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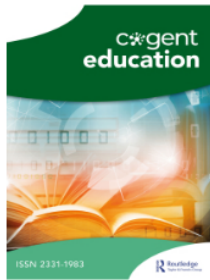
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CURRICULUM & TEACHING STUDIES | RESEARCH ARTICLE

Stimulating critical awareness of Javanese language in elementary schools: Exploring mother language teaching practices in Indonesia

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Abstract: This study reports on self-reported language teaching practices by Javanese language teachers in primary schools aimed at stimulating students' critical language awareness. This study investigates the extent to which critical Javanese language awareness raising practices are applied in elementary schools in

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PUBLIC INTEREST STATEMENT

The implications of the independent curriculum at the school and college level are in the independent learning of the independent campus (MBKM). Countries like Indonesia, which have hundreds of regional languages as their mother tongue, actually leave their local language behind in the learning process. This article explores key milestones in the history of the development of the regional language education curriculum, namely the independent curriculum. The author extends the principle of learning local languages especially Javanese, which is the need to involve all stakeholders in the educational process to solve the repeated challenges of national questions and self-determination in Indonesia. No country can exist and develop properly if the stakeholders do not believe in an independent curriculum. Therefore, the practical relevance of this article is to draw attention to the conflict between concern for Javanese as a regional language and the orientation of learning regional languages that are open to consistent recording of regional languages.

Indonesia, starting from the characteristics of critical language awareness practices, and how critical language awareness raising practices can be developed and further integrated in Javanese language learning. A total of 10 teachers were involved in semi-structured interviews, by modeling teaching practices to stimulate critical awareness of the Javanese language. A total of 50 Javanese teaching practices have been collected. An analysis of teachers' teaching practices revealed that about half of all reported practices included increasing critical awareness of the Javanese language. these practices are integrated in several materials. At the same time, many practices are reported as practices that do not meet some critical awareness of the Javanese language and there are also some practices that do not at all fall into the efforts to raise awareness of the Javanese language. Nevertheless, these practices provide interesting clues to opportunities for raising critical awareness of the Javanese language. In short, an analysis of Javanese teaching practice presents a valuable opportunity for teachers to discuss their ideas about better practice. In addition, this analysis can support teachers in adapting Javanese teaching practices.

Subjects: Languages of Asia; Language & Linguistics

Keywords: critical language awareness; teaching practice; language teaching; Javanese language

1. Introduction

Changes in the learning system are similar to what has been done in other parts of the world such as Finland (FNBE, 2015) and the Netherlands (*Curriculum.nu.*, 2018). Changes in modern society want students to be able to have the knowledge, skills, and attitudes in order to maintain academic and non-academic achievements (Green et al., 2009). Likewise, in learning Javanese in elementary schools, adjustments are needed to respond to the challenges of change in today's society.

In this study, an approach to critical awareness of Javanese language in lower grade elementary school students is explored. The Javanese critical awareness approach needs to be explored more deeply because the teacher plays an important role in implementation and as a determinant of learning success (Li, 2016). The success of a learning model often depends on the carrying capacity and acceptance of the teacher in implementing it in the classroom. Furthermore, the teacher's understanding of a new learning model is a key aspect that determines the success of the desired change (Humphries & Burns, 2015).

Javanese language learning needs to be interpreted as a form of language teaching that does not only look at Javanese from a structural standpoint, but also from the communicative function needed, which can be utilized, and which students can play. Based on this meaning, factors related to the Javanese language teaching system, which includes curriculum makers, students, and students need to be adequately addressed.

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Until now, learning Javanese from elementary school to high school In Indonesia is only a routine of teaching Javanese, namely only providing material according to the curriculum or simply inviting students to carry out Javanese cultural ceremonies so that educational values are not conveyed adequately, even though One of the objectives of learning Javanese is to form Javanese behavior in everyday life. Teenagers in Madiun, for example, no longer use Javanese when talking to their elders. They tend to use Javanese ngoko or even use Indonesian. This language behavior occurs because teenagers in the Madiun area cannot distinguish how to

3 speak when dealing with older people and/or with peers. This is reinforced by the research results of Damayanti and Jatningsih (2014) which state that Javanese culture—including the practice of uploading and showing up—is being abandoned by Javanese youth, especially the use of Javanese language and behavior that should be nJawani.

Even though they have been learning Javanese for many years, most of the students are not yet able to speak Javanese well, including the level of awareness of the Javanese language is still low. As stated by Kidwell et al. (2021) and Rachim and Anshori (2007), currently there are many events that exist in Javanese society, especially children and adolescents that are not in accordance with Javanese cultural values. Javanese cultural values with their various dynamics have experienced a lot of decline. This indicates that learning the Javanese language which should have a positive impact on changing children's behavior in increasing their Javanese level so that they become Javanese Javanese, not Javanese who lose Jawane, can be said to have failed.

The assumption that has developed in society so far is that the implementation of Javanese language learning is solely the responsibility of the teacher and school. Such an assumption indicates that the attitude of the Javanese people themselves is not serious in paying attention to learning the Javanese language, even though if examined more deeply, the use of the Javanese language—including how to behave or speak words to the community in real terms—is a form and result of learning. Real Javanese.

The difference in expectations of the Javanese people for the results of learning the Javanese language is the reason for the emergence of views and practices that are not appropriate in schools. However, schools should not argue that a shortage of professional educators is causing less attention to learning practices. To carry out a Javanese language learning program that makes students aware of their Javaneseness, it requires the availability of an educational model in the curriculum, as well as teaching skills, which are supported by the readiness and seriousness of the school.

This study seeks to investigate the extent to which critical Javanese language awareness raising practices are applied in elementary schools in Indonesia, starting from the characteristics of critical language awareness practices, and how critical language awareness raising practices can be developed and further integrated in Javanese language learning.

2. Language critical awareness

Linguistic critical awareness is explicit knowledge of language and sensitivity in language learning (van den Broek et al., 2019). Efforts to develop students' explicit understanding of language and critical language awareness are carried out by involving students in discovery-centered activities (Gasca Jiménez & Adrada-Rafael, 2021). Thus, the language critical awareness approach can contribute to improving students' critical thinking skills. In this approach, students are supported to gain insight into their learning process and help to connect various aspects of language learning.

2 The relationship and interaction between students and Javanese language teachers can develop critical awareness to learn Javanese together. Teachers are no longer able to frighten students with myths or rigid or even magical materials that eventually make students afraid to learn them. The fear of students becomes a boomerang for the teacher, because students no longer want to learn Javanese language material. For this reason, education with a shared learning system must continue to be carried out to eliminate the hegemonic process that has been happening so far.

In language critical awareness research, topics appropriate to the four language skills, language structure, multilingualism, and linguistic and cultural diversity are needed (Frijns et al., 2018). Operational critical awareness of language is done by analyzing and reflecting on the form and function of language. In addition, by applying new insights and knowledge about language. In other words, the implementation of critical language awareness in the classroom depends on

the ability of teachers to provide instruction that engages and supports students in their language learning process and to enable discussion of language to emerge (Lindahl & Baecher, 2016).

In Javanese language learning, orienting is necessary to help teachers and students achieve the objectives of learning Javanese, especially at the elementary school level. The teacher does not only provide memorizing material to students, but also encourages students to reach a level of awareness to be able to speak Javanese both orally and in writing. Javanese language awareness is realized through reflection and action. With this dialectical process, students reflect and become aware that to become fully Javanese, action is needed in the form of actions, both attitudes and words that are in accordance with the rules of the Javanese language.

3. Language awareness practice

Practices of critical language awareness that have been identified include language speaking skills, expressing ideas, involving students in discussion and exploration, as well as an independent learning process (van den Broek et al., 2019). The ability to use language based on this critical awareness of language is called performance (Song & He, 2015). Performance, as a theory of language use, is affected by limited human memory, mental confusion, and shifts in attention and interest, as well as errors in applying knowledge of language.

Javanese in the context of learning must be interpreted as a social and personal phenomenon, symbolic and systemic, as well as integrative and progressive (Aji et al., 2019). As a social phenomenon, Javanese is a medium of interaction to establish cooperation and form a community of users. As a personal phenomenon, Javanese language is a medium for forming and expressing ideas, ideas, and feelings as well as a medium for appreciating the value of beauty. As a symbolic phenomenon, Javanese is a symbol system that can describe certain conceptions and intentions beyond the concrete form that is heard or observed. As a systemic phenomenon, the symbol system in Javanese has rules which are abstract systems that cannot simply be lived without prior experience in using them. As an integrative and progressive phenomenon, the Javanese language has parts that are constantly evolving along with its use.

Based on this meaning, the system and the rules and functions of the Javanese language must be seen as a unified whole (Haryat & Oktaviani Adhi Suciptaningsih, 2017). Understanding the rules of the Javanese language starts from the form of using the Javanese language both spoken and written; Javanese language rules are not artificial concepts that are spawned from certain grammars, but their embodiments in usage (Kidwell et al., 2021). As an embodiment of meaning, the rules of the Javanese language are filled with plurality and dynamism. The dynamism and plurality as seen in the communication event (Arka, 2015). People not only perceive sounds and sequences of words, as well as the systematic relationship of these elements in dispersal, but constitute a meaningful unity based on the characteristics of the context that accompanies it.

Language performance is included in the instructional component in the form of situational critical awareness (Subu' et al., 2016). The situational awareness-raising component describes the learning environment in which language learning practices are taking place (Englund et al., 2022). A learning environment that aims to increase critical awareness of language must include several aspects, including authentic contexts, contexts of inquiry and exploration, independent learning and involving students (Svalberg & Askham, 2014).

4. Research objectives and questions

This study aims to investigate the extent to which critical Javanese language awareness raising practices are applied in elementary schools in Indonesia, starting from the characteristics of critical language awareness practices, and how critical language awareness raising practices can be developed and further integrated into Javanese language learning.

The research questions are as follows.

- (1) How are the characteristics and practices of raising awareness of critical Javanese language applied in elementary schools in Indonesia?
- (2) How can critical language awareness-raising practices be developed and further integrated into Javanese language learning?

4.1. Research methods

The data for this study were collected within a project in the Javanese language learning in East Java, Indonesia. The collection and analysis of data in this study used a qualitative and interpretive approach (Creswell & Clark, 2011). This approach was chosen because it is in accordance with the research objectives, namely to understand a phenomenon and facilitate an in-depth understanding of learning practices in the classroom. This study focuses on teaching practice in Javanese language classes at the primary school level in Indonesia with students aged between 7–12 years.

5. Research subject

The research location is elementary school in Madiun City. The consideration taken is that the city of Madiun is a city in the middle between the western region (Solo and Jogjakarta) and the eastern region (Jombang, Mojokerto, and Surabaya) or often called the Mataraman region so that the use of Javanese in Madiun is considered neutral, not too subtle and not too rough. Based on the basic education data (Dapodik) of Madiun City, 10 teachers were found as informants as well as sources of data in this study. Teachers who were selected as data sources were selected based on several basics, namely age, gender, educational history, length of teaching experience, and history of participating in the teaching professional program (PPG) can be seen in Table 1.

6. Data collection and data collection procedures

Observations were made to see all information about the process of lingual conscientization of Javanese, both in the form of teacher activities and student activities during learning in 2021–2022 (two terms). Semi-structured interviews were used to dig up information about the performance of Javanese lingual conscientization (according to the focus of research 1) directly to support the observation data that was carried out without being aware of the data source in Table 2. Interviews were conducted with teachers and elementary school students in a way that was less rigid and more fluid but still structured. First, the researcher determines the purpose of the interview, which is to capture the performance of lingual conscientization carried out by the teacher during the direct learning process in Table 3. Furthermore, compiling and developing a grid of interview guidelines for teachers according to the objectives. Finally, the researcher collects data by asking questions related to strategies or tips used by the teacher in carrying out the learning process with the concentration model in the Javanese language. All interviews were recorded and the results were transcribed.

7. Data analysis

The first stage in data analysis is transcription, by: (a) listening to the recording carefully, (b) pausing the recording if it contains the research objectives, and (c) transcribing. The transcription technique used is orthographic transcription because it only transcribes sounds that support meaning into Latin writing. After the data transcription stage, the next step is the transliteration stage, namely the translation stage. The data in this study used Javanese, then translated into Indonesian. Transliteration results are written directly under the data. e data is written in italics, then below it is written the results of the transliteration using quotation marks.

7.1. Results and discussions

7.1.1. Categorization and content of teaching practices

Categorization of conscientization practice is based on the content and learning process. Based on the data obtained in Table 4, there are 2 categories of lingual conscientization processes, namely (1) oral

Table 1. Characteristics of the research subject

NO	NAME/ CODE	AGE	GENDER	BACHELOR HISTORY	TEACHING EXPERIENCE	PPG	NUMBER OF OBSERVA- TIONS
1	Ah (G1)	30	Male	Javanese education	7 years	-	5
2	An (G2)	34	Female	Javanese education	10 years	-	5
3	Au(G3)	29	Female	Primary teacher education	4 years	-	4
4	Da (G4)	30	Male	Primary teacher education	5 years	√	5
5	De (G5)	33	Female	Primary teacher education	9 years	√	5
6	En (G6)	38	Male	Primary teacher education	12 years	√	6
7	Ka (G7)	44	Male	Primary teacher education	16 years	-	4
8	Li (G8)	28	Female	Primary teacher education	4 years	-	5
9	Sr (G9)	42	Female	Primary teacher education	18 years	-	6
10	Ti(G10)	27	Female	Primary teacher education	4 years	-	5
Total/average		25–45	M = 4 F = 6	Primary teacher education = 8 Javanese education = 2	4–18 years old	PPG= 3	50

conscientization; and (2) literal conscientization. The second categorization of lingual conscientization practices is based on the content and learning process, including (1) oral conventional, and (2) literal conventional.

8. Characteristics of critical awareness-raising practices: learning environment and language skills

Categorization of conscientization practice is based on the content and learning process. Based on the data obtained, there are 2 categories of lingual conscientization processes, namely (1) oral conscientization; and (2) literal conscientization.

9. Oral conscientization

Oral conscientization practice is awareness with student-centered learning and presenting language skills orally. The types of content or topics provided include essential material and advanced material, so that teaching practices that are categorized as having a student-centered learning approach almost always contain several integrated topics. Based on the results of data observations, it was found that there was an oral conscientization process in the learning process of text structure material which incidentally is reading and writing skills.

Table 2. Characteristics of the learning environment

Aspect	Learning Environment (LE)	
	Student-Centered (Natural)	Teacher Centered (Conventional)
LE1: task type	Problem-based, contextual authentic, discussion activities, contextualized material or knowledge, open-ended questions	Centered on teaching materials, decontextualized material or knowledge, closed questions
LE2: student roles	Take an active role, be responsible for the learning process, explore the material, provide input, be independent	Passive role, knowledge is transferred from teacher to student, depending on the teacher
LE3: teacher role	Trainers, experts, facilitators during the learning process, support and monitor the learning process	The teacher gives instructions, presents information, controls the learning process
LE4: teaching materials	Teachers, textbooks, supplementary materials (e.g. Internet, YouTube, newspapers, music, personal experiences)	Teacher, textbook
LE5: appraisal	Reflection on products and processes with a focus on possibilities for improvement	Focus on content or results

(1) Teacher: *group 1 of this line, yes, (1a) here's the text, let's talk about it, then, get it the structure is like in video! The results then written in bellow sheet* (KtOr.1.G1.2.ST.1). (Then students work in groups, discuss and write results)

Student: sorry sir.

Teacher : Yes, good. (1b) Now try discussed by the results as a discussion, group 4 go ahead first! (KtOr.1.G1.2.ST.2)

The context in the lesson above is that the teacher plays a video of an example of narrative text analysis, then students analyze the structure of the narrative text in groups. The results of the group discussion are then read in front of the class. The data above states that the activity in the learning is a student-centered learning process, namely with group discussion activities by students.

At first, students work in groups, namely by reading the text, then discussing with their group members. The utterance (1a) is *here's the text, let's talk about it, then, get it the structure is like in video! The results then written in bellow sheet* stating an invitation or persuasive sentence from the teacher to students to read the text that has been distributed in groups. In the speech, the teacher does not merely command the children to read, but the teacher invites the children to work together. Some read, and some wrote the results of the discussion. With full awareness, the children do not scramble to read the texts that are distributed, because each group only gets one sheet of reading text that must be analyzed together. In group work activities, students discuss together, students dialogue and argue to issue all their opinions and findings. Thus, children's speaking skills have been improved.

It is different if the teacher's speech is only in the form of a command sentence such as (1a.1) *Please read the text then looking for the structure like in video! The results then written in bellow sheet*", where the teacher feels as a subject who gives orders, and students as objects who are always ordered by the teacher. With this sentence, students are like robots who must always obey

Table 3. Characteristics of the language skills

Aspect	Language Skills (LS)	
	Oral	Literal
LS1: task type	Focus on thought processes, explain thoughts	Focus on results, transmit content
LS2: interaction	Two-way, dialogic interaction (e.g. student-teacher, student-student, teacher-class)	No interaction or limited one-way interaction (e.g. teacher-student)
LS3: student activities	Stimulated to express thoughts, discuss language, share ideas	Not stimulated to express thoughts, working quietly (only doing/writing)
LS4: teacher activity	Provide opportunities for students to discuss and talk	Give answers, explanations
LS5: activity form	Whole class discussion, teacher-led discussion, teacher-student discussion, student-student discussion, peer feedback	Individual student assignments, group work, teacher-led instruction or explanation, independent feedback

other people's orders. After hearing the command, all students can scramble to read the reading text that has been distributed. Without the awareness to share tasks in groups.

Next, speech (1b) Now try discussed by the results as a discussion, group 4 go ahead first! stated that the teacher tried to ask students to show the results of group discussions in front of the class. In the speech, the teacher instructs the students subtly, that is, accompanied by the word try. The word states that students are invited to dare to try, which is to try to display the results in front of the class. That way, students are invited to try to appear confidently in front of the class. Even if it's just reading the results of group discussions. It's different if the teacher's speech is: (1b.1) Now discussed by the results as a discussion, group 4 go ahead first! The speech has a different sense of value from the previous one, the children were instructed directly to read the results of the discussion by telling group 4 to come forward first.

The presentation of learning outcomes is in the form of speaking skills or reading skills. While reading the results of the discussion, students explain orally. Thus, the learning process is included in oral orientation because the activities are student-centered and have also presented efforts to improve oral skills in the form of speaking skills.

10. Literal conscientization

The practice of literal conscientization is awareness with student-centered learning and presenting written language skills. As for the types of content or topics of material provided, there are essential materials and advanced materials or advanced materials, so that teaching practices categorized as having a student-centered learning approach almost always contain several integrated topics.

(2) Teacher: This day we are looking at the structure and types of narrative text. What is the structure of the narrative text? Before this, let's discussed and highlighted the texts that the teacher shared.

Student: Excuse me sir, did you read this sir? what is the structure of the narrative text?
 Every text or written by has structure. The structure of the narrative text is four, what about thus?

At the beginning of the lesson, the teacher made apperception by asking about what literacy activities had been done this morning before entering class. Then the teacher explains the learning objectives to be achieved. First, the teacher asks students to read various examples of narrative texts that have been distributed by the teacher. Then the teacher and students ask questions

Table 4. Classification of observational data

(1) Oral Consientization (KtOr), n = 19

Observation	Main Topic	Additional Topic	Code
G1.2	level of Javanese language	Speaking	KtOr.1
G2.2	Reading Javanese Script	Playing songs, Phonology	KtOr.2
G2.3	Vocabulary	Phonology	KtOr.3
G2.4	Text Variety	Reading, talking	KtOr.4
G2.5	Vocabulary	Javanese Singing	KtOr.5
G3.2	Reading	Vocabulary	KtOr.6
G3.4	Speaking		KtOr.7
G4.3	Speaking	Phonology	KtOr.8
G4.5	Speaking	Phonology, Level of Javanese language	KtOr.9
G5.2	Grammar	Phonology, Morphology	KtOr.10
G5.4	Text Variety	Speaking	KtOr.11
G6.1	Text Variety	Speaking	KtOr.12
G6.4	Expression	Writing, Speaking	KtOr.13
G6.6	Speaking		KtOr.14
G7.3	Text variety	Reading, vocabulary, folklore	KtOr.15
G8.2	Speaking		KtOr.16
G8.5	Poetry	Reading	KtOr.17
G9.5	Vocabulary	Speaking	KtOr.18
G10.4	Speaking		KtOr.19

(2) Literal Consientization (KtLt), n = 13

G1.1	Text variety	Reading, writing, traditional games	KtLt.1
G1.4	Text Variety	Writing	KtLt.2
G3.1	Writing Javanese Script		KtLt.3
G3.3	Writing	Text variety	KtLt.4
G4.1	Literature	Elements of Literature	KtLt.5
G4.2	Phonology	Writing	KtLt.6
G4.4	Writing	Phonology	Lt.7
G6.2	Expression	Writing	Lt.8
G7.2	Writing	Vocabulary	KtLt.9
G8.1	Text variety	Listening, writing	KtLt.10
G9.6	Literature	Elements of poetry	KtLt.11
G10.3	Writing	Phonology	KtLt.12
G10.5	Writing		Lt.13

(3) Oral Conventional (KvOr), n = 5

G1.3	Vocabulary	level of Javanese language	KvOr.1
G5.1	Grammar	Reading, Phonology	KvOr.2
G7.1	Text Variety	Reading, writing	KvOr.3
G9.2	Literature	Reading	KvOr.4
G10.1	Phonology	Speaking	KvOr.5

(Continued)

Table 4. (Continued)

Observation	Main Topic	Additional Topic	Code
(4) Literal Conventional (KvLt), n = 13			
G1.5	Text Variety		KvLt.1
G2.1	Writing	Phonology	KvLt.2
G5.3	Grammar	Phonology	KvLt.3
G5.5	Text Variety	Reading, writing	KvLt.4
G6.3	Grammar	Writing, Morphology	KvLt.5
G6.5	Grammar	Writing, Morphology	KvLt.6
G7.4	Reading	Vocabulary	KvLt.7
G8.3	Writing		KvLt.8
G8.4	Writing	Literature	KvLt.9
G9.1	Vocabulary	Writing	KvLt.10
G9.3	Literature	Writing	KvLt.11
G9.4	Vocabulary	Writing	KvLt.12
G10.2	Reading	Writing	KvLt.13

about the structure of the narrative text. Students read the text in groups. Based on the group, students are then faced with a problem, which is asked to name the main structure of each text they read. With teacher guidance, students then work in groups to discuss in determining the structure of the narrative text. The teacher facilitates the students to present the results of the discussion in front of the class.

The learning process is categorized as increasing awareness of the Javanese language because learning has been student centered and there are literal language activities. Students are given an active role and are stimulated to discuss topics that are relevant and meaningful to students. The teacher facilitates the discussion by asking questions so that there is back and forth interaction between students, and between students and teachers. Students play an active role in the learning process. Students are guided to state various discussion results in the form of text. Teaching materials also come from various sources and are not limited to books. At the evaluation stage, students are asked to make a narrative text based on the structure of the text that has been found

11. Oral conventional

Conventional or performance non-conscientization is a teacher-centred learning process and only presents written language skills without a dissertation of critical awareness efforts. In conventional performance or can be called the bank method, educators provide knowledge to students which must then be accepted, memorized, and repeated well. Conventional performance categorization is based on content and learning process.

(3) Teacher : Repeat after me, rekma hair, paningal eyes, talingan ear, grana irung, jangga neck, asta hand, ampeyan leg.

Students: rekma hair, paningal eyes, talingan ear, grana irung, jangga neck, asta hand, ampeyan leg.

Teacher: Good. There is question? Next, doing the test in page 9.

In this lesson, the teacher explains the learning objectives to be achieved, namely about vocabulary based on the level of Javanese language. First, the teacher asked the students to read various examples of vocabulary in Javanese ngoko and Javanese krama in the textbook. Then the teacher

reads the vocabulary and asks the students to repeat it. When repeating, the teacher also corrects and evaluates the correct pronunciation of vocabulary. This learning process is categorized in teacher-centered learning but is accompanied by oral language skills, so it can be categorized as an effort to increase awareness of the Javanese language. Teachers play an active role in the learning process and students are also invited to actively participate. At the evaluation stage, students are asked to repeat the vocabulary that has been read individually.

12. Literal conventional

Conventional literal is the result of learning that presents written language skills in written form. The types of content or topics provided include essential material and advanced material or advanced material in teaching practice which are categorized as having a student-centered learning approach that almost always includes several integrated topics.

- (4) Teacher: The water in the lake is usually clean, it is usually a big tree at the bottom of a spring or a lake. Now page 38, answer the questions below based on the reading above. Now the worksheet number 1–10 on page 38. Later it was discussed together

Student: Yes, ma'am.

In this lesson, the teacher explains the learning objectives to be achieved, namely reading the text and then answering questions related to the reading text. First of all, the teacher asked the students to read the text in the book. Then the teacher asked the students to do the practice questions. Work is done individually and in writing. This learning process is categorized in teacher-centered learning with passive language skills in the form of writing. The material is only centered on textbooks and students work in silence without any discussion. Thus, this learning is included in literal conventional learning, i.e. there is no visible effort to increase language awareness actively. At the evaluation stage, students and teachers discuss the results of student work.

13. Discussion

13.1. Contents of critical awareness practice

So far, Javanese language learning is only centered on the teacher, the teacher immediately explains and gives examples to students (Cohn & Ravindranath, 2014). As a result, students can indeed do the assessment test well, but students have difficulty in applying it in the use of language that is appropriate to the context. The inquiry learning model produced in this study can be used as an alternative to change these conditions. Thus, the old approach such as lectures can be directed towards a new approach, namely by inquiry in an effort to increase critical awareness of language. Grammar learning actively involves students and prioritizes thought processes, involving the use of language according to context. The active involvement of students will certainly provoke students' speaking skills, it will ultimately increase students' lingual conscientization (Svalberg, 2005).

Learning practices that aim to improve lingual conscientization can also be carried out through a discussion process (Christina & Leal, 1998). The discussion can be started by giving questions by the teacher. These questions are certainly something that can provoke and stimulate students to be able to solve these questions together. The topics commonly taught with this approach are grammar, reading, and writing.

In general, it can be said that whether or not there is an effort to educate students is determined by the amount of guidance carried out by the teacher in the classroom. This is in line with the results of previous research which states that in learning that positions the teacher as a mentor or facilitator can direct student performance results to be better (Lazonder & Harmsen, 2016).

In this study, the practice of language awareness often begins with a modeling exercise by the teacher, such as with a demonstration on how to analyze and discuss aspects of language. For example, there is a teacher who displays two texts on the blackboard, and then asks students to discuss the differences between the two texts. This is in accordance with the results of research by Swain (2006) which states that the existence of feedback related to errors found can result in collaborative dialogue with students. Thus, students' reading and writing skills, especially in Javanese, are improved.

Natural performance places more emphasis on students' new understanding based on prior knowledge with real experience. The teacher always actively invites students to communicate and dialogue to be able to spur students' critical thinking processes. Teachers can also always accept students' answers and appreciate them without doctrinating right or wrong. This is certainly in accordance with Hanif (2014) regarding the concept of transformative learning, where students and teachers have the same position, the teacher is not the giver of orders and the students are not the executor of orders from the teacher. Education must be actualized by dealing with problems and must be able to eliminate naive and magical awareness to be replaced with critical and transformative awareness.

Teaching in the previous educational model, namely verbalistic, used abstract concepts that students did not even understand (Murtiningsih & Barnadib, 1998). In this learning process, it is characterized by the provision of previous basic knowledge, which is then associated with new experiences that are different from previous knowledge.

The on going suppression in the performance of Javanese lingual conscientization has resulted in a decrease in students' critical awareness levels. This occurs in the conventional form of conscientization performance. In conventional performance, the teacher always orders the students. The teacher acts as if he is the source of all knowledge. Teachers always force students to accept and memorize the material given. The rules or material are actually only used as memorization that is remembered at certain times. Memorizing is not used and utilized in accordance with the context of real communication. This is in accordance with the results of Datunsolang's (2017) which states that the cultural approach is enlightening people in awareness and empowerment programs and not by coercion.

Thus, natural learning practices are student-centered learning practices. The characteristics of the practice are learning with an authentic contextual approach, students are actively involved in learning, and inquiry-based learning. As is known so far, inquiry-based learning is mostly applied to science learning (Lazonder & Harmsen, 2016). This certainly can change the teacher-centered learning model, into student-centered learning.

14. Language skills

Language awareness is a mental quality that enables people to gain insight and attention in terms of language production and how it works (Şeref & Varışoğlu, 2020). During the process of acquiring as well as language learning, language awareness needs to be developed to ensure that children can have it. In this process, each child must have a different view in terms of developing language awareness. Bolitho et al. (2003) also emphasized the need for a pedagogical approach that aims to help students in developing language awareness.

According to Lindahl and Baecher (2016), language awareness, when considered as an approach in the teaching and learning process of language, supports an understanding that rejects deductive grammar teaching, namely the transfer of knowledge and rules about language to students as they are. Language awareness is not taught directly by the teacher or textbook but is developed intuitively and internally by the learner gradually. In addition, language awareness contributes to the training of careful, positive and curious students through efforts to find and express language during language use. Conscious use of language

is the most important indicator of language attitudes. Likewise in Javanese, the conscious use of Javanese is a manifestation of a positive language attitude. The language attitude that is built increases respect and leads to the level of maintaining the Javanese language and culture.

Javanese language awareness is defined as the special knowledge that a person has about the Javanese language, his perception of awareness, and sensitivity to learning and using the Javanese language in general, as well as conscious attention to the relationship between culture and language. The types of language awareness include phonological awareness, morphological awareness, syntactic awareness, and semantic awareness (Maruti et al., 2022). Citing the opinion of Blachman (2000) which states that phonological awareness is one of the best early indicators to measure children's reading skills. In this case, children of low grade elementary school age (Maruti et al., 2021).

One aspect of children's language development that is important to note at the beginning of elementary school learning is the learning process towards the ability to read and write. One of the determinants of the success of reading and writing skills is phonological awareness in children. Stoel-Gammon (2011) states that phonological awareness is the sound system of a language, including the use and combination of sounds. In other words, phonological awareness is the speed with which a person responds to the sound structure of language. This requires a person's ability to be able to shift attention as quickly as possible from the structure of sound into spoken and written language. Especially in the sound structure of the Javanese language where there are *jejeg scripts* and *italics* that are different in terms of writing and pronunciation.

Phonological awareness in the context of learning is the ability to detect and manipulate sound structures (Maruti et al., 2020). The development of sound structure in phonological awareness is sequential from the largest sound unit to the smallest unit, namely words, syllables, onset-rime, and sound (Bruck & Genesee, 1995). This is in line with what was stated by Anthony and Francis (2005), that the initial development of phonological awareness is syllable then rhyme and phoneme awareness. So, it can be underlined that the development of children's phonological awareness follows word awareness, syllable awareness, onset awareness (early sound) & rime (end sound) and sound awareness.

Research on the effect of phonological awareness intervention on reading and spelling speed in children's literacy skills was conducted by Vander Stappen & Reybroeck (Vander Stappen & Van Reybroeck, 2018). The results showed that the phonological awareness intervention was effective in the process of reading and spelling words. Another relevant research is the research on the development and relationship between basic metalinguistic skills and Arabic word reading skills conducted by Schiff and Saiegh-Haddad (2018). The results show that although the differences in phonological awareness of each student can be eliminated but in morphological awareness and reading skills they persist during the junior and senior high school years. This study differs in its focus and locus, namely the development of Arabic awareness.

Another research is a study on the relationship between oral phonological awareness and reading ability in the deaf group conducted by Lederberg et al. (2019). The results suggest that learning to read needs to rely on basic language skills and phonological processing. The role of Javanese language teachers in elementary schools during the learning process is very large. Class teachers who are also Javanese language teachers in elementary schools are an important key in the success of students to have phonological awareness which also greatly influences the level of reading and writing skills in Javanese, both Latin and Javanese script. For this reason, the level of phonological awareness of elementary school teachers determines the level of phonological awareness of students.

15. Conclusion

The form of Javanese lingual conscientization determines the criticality level of elementary school students' Javanese language. The form of lingual conscientization naturally supports and accelerates the increase in students' critical awareness of the Javanese language. On the other hand, the conventional form of lingual conscientization can hinder and even stop the increase in students' critical awareness of the Javanese language and only puts students at a naive level of consciousness.

The conclusion of this research is that the teaching practice carried out by the teacher in the Javanese language class using the orientation learning model can stimulate and increase students' critical awareness of the language. In the practice of learning this model, many teachers become more acquainted with and understand critical language awareness, then implement and integrate it in learning Javanese in the classroom.

Another conclusion shows that not all the teachers studied implement the conscientization learning model as an effort to increase students' critical awareness of language. Some learning practices show an effort to make language critical awareness, others show learning practices without any language critical awareness efforts. Changes in the learning environment have an effect on the efforts of critical language awareness by teachers.

The implementation of the practice of lingual conscientization is in accordance with education which aims to prepare and increase students' critical thinking levels in relation to students' academic abilities in the future. These findings indicate that the practice of increasing language awareness offers many opportunities for students to be able to analyze language, formulate ideas and in its implementation aims to increase the level of critical and creative thinking in students.

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