BRIDGING THE GAP: TEACHER PERSPECTIVES ON DEVELOPING LANGUAGE SKILLS IN URBAN JUNIOR HIGH STUDENTS WITH WEAK METACOGNITION

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A B S T R A C T

This research aims to develop the language skills of students with weak metacognition at junior high schools in Indonesia. This research focuses on the following questions: (a) How do Indonesian language teachers determine urban students' metacognitive skills? (b) How do teachers plan, implement, and assess Indonesian language learning for urban students with low metacognitive skills? (c) How do teachers provide other support to improve the academic achievement of urban students with low metacognitive skills? This research used a qualitative approach. Data was collected from Indonesian language subject teachers in junior high schools from various regions in Indonesia through structured interviews. The research results show that teachers still need to have special instruments for students' metacognition, so urban students' metacognitive skills have not been measured accurately. Besides that, teachers do not have a particular way to develop the language skills of urban students with weak metacognition, so implementing and assessing learning outcomes are not yet based on metacognitive skills.

A R T I C L E I N F O

1. INTRODUCTION

Indonesia is widely known as a multi-ethnic country with diverse cultures and languages (Pala et al., 2020; Suryani et al., 2019; Triyanto, 2017; Wasino, 2013). Even though cultural and linguistic diversity in Indonesia is considered a national wealth and positively impacts society (Riwanto, 2022), people's knowledge and mastery of culture and language are still a problem (Peter & Simatupang, 2022). Even the younger generation (millennials) in Indonesia currently tend to use "slang" and foreign language affixes, which tend to degrade the Indonesian language (Sukatmo, 2022) as a national language.

Apart from that, cultural diversity with a mother tongue (custom) different in structure and meaning (linguistic point of view) from the Indonesian language is also a separate problem. Indonesia has 1340 tribes or ethnic groups with various cultures and languages that differ from the Indonesian language (Peter & Simatupang, 2022). Students' potential for cultural and linguistic diversity at school is also relatively high. Transmigration programs by the government and urbanization by the community independently also increase students' cultural and linguistic diversity in Indonesian schools and changes in society's social culture (Irin & Herry, 2020; Nova, 2016; Taufik et al., 2019).

Along with increasing cultural and linguistic diversity, Indonesia's school system faces new challenges (Ridwan, 2015b). Apart from being faced with relatively low academic achievement, including literacy and

reading (Tahmidaten & Krismanto, 2018), students' cultural and linguistic diversity at school is also challenging. Although there has been no research regarding whether low academic achievement and literacy are caused by cultural and linguistic diversity in schools, it is reasonable to suspect that it also contributes. It aligns with Tahmidaten and Krismanto (2018) that language (reading) is a basic skill. As a form of basic skill, reading behavior impacts other skills, such as academic achievement and literacy. The statement aligns with Analisa et al. (2021), who find a significant correlation between the reading activity index and academic achievement of 0.766. Sandu (2017) and Jaelani (2019) also state that the language skills of teachers and students influence the learning process.

In general, the quality of education is still relatively low, and students' academic achievements at school are still the main challenge in Indonesia (Pramana et al., 2021; Putrawangsa & Hasanah, 2022; Sukasni & Efendy, 2017; Sukmayadi & Yahya, 2020). According to Rostanti et al. (2019), Fuadi et al. (2020), and Pramana et al. (2021), one of the factors causing low academic achievement and literacy level is the students' low reading skills. Hijjayati et al. (2022) and Anwas and Hediana (2022) also mention that one of the causes of low academic achievement and literacy levels is playmates or social interactions. The results of this research strengthen the argument that language skills, socialization partners, and culture are closely related to academic achievement and literacy levels.

Until now, no research in Indonesia proves that students with low achievement are urban students. However, based on existing phenomena, almost every school in Indonesia consists of various ethnic groups, religions, cultures, and languages (Purnamasari, 2016). Therefore, it is difficult to determine whether students with low achievement are urban or non-urban. One form of analysis that can be carried out is from the students' language skills perspective. Poor language mastery can hinder students in learning content, and if the language used is mastered by students (for example, their mother tongue), their academic performance tends to improve. It aligns with Juliangkary et al. (2017) that using the mother tongue in learning can increase learning absorption and motivation. Using the mother tongue in learning Indonesian can improve students' academic achievement (Kusmawanto et al., 2019). Jaelani (2019) also states that one's development and language skills influence the learning process. However, using the mother tongue to encourage better mastery of concepts is relatively tricky, considering Indonesian schools' high cultural and linguistic diversity.

Apart from cultural and linguistic diversity, schools in Indonesia also have other diversity, such as religion, origin, academic skills, and metacognitive skills. Metacognition is a form of awareness and knowledge about their thinking skills (Martinez, 2006; Lai, 2011; Mahmood et al., 2016; Rhodes, 2019; Teng, 2023). Many studies state that metacognition plays a positive role in students' academic achievement and literacy levels, such as Rohman et al. (2018), Cakici (2018), Mango et al. (2019), Ulichusna et al. (2019), Beach et al. (2020), Humairah (2020), Siqueira et al. (2020), Urban et al. (2021), and Ramadhanti and Yanda (2021). Students with good metacognitive skills also tend to have exemplary academic achievements. However, considering that, in general, Indonesian students' academic achievement and literacy are still relatively low compared to developed countries (referring to the results of PISA and TIMSS). Therefore, it can be assumed that students' general metacognitive skills are also still low.

The relatively low level of students' metacognitive skills is proven by many studies by experts since several years ago, which have attempted to improve these skills in Indonesian schools. Romli (2012) explores strategies for building students' metacognitive skills. Research to improve metacognitive skills through the implementation of specific learning models is also carried out by Mawaddah et al. (2015), Lestari and Widyaningrum (2016), Anisa et al. (2017), Nur'aini (2020), Sukaisih et al. (2020), and Febriyanni and Santika (2022). Hapsari and Widodo (2016) attempt to increase metacognition by developing teaching materials. These various studies support the argument that, in general, Indonesian students' metacognitive skills are still relatively low. This low metacognitive skill contributes to students' low academic performance and literacy.

Even though the diversity of students' metacognitive skills in Indonesian schools is relatively high, to date, there has been no research that proves whether language skills influence metacognitive skills, whether culture plays a role in students' low metacognitive skills, and whether there are differences in metacognitive skills between urban and non-urban students. These various questions became one of the triggers for this research to answer the main question: How do teachers support urban students with weak metacognition in Indonesian junior high schools in the context of the Indonesian language from the teacher's perspective?

This research aims to provide crucial information regarding the current situation in junior high schools in Indonesia. In particular, this crucial information is related to strengthening language skills for urban students with weak metacognition and how to improve academic achievement from an Indonesian language perspective. In this study, urban students are defined as students who come from rural areas and go to junior high school in

an urban area for the first time. The following are the main research questions:

1. How do Indonesian language teachers determine urban students' metacognitive skills?

2. How do teachers plan, implement, and assess Indonesian language learning for urban students with low metacognitive skills?

3. How do teachers provide other supports to improve the academic achievement of urban students with low metacognitive skills?

Junior High Schools and Urban Students in Indonesia

The first level of secondary education in Indonesia is divided into three different models: Junior High School (Sekolah Menengah Pertama/SMP), Madrasah Tsanawiyah (MTs), and Islamic Boarding School (Pondok Pesantren/PP). Regarding age, students in the three models have the same average age, between 11 and 13 years, or recently graduated from elementary school. All school models must teach and use Indonesian as the official language of instruction. At this level of education, learning in almost all subjects is carried out by subject teachers according to their expertise. Most teachers at this level of education have bachelor's degrees, and a small number have master's degrees. In general, students study approximately 36 hours per week. This research focuses on the junior secondary level, where subjects are taught by subject teachers whom students meet only a few times a week. Administratively, the class is led by a homeroom teacher who also doubles as a subject teacher.

Indonesia is one of the largest multiethnic countries in the world, with a very high diversity of regional languages (Peter & Simatupang, 2022). All forms of secondary education in Indonesia must take lessons with Indonesian as the language of instruction. Indonesia needs to have preparatory schools to equip students with basic skills in the school language and academic school culture, as certain countries do. It impacts the possibility of disruption in language mastery and the emergence of difficulties in mastering concepts in the material taught by the teacher. Many students still have difficulty learning Indonesian, and their skills still need to be improved (Nugroho, 2018; Narsa, 2021; Magdalena, 2021).

In junior high schools in Indonesia, each field of study is taught by a teacher or several teachers according to their expertise. Often, these teachers come from or are sent by the government from areas whose culture and language differ from the schools where they work. This situation adds to the level of ethnic, cultural, and linguistic diversity in the school. Apart from that, junior high schools also allow students to come from areas outside the city. To overcome this situation, teachers should know sufficiently about students' culture, language, and metacognitive skills. This information is essential for teachers to choose appropriate teaching materials and learning strategy methods. This knowledge is also crucial for integrating local culture and language in learning to increase learning effectiveness (Amuthenu, 2023; Clarysse, 2023; Silva et al., 2023) and academic achievement. However, many teachers in Indonesia conduct learning without considering cultural background, language, and metacognitive skills. This is due to the perception that all students master the Indonesian language.

In the education system in Indonesia, especially at the junior high school level, there are two types of language lessons: compulsory and elective. Indonesian language lessons are compulsory for all students. The obligation to implement Indonesian language learning is one form of implementation of the National Curriculum. This implementation strengthens Indonesia's young generation's unity and integrity (Jadidah et al., 2023; Purnamasari & Hartono, 2023; Rafi et al., 2023). Apart from Indonesian, several language subjects are compulsory and elective. The language subject that must be studied and taught at this level of education is English. Some other language lessons, such as Mandarin, Arabic, and specific local languages, are elective, depending on each school.

Theoretical Framework

The theoretical study in this research referred to educational theory, psychology, culture, and language. The leading theory used in this research is the sociocultural theory that Vygotsky and his colleagues put forward regarding sociocultural learning. This theory states that a person's language mastery is greatly influenced by their social interactions (Balbay & Dogan, 2018; Lokita, 2016; Rahmatirad, 2020). However, this theory still

receives criticism (Ameri, 2020; Pathan et al., 2018). More specifically, this research refers to the theory of the zone of proximal development, which is generally implemented as a theoretical framework in language research. According to this theory, one's language skills can develop independently or with the guidance of others in the form of social interaction (Irshad et al., 2021; Lerch et al., 2011; Suardipa, 2020; Podolskij, 2012; Yu et al., 2013).

Learning is an individual process of gaining experience, knowledge, and behavioral changes (Behlol, 2015; Buchanan et al., 2022; Suarim, 2021). Because it is an individual process, learning requires a relatively different amount of time from one person to another. Differences in the amount of time a person needs to study are influenced by their abilities, interests, motivation, background, and intelligence. It is in line with the experts' explanation that learning is influenced by external factors such as the environment, both physical and non-physical, and internal factors, such as interest, motivation, learning methods, and others (Marlina & Solehun, 2021; Meşe & Sevilen, 2021; Nortvig et al., 2018). Thus, learning and mastering a particular language also require time to process.

In Indonesia, the language used as the official language of instruction in the learning process at school is Indonesian. However, often in the implementation process in class, teachers use local languages or a mixture of local languages and Indonesian. Sometimes, the Indonesian language used in the learning process is not standard, or everyday language is sometimes even mixed with specific local languages, which often need to comply with Indonesian language rules. This situation can be considered a non-optimal use of the Indonesian language. The non-optimal use of language in learning impacts processes and results that are less than optimal. Suwartono and Hidayat (2006) show that the level of communicativeness of the language used in classroom learning is not optimal. Although Siagian and Rian (2022) state that local languages support the learning process in class, it will be a problem for urban students.

Awareness of Indonesian as a unified language emerged in 1928, at the "Youth Pledge" on October 28, 1928, before Indonesia became independent and was included in the State's constitution. Even so, until now, there are still many citizens whose ability to speak Indonesian still needs to be improved. The lack of optimal Indonesian language skills is demonstrated by various research that strives to improve students' Indonesian language skills. Rini (2014), Nugroho (2018), and Rukmana and Sugiro (2022) generally strived to improve Indonesian language learning outcomes. Thus, it can be understood that excellent and correct language skills do not necessarily accompany language awareness. Students' lack of language mastery also has the potential to cause difficulties in the learning process.

In general, language awareness is always associated with language learning at school. However, considering that the process and results of language learning are not yet optimal, language awareness must involve all teachers in schools. All teachers in schools should use Indonesian properly and correctly in learning and social interactions so that all teachers have language awareness and use language appropriately and correctly in classroom learning. Using excellent and correct language in the learning process reduces the potential for misconceptions about the content taught by the teacher.

In Indonesia, standard language tests are used to determine student graduation at all levels of education. The Indonesian language test is also used to recruit civil servants, soldiers, and police. Besides that, especially for Indonesian language teachers, tests are also used to evaluate and certify their professionalism. This standard test encourages excellent and correct mastery and use of Indonesian in public spaces. Therefore, language skills and using language as a test tool are essential for increasing language awareness and creating a conducive school environment for urban students.

The urgency of language skills for students to support success in learning is widely known. However, the development of language skills for urban students in Indonesia, especially those with weak metacognitive abilities, has not been carried out optimally. Language learning using a linguistic-metacognitive approach has not been applied systematically, to develop urban students' skills significantly. In Indonesia, students generally use their mother tongue (local language) when they gather with fellow students from the same region. Students' use of local languages is increasing, especially in areas with a high population diversity. In Indonesia, there is only training for teachers who teach in schools using local languages as elective subjects.

Besides language, metacognitive skills are another critical factor influencing students' academic achievement. This argumentation aligns with Syam et al. (2016), Rohman et al. (2018), Kemalawati et al. (2019), and Humairah (2020) that metacognitive skills influence problem-solving skills. Nurmalasari et al. (2015), Fajriani and Nurdahniar (2016), and Maros et al. (2021) conclude that metacognitive skills influence learning outcomes (academic achievement). It proves that metacognitive skills are essential in learning and determine students' academic achievement. Therefore, metacognitive abilities are considered one of the study

materials in this research.

The leading theory of metacognitive skills in this research is educational psychology theory. This theory explains that metacognitive ability is a person's awareness of their ability to think (Moshman & Moshman, 2018; Rambe, 2020; Schraw & Vegas, 2016). Awareness of thinking skills encourages one to choose how to study and socialize with friends to achieve learning achievements. Students with good metacognitive skills tend to have good academic achievement. Thus, academic achievement in this research refers to Indonesian language skills.

According to the description, the education system at the junior high school level in Indonesia is implemented using Indonesian as the primary and official language of instruction. Foreign languages are used as the language of instruction in several schools, such as English, Arabic, and Mandarin. However, using foreign languages in schools must follow education policies in Indonesia (Banun, 2018). With changes in life patterns (urbanization) in society, new approaches, methods, models, strategies, and techniques are needed that cover various dimensions, including the culture and students' metacognitive skills.

2. METHODOLOGY

This research used a qualitative approach with survey techniques as a data collection method. This research surveyed teachers' perspectives on several related topics: (a) How do Indonesian language teachers determine urban students' metacognitive skills? (b) How do teachers plan, implement, and assess Indonesian language learning for urban students with low metacognitive skills? (3) How do teachers provide other support to improve the academic achievement of urban students with low metacognitive skills? According to Creswell (2008), Creswell (2013), and Pohontsch (2019), qualitative research is carried out to view and study various events or phenomena in depth and systematically as a whole from the perspective of the subject or respondent.

The instrument for collecting data in research was a questionnaire in electronic media (Google Form) distributed via WhatsApp. In this instrument, respondents were given open questions sent directly to the teacher. The teachers referred to in this research were Indonesian language subject teachers at the junior high school level with a relatively large number of urban students. Teacher and school data were taken randomly from data from the Ministry of Education and Culture of the Republic of Indonesia from January 2023 to March 2023.

The survey developed in this research referred to Adiyanta (2019), which states that surveys can be carried out and developed as a form of positivistic approach to social science and the opinion of Sena et al. (2022), which explains that qualitative research aims to recruit participants, collect data, and utilize various instrumentation methods to collect information related to the behavior and preferences of a sample of individuals regarding characteristics, actions, or opinions. Respondents in this research were voluntary; there was no coercion, and their identities were guaranteed to be kept confidential by the researcher. The total number of respondents in this study was 56 people. However, until the end of the data collection period, only 49 questionnaires had been returned in mid-March 2023. Based on the data collected, respondents were spread across several provinces in Indonesia: Jambi, South Sumatra, East Nusa Tenggara, Papua, South Kalimantan, North Kalimantan, Southeast Sulawesi, and West Sulawesi.

The open statement sent to respondents of this research referred to the main objectives of this research: (a) related to Indonesian language teachers' knowledge about students' metacognitive skills (questions 1 and 2), (b) planning and implementation of learning by teachers to support urban students with weak metacognition (questions 3 and 4), (c) implementation and assessment of learning (questions 5 and 6), (d) teacher support to improve assessment of students' learning outcomes (questions 7 and 8).

After 49 respondents' answer data was collected, it was then analyzed. Qualitative analysis in this research referred to Creswell (2014) and Nassaji (2015). The data analysis method used was conventional content analysis (Pohontsch, 2019; Ridder et al., 2014), where the themes analyzed were derivatives of the main theory of this research. All respondents' answers were reduced and grouped according to the main research question. The researchers analyzed the data jointly (discussed) to make the results more valid and reliable.

All respondents' answers were collected randomly, and their identities were truncated (saved) to analyze the distribution of respondents. The answers to the questions were then coded "G1, G2, G3,….G49" (Guru1/Teacher1, Guru2/Teacher2, Guru 3/Teacher 3,… Guru 49/Teacher 49). Next, the answers were grouped according to the research questions. After all data analysis was completed, the research report was prepared systematically and translated from Indonesian to English by a team of linguists from Universitas Negeri Semarang for publication purposes.

3. RESULTS

The results of data analysis in this study are described sequentially according to the main research question. This description is intended to make the analysis results easier to read and understand. The following describes the data analysis: (a) How do Indonesian language teachers determine urban students' metacognitive skills? (b) How do teachers plan, implement, and assess Indonesian language learning for urban students with low metacognitive skills? (3) How do teachers provide other support to improve the academic achievement of urban students with low metacognitive skills?

Indonesian Language Teachers' Strategies to Determine Urban Students' Metacognitive Skills

Based on reports from respondents, teachers' knowledge of urban students' metacognitive skills is relatively poor (29.78%) or even very poor (12.09%). Those in this position state that they have never measured and never paid attention to the metacognitive skills of urban students in their schools. This statement can be seen from several answers they wrote on the instrument:

"While teaching at school, my attention focused on the curriculum and teaching methods. Indeed, background, metacognitive skills, and social culture theoretically influence their success in studies, but they are less of a concern for me when teaching Indonesian." (G1, G5, G11, G20, G21, G24, G29, G32, G34, G37, G38, G40, G41, G42, and G44).

"Specifically and systematically, I have never measured the metacognitive skills of urban and non-urban students. The curriculum only mentions student assessment in three domains: cognitive, affective, and psychomotor. In addition, assessments should not differentiate between urban and non-urban students." (G4, G5, G7, G13, G15, G23, G25, G28, G33, G35, G41, G43, G48).

"Regarding students' metacognitive skills, I do not know much. Apart from never having carried out direct measurements, there was no recommendation in several discussions and training. The curriculum also does not mention the obligation for teachers to measure students' metacognitive skills." (G2, G6, G9, G12, G17, G18 and G49).

The quotes from teachers' answers show that Indonesian language teachers generally do not understand the importance of students' metacognitive skills in supporting their academic success. Therefore, teachers' attention to students' metacognitive skills still needs to improve. Teachers generally focus more on implementing the curriculum well to avoid violating existing rules. As is known, in Indonesia, one of the successes of the learning process is measured by the National Assessment. Thus, teachers' pursuit of curriculum targets cannot be separated from efforts to fulfill national education targets.

Apart from the statements of several teachers who do not know students' metacognitive skills and have never carried out specific measurements, several teachers understand the importance of metacognitive skills in supporting students' academic success. Even though it is not written clearly in their lesson plan, they have sufficient knowledge about metacognitive skills. Furthermore, they have the initiative to carry out learning by considering students' metacognitive skills, for example, in choosing methods and strategies for teaching Indonesian. Here are some quotes from teachers' statements:

"I have received information about the urgency of metacognitive skills and their influence on learning outcomes when studying in the education science department. Therefore, I take measurements to identify their metacognition and consider it when choosing appropriate learning methods and assessing students' learning outcomes." (G3, G6, G14 and G39).

"The measurement of metacognition skills that I did in class never differentiated between urban and non-urban students, but I categorized them as "strong/excellent," "moderate," and "weak." The category makes it easier for me to provide guidance academically" (G1, G8 and G19).

Based on the quotes from teachers' answers, measurements of metacognitive skills have been carried out. However, these measurements do not differentiate between urban and non-urban students. Measuring metacognitive skills by teachers is more focused on considering the selection of learning methods and preparing

assessment instruments. Therefore, urban students' metacognitive skills specifically cannot be identified.

Knowing students' backgrounds, including their origins, religion, ethnicity, culture, and initial academic skill information, is critical in supporting their academic achievements. It aligns with Roostin (2016) and Prihartini et al. (2019) that learning with a social and cultural approach can be an alternative to improve students' academic achievement. Besides that, knowledge about students' backgrounds and cultures can also be used to explore students' potential more optimally (Grassini, 2023) and various learning (Markey et al., 2023). Therefore, teachers' knowledge of students' origins, religion, ethnicity, and culture is essential.

Efforts to find out their origins, religion, ethnicity, and culture can be made through students' initial data when they register for school and stored by the school administration, the homeroom teacher, and the school counselor. This information is very limited for Indonesian language teachers, except for those with additional duties as homeroom teachers. Due to limited data, efforts to resolve problems related to Indonesian language learning proceed casuistically and are carried out independently by the teacher. If problems cannot be resolved by the subject teacher, whether academic or non-academic, it is usually done tripartite by the subject teacher, homeroom teacher, and the school counselor. The following is quoted from the answer of the Indonesian language teacher who was given additional duties as a homeroom teacher:

"As a homeroom teacher, I have data on students in my class. Therefore, I know their origins, initial skills (elementary school report cards), religion, ethnicity, and culture in general, including whether they are urban or non-urban." (G3, G6, G16 and G36).

"Although I have personal data on students in my class, there is no specific information related to metacognitive skills. Subject teachers usually measure student metacognition for specific purposes, for example, choosing learning methods, assessment, or research" (G9, G24, G27 and G42).

"We usually solve special cases in my class, for example, academic problems, delinquency, extracurricular activities, and the like, together with the study teacher, homeroom teacher, and school counselor." (G8, G10, G20 and G29).

As the quote suggests, teachers' (including homeroom teachers) attention to students' metacognitive skills is still relatively weak for urban and non-urban students. Although classroom teachers have more complete data than subject teachers, accurate information regarding the metacognitive skills of urban and non-urban students has not been systematically recorded.

Referring to the information above, efforts to recognize and document metacognitive abilities for various academic and non-academic purposes still seem to be a significant problem for subject and classroom teachers. It impacts the non-optimal handling of academic problems, especially for urban students. Urban students have different psychological and academic problems from non-urban students because they also have different cultures and habits (Abbasa & Othmanb, 2015), including the level of confidence in the environment (Xu, 2021). Therefore, the absence of data on students' metacognitive skills can make handling academic and non-academic problems ineffective.

The Role of Teachers in Learning Indonesian for Urban students with weak Metacognition

The question about how teachers plan learning for urban students with low metacognitive skills was asked to research respondents. This question was asked to determine whether there were differences in treatment between students with different cognitive abilities and whether there were differences in lesson plans between urban and non-urban students. Respondents were asked to write answers on the instrument regarding their role in supporting urban students with weak metacognition to achieve academic achievement in Indonesian. The role of teachers is related to planning, implementing, and assessing learning outcomes. It includes whether teachers have additional free time to help students with low academic achievement. 31 out of 49 respondents, or around 63.26%, believed and conveyed that the planning, implementation, and assessment of students' learning outcomes were under applicable regulations. These results are as shown in the quotes from the teachers' answers:

"I believe that the planning, implementation, and assessment of my learning outcomes are under procedures and the applicable curriculum." (G1, G2, G6, G8, G9, G13, G16…)

"Although there is no specific template for preparing lesson plans (Indonesian), the curriculum states various indicators that must be included in the learning plan." (G7, G11, G19)

"I have been an Indonesian language teacher for a long time and have attended various trainings on planning, implementing, and assessing learning outcomes. Therefore, I believe that my learning is under existing regulations." (G15, G27, G31)

Next is related to whether Indonesian language teachers provide free or additional time for students with difficulty learning Indonesian. In general, there is no additional time to study Indonesian, both for urban and non-urban students. These results are as shown in the quotes from the teachers' answers:

"Indonesian lessons for the junior high school based on the applicable curriculum, 6 hours per week, is sufficient. Therefore, at my school, there are no additional hours of study." (G3, G6, G7)

"Even though many students still have difficulty mastering Indonesian language learning at my school, there is no policy or direction from the school principal to increase the learning hours of this subject." (G1, G23, G39)

"Actually, for us (Indonesians), Indonesian is not a difficult subject, even though there are still many students who have not succeeded in the final exam of this subject." (G2, G5, G14, G21, G33)

Referring to the answer quote, the Indonesian teacher stated that there was no additional lesson hour. Even though there is recognition that there are still students who achieve learning targets - allegedly those with weak metacognition - assistance is not provided for them. It proves that, in Indonesian language learning, there is no special assistance for urban students with weak metacognition to master Indonesian better.

The additional information from the respondents is related to improving Indonesian language learning outcomes for students who have not yet passed graduation standards. Most teachers answered that there were remedial and enrichment exam activities. Remedial exams or re-exams are carried out with different instruments with the same indicators as the previous instruments. Students who pass the assessment standards are given an enrichment program or additional material independently by the students, and there are no exams in these activities. These results are as shown in the quotes from the teachers' answers:

"If there are students at my school who have not passed (applies to all subjects), then remediation is carried out. This is done so that they have standard grades under the passing grade in the curriculum." (G5, G15, G26, G30)

"Students who do not earn the passing grade will be given a re-examination (remedial) whose questions are taken from the teacher's question bank" (G6, G24, G43)

"There are two activity programs after the final semester exams at my school: remedial and enrichment. Remedial for students who have not passed certain subjects, and enrichment for those who have passed." (G4, G9, G25 dan G47)

"Enrichment and remedial programs at my school are carried out independently by teachers in their respective fields of study. Therefore, there is only the final semester exam at the end of the semester." (G9, G11, G18, dan G33)

Urban Students' Socialization Skills in the School Environment

A school is a form of environment that allows social interaction to occur. The school environment positively impacts students' interest and motivation to learn (Suciadrianti et al., 2023) and functions as a learning source (Nurhasanah et al., 2022; Tri Yudha, 2022). Therefore, it is necessary to know whether urban students with weak metacognition have obstacles in carrying out social interactions and using the environment as a learning resource. For this reason, respondents were asked to provide an overview of how urban students at school carry out social interactions. In general, teachers do not or do not pay attention to the social interactions of urban students with weak metacognition. However, several teachers provide information about how urban students socialize with friends and school teachers, as quoted from the answer from the Indonesian teacher:

"In particular, I did not pay attention to how urban students socialized with their peers. However, they tend to choose friends who come from the same tribe." (G10, G18 dan G31)

"Students with low grades tend to lack self-confidence. They do not have many friends, so their social interactions are also somewhat limited." (G11, G16 dan G29)

"Several students at my school earned low and unsatisfactory learning outcomes, but they do not seem to care. In fact, they ignored when asked to follow up on remedial." (G4, G7 dan G27)

Referring to previous data, urban students with weak metacognition tend to close themselves off, have limited social interactions, and lack responsibility. Because one of the critical factors in supporting social success is language, these tendencies are thought to be the impact of relatively weak language skills.

4. DISCUSSION AND CONCLUSIONS

As mentioned, this research focuses on developing the language skills of urban students with weak metacognition. Which means it is related to education, pedagogy, and linguistics. Specifically, this research aims to provide insight into the importance of improving the education system in Indonesia, especially regarding language development strategies for urban students with weak metacognition. It is intended to improve students' academic achievement and the quality of education in Indonesia.

The absence of specific strategies teachers provide to support urban students with weak metacognition and metacognitive skills that have not received full attention from Indonesian language teachers shows that it is important to improve education in Indonesia immediately. Teachers' lack of attention to students' metacognitive skills can cause the process of exploring students' potential to be limited. In fact, the main goal of education in Indonesia is to explore students' full potential through diverse learning (Munirah, 2022). Therefore, this is the rationale for the government to improve the education system by emphasizing education oriented towards students' metacognitive skills, especially in Indonesian language learning. This improvement is intended to support increasing the urban students' socialization skills in their school environment so that they have the potential to achieve better academic achievements.

Implementing Indonesian language learning oriented towards metacognitive skills can support the development of multicultural education in Indonesia. The development of multicultural education is the right choice, considering that this educational concept allows the combination of various cultures and languages in a class in a learning process (Pala et al., 2020). Apart from that, applying the concept of multicultural education is also in line with global developments and the readiness of Indonesian students to become world citizens. Therefore, multicultural education can prepare students to live in a global era without losing their identity (Bashori, 2020).

The urgency of improving multicultural education in Indonesia is very clearly suggested by experts (Bashori, 2020; Caniago, 2022; Pala et al., 2020; Wales, 2022) and is even considered an effort to maintain national integration (Peter et al., 2022). Likewise, it is related to the importance of efforts to implement metacognition-based learning (Adjis et al., 2021; Lestari et al., 2019; Yusuf Badri et al., 2019). However, genuine efforts at the school level by teachers are unclear. In fact, for various reasons, many teachers still do not know the students' backgrounds, such as their origins, ethnicity, and metacognitive skills. It makes learning tend to be homogeneous (uniform) without looking at the characteristics of the students.

As a multiethnic country, Indonesia has the potential for a relatively high diversity of cultures, religions, languages, and skills. Cultural and linguistic diversity, apart from being a nation's wealth (Ridwan, 2015a), also has the potential to become an obstacle to implementing quality education. This happens because teachers have limited ability and knowledge to know all the cultures and languages of students who tend to be diverse. Therefore, teachers must be trained to master various local cultures and languages around their workplace. Apart from that, teachers must also be encouraged to have knowledge about students' abilities, including metacognition, so that the implementation of learning can run more optimally and national education goals can be achieved.

This research is carried out optimally, but it is also realized that there are still several weaknesses. One of the weaknesses or limitations of this research is related to the limited number of respondent teachers. However, it can be understood because of the vast territory of Indonesia with a relatively large number of teachers. Even though Indonesia is a multiethnic country, there are still many schools in specific communities (only one ethnic group), so these schools do not have students from different ethnic groups. In short, it is said that not all schools have urban students. Another weakness of this research is that the researcher does not know the exact situation and conditions of the school where the respondents fill out the questionnaire, thus potentially causing bias and the risk of losing control of the number of questionnaires returned promptly.

The final aim of this research is to describe the development of language skills of urban students with weak metacognition from the perspective of Indonesian language teachers. The critical value of this research is the contribution of thought to the urgency of improving the education system in the learning context from the perspective of an Indonesian language teacher. Education in junior high schools in Indonesia is undergoing profound changes. Transmigration programs and urbanization processes continue to increase, thereby increasing the potential for cultural, ethnic, religious, and academic diversity of students. As this process occurs, training is

needed for teachers, both in-service and pre-service teachers, related to the implementation of multicultural education and local wisdom according to their field of study. Indonesian language lessons must encourage and increase urban students' socialization skills at school while systematically developing metacognitive skills.

5. PRACTICAL IMPLICATIONS

Indonesia is a developing country with a relatively low quality of education. Therefore, efforts to improve the quality of education through optimizing the learning process must continue to be carried out in a planned, systematic, integrated, and sustainable manner. One of the Indonesian government's foremost education programs is implementing inclusive and multicultural education. It aims to strengthen national unity amid globalization and the diversity of ethnicities, languages, religions, customs, and cultures. Unfortunately, these efforts have not run perfectly due to several factors, such as the size of the area, the large number of teachers, and limited funding.

Although teachers' efforts to implement the national curriculum are relatively reasonable, various efforts have been and continue to be made to achieve curriculum standards. However, teachers must continue to develop their abilities more optimally. Teachers, both independently and in groups, must be able to double-check their primary tasks under Indonesian regulations. One of the crucial tasks of schools and teachers is to educate, train, guide, motivate, and facilitate students without looking at their ethnicity, religion, race, and culture. For this reason, schools and teachers must consider various learning programs that can support urban students with weak metacognition to have the same chance of success as others. Although many teachers have not received training in metacognition-based learning, schools and teachers must be aware to increase their capacity independently. It ensures that the level of student diversity in schools does not become an obstacle in achieving curriculum standards and becomes one of the best moments in increasing national unity and integrity.

The research results provide an overview of the urgency of mentoring and language strengthening for urban students with weak metacognition. For this reason, the results of this research can be implemented throughout Indonesia, even in community schools or schools that only consist of one ethnic group and language. Apart from that, the results of this research can also be applied to developed countries with high levels of urbanization (immigrants) as inspiration for developing educational programs for urban students with weak metacognition. Therefore, metacognition-oriented education is essential to encourage the achievement of quality education. Metacognition-based education is an alternative to improve the quality of education in general, especially for urban students in multiethnic countries.

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