card game with Javanese letter card media. This skill improvement starts from cycles 1 and 2. The students' reading skills in Javanese script in cycle 1 both in terms of reading accuracy, pronunciation, and intonation, increased from good to very good. The learning outcomes of students who passed the KKM 70 were 17 students (81.94%), and only one student who had not reached the KKM. The average class from pre-cycle, cycle 1, to cycle 2, increased from 64.44 to cycle 1 to 68.3, and in cycle 2 to 81.94.

Thus, the third hypothesis was accepted, namely learning Javanese script card games was proven to be

effective for improving Javanese script reading skills with Javanese letter card media in fourth grade students of SDN Keputran 04 Pekalongan City in semester 1 of the 2019/2020 academic year.

3. Changes in Student Learning Behavior after Following Learning

Reading Javanese script using card game techniques with Javanese letter card media. Research conducted by researchers not only examines Javanese script reading skills, but also examines changes in student behavior in cycle I and cycle II. There are five character changes in the behavior of students which are described in the following table.

Table 8. Student Behavior after Following Learning Cycle I and Cycle II

Aspect	Active	Not Active	Active	Not Active
	SI	SI	SII	SII
Attention Students	83%	17%	88 %	12%
Student Response	44%	56 %	78 %	22%
Student Responsibilities	73%	27%	78%	22%
How Students respond	56%	44%	78%	22%
Student activities take notes	73%	27%	83%	17%

Based on Table 8 above, it can be seen that the behavior of students after participating in learning in every aspect has increased. For the aspect of attention, the attention of students in the first cycle was 83% while in the second cycle it was 88%, this aspect increased by 5%. For aspects of student response in the first cycle of 44% while in the second cycle of 78%, this aspect has increased by 34%. For aspects of the responsibility of students in the first cycle of 73% while in the second cycle of 78%, this aspect has increased by 5%. For the aspect of how students

respond in the first cycle by 56% while in the second cycle it is 78%, this aspect has increased by 22%. For the aspect of student activity, journaling in the first cycle is 73%, while in the second cycle it is 83%, this aspect has increased by 10%.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The formulation of the problem in this research is 1) the learning process of Javanese script reading skills can improve the fourth grade students of SDN Keputran 04 Pekalongan Semester 1 of the 2019/2020 Academic Year after implementing card games with Javanese letter card media; 2) Scrabble games can improve the Javanese script reading skills obtained by fourth grade students at SDN Keputran 04 Pekalongan Semester 1 for the 2019/2020 Academic Year and 3) There is a change in the learning behavior of students who are less active to become, those who are less creative to be creative, who are less active to be active. Besides that, it can also instill the values of cooperative, communicative, and confident character education in fourth grade students of SDN Keputran 04 Pekalongan Semester 1 of the 2019/2020 Academic Year.

Closing

Based on the conclusions above, the researchers provide the following suggestions. Scrabble games can be used as an alternative in Javanese language learning to improve the ability to read Javanese script with the help of hanacaraka cards, because this game can challenge students, so students can be active in learning.

This research can be used as a reference to conduct other research with different media and games. Teachers must always be creative in innovating so that the learning process is not monotonous and not boring. Scrabble game with the help of hanacaraka cards as learning is a new paradigm in improving Javanese script reading skills. The high love of students for reading will realize the ideal level of intelligence coveted by the

national education goals. In the end, the researcher suggested that the hanacraka card-assisted scrabble game could be used as an alternative for learning Javanese, especially in improving the ability to read Javanese characters. This implementation can also be used as a reference for conducting other research with different media and techniques. The Ministry of Education must prepare standard instruments that encourage and motivate learning activities.

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