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Educator Dignity for SDG 4: Recontextualizing Javanese Ethical Wisdom of Ajining Diri Saka Lathi in Humanizing Pedagogy

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ABSTRACT

Objective: To analyze the crisis of pedagogical communication and the need to strengthen educator dignity through the recontextualization of Javanese ethical wisdom, Ajining Diri Saka Lathi, into a Humanizing Pedagogical Communication Framework for elementary education. The study contributes to Sustainable Development Goal (SDG) 4 by promoting inclusive, ethical, and human-centered quality education. **Method:** To employ an Educational Design Inquiry (EDI) approach comprising three iterative phases: Analysis and Exploration, Design-Oriented Inquiry, and Enactment and Reflective Inquiry. Data were collected through a Systematic Literature Review (SLR), classroom observations, and Focus Group Discussions (FGDs). The enactment involved two pre-service elementary school teachers from Universitas Negeri Surabaya and two Grade V classroom teachers. Data were analyzed using thematic synthesis and reflective analysis to identify design requirements, evaluate the framework, and refine the design artifact. **Results:** The study developed the Humanizing Pedagogical Communication Framework by transforming five ethical values of Ajining Diri Saka Lathi, namely unggah-ungguh, tepa selira, andhap asor, angon rasa, and kamanungsan, into four pedagogical communication constructs: Ethical Identity, Relational Respect, Reflective Moral Self-Regulation, and Humanizing Pedagogical Dialogue. The enactment demonstrated the emergence of dignity-centered practices through Respectful Interaction, Dialogic Engagement, and Learner Empowerment, supporting SDG 4 and strengthening ethical relationships in educational institutions. **Novelty:** The study introduces a novel recontextualization of Ajining Diri Saka Lathi as the conceptual foundation of educator dignity, operationalized through the Humanizing Pedagogical Communication Framework as Educational Design Knowledge for promoting contextualized and humanizing pedagogical communication in elementary education.

INTRODUCTION

Twenty-first-century education is expected not only to develop students' academic excellence but also to foster learning relationships grounded in humanity through high-quality pedagogical communication. Contemporary educational paradigms increasingly recognize social-emotional development, character education, student well-being, and inclusive learning environments as integral dimensions of educational quality. Consequently, dialogic and respectful teacher-student interactions have become central concerns in educational practice (Laird et al., 2023). However, these expectations have yet to be fully realized, as classroom communication remains predominantly teacher-centered, limiting meaningful dialogue and prioritizing knowledge transmission over the development of pedagogical relationships (Barak, 2024; Boyd, 2023; Vrikki & Evagorou, 2023). This challenge is reflected in the continued prevalence of degrading communication, negative labeling, shouting, verbal abuse, and aggressive student responses, all of which indicate the erosion of mutual respect within school environments (Yusri et al., 2025). As a result, educational quality is determined not only by what is