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The Application Of Culturally Responsive Teaching (CRT) Approach In Learning The Indonesian Language

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ABSTRACT

This research was conducted to reflect on teachers' performance and analyze the improvement of the quality of student learning in Indonesian language subjects. This research design uses a case study. Based on the implementation of Field Experience Practices, it was found that students looked sleepy and easily bored while learning the Indonesian language. This case was because Indonesian learning displays too much long text. So, the Culturally Responsive Teaching (CRT) approach was implemented to solve the problem. Teaching using the CRT approach in the Indonesian language subject was carried out for eight weeks with two sessions of meetings in class X.1 of State Senior High School 1 Jember. The results showed that students actively participate in the learning process. Besides, learners' learning activities support the existence of learning products. The Indonesian language learning product produced is a musicalization video of poetry. The product also received feedback from the teacher in the form of appreciation, enthusiasm, and motivation for students. This study recommends implementing Culturally Responsive Teaching in Indonesian language learning subjects to increase student learning activities. One of the activities of Culturally Responsive Teaching is creating appropriate activities for students' cultural backgrounds in the form of musicalization poetry.

Key words: Learning Quality, Culturally Responsive Teaching, Indonesian Language Learning

INTRODUCTION

Indonesian language is an important basic skill taught from elementary school to college, and the aim is to improve students' ability to speak Indonesian. According

to Ali (2020: 35), Indonesian language learning can be interpreted as learning that equips students with excellent and appropriate Indonesian language skills according to their purpose and role. The purpose of learning Indonesian is not much different from other subjects, namely, to gain knowledge, skills, creativity, and attitudes. The language skills in the school curriculum include four aspects: listening skills, speaking skills, reading skills, and writing skills (Ali, 2020).

The Indonesian language also functions to improve national unity and integrity. In addition, it can develop ideas and increase understanding of Indonesian cultural diversity through the treasures of Indonesian literature. Indonesian lessons can expand students' knowledge and skills related to preserving and developing Indonesian culture. Although Indonesian language learning has a purpose and function that can expand students' knowledge, it does not rule out the possibility of boredom in students when learning Indonesian. Boredom when learning Indonesian can arise due to a teacher's lack of creativity in applying media and learning models that are interesting and fun. This condition results in a decrease in student activity in Indonesian language subjects. Hardiana (2023) states that to improve children's academic achievement, children must have high learning activities and motivation to be enthusiastic about learning. However, increasing students' learning activities in Indonesian language subjects in the field is quite challenging because Indonesian language learning is never separated from reading long texts and is a source of boredom for students.

10 Based on the above phenomena, this study conducted a class action analysis to measure the quality of Indonesian language learning in class X.1 State Senior High School 1 Jember. The class observation showed that students looked sleepy and easily bored with the Indonesian language learning subject. Therefore, learning is designed using students' backgrounds as a foothold in developing learning materials. One of the approaches designed for learning Indonesian is culturally responsive teaching or CRT. This CRT approach requires the equal rights of every learner to obtain learning in the classroom without differentiating their cultural background (Harahap, 2024). Therefore, the CRT approach is a concept that can help Indonesian language teachers in the learning process in the classroom. In addition, through CRT, teachers can integrate students' cultures into the learning process. The CRT approach was chosen because it is a teaching strategy that recognizes learners' cultural diversity in learning, which can affect learners' interest in learning (Özüdoğru, 2022).

Many studies have also used the CRT approach in various kinds of learning, including language learning subjects. The CRT approach is relevant to this research. Sulaiman (2023) revealed that this approach could be referred to as based on cultural responsiveness in the learning process. This approach introduces inclusion and appreciates the diversity of learners' cultural backgrounds (Algozzine et al., 2010; Khalifa et al., 2016)

Learning with the application of CRT can create an active learning environment for diverse learner cultures. The application of CRT can evoke the spirit of nationalism, mutual respect, and mutual assistance with each other. So, it can increase learners' activity and involvement in learning. Learners benefit from a deep understanding of cultural diversity from this CRT approach and are motivated to achieve academic excellence (Sulaeman, 2023).

The Indonesian language material that will be used for the application of CRT in this study is poetry material. The poetry material will be associated with the culture of the learners or the culture in Indonesia. In applying CRT, learners are expected to feel cared for by their teachers when learning Indonesian, feel valued, and have their opinions listened to during learning. This feeling, of course, causes learners to be more interested, have more fun, and participate more enthusiastically in their learning.

Many efforts have been made to increase students' learning activities by developing CRT learning designs. The difference with this study is that the application of CRT focuses on grade X Indonesian language learning in high school. In this study, the implementation of culturally responsive teaching is examined more clearly regarding the motivation and learning activities of students in Indonesian language learning in the classroom. In addition, this study also identifies best practice strategies that can be utilized in the teaching process to achieve learning objectives

LITERATURE REVIEW

Meaningful learning through the implementation of Culturally Responsive Teaching

Meaningful learning provides effective and relevant learning experiences for students. Meaningful learning is useful in forming thinking maturity in students. Meaningful learning is necessarily social, collaborative, intentional, authentic, and active (Jonassen and Strobel, 2006). The result of meaningful learning lies in its cognitive residue, the learner's mental model.

According to Mayer (2002), meaningful learning occurs when students integrate new information with existing knowledge, enabling them to develop a deep understanding. Quality learning creates conditions for meaningful learning by providing a supportive environment, relevant teaching methods, and active student engagement.

In the implementation of CRT, teachers understand the students' backgrounds. To apply CRT learning, teachers must understand the cultural backgrounds, languages, and life experiences of their students. This can be done through discussions, questionnaires, interviews, or observations. A good understanding of the characteristics and backgrounds of students will equip teachers to carry out quality learning (Estari, 2020).

Secondly, in the implementation of CRT, teachers connect the learning material with the students' culture. When teaching Indonesian language based on texts, teachers need to design learning materials that are relevant to the students' life contexts. The teaching materials should be relevant to the cultural experiences of the students. For example, using texts, stories, or examples related to their daily lives. Understanding the material integrated with culture will provide a meaningful learning experience (Miranti, Mukodas, & Anwar, 2024). In order to provide more meaningful knowledge and skills for teaching in today's cultural context, teacher educators must be able to help preservice teachers critically analyze important issues such as race, ethnicity, and culture, and recognize how these important concepts shape the learning experience for many students (Howard, 2003).

Third, the application of CRT can help students develop critical thinking skills: Teachers motivate and facilitate students in activities that analyze and evaluate different cultural perspectives. Derman-Sparks & Edwards (2010) suggest that students should be encouraged to analyze and evaluate different cultural perspectives, allowing them to develop critical thinking skills.

The impact of implementing CRT is active student participation in learning. Teachers can create an inclusive classroom environment where all students feel comfortable participating and sharing their views. Teachers use collaborative learning techniques, such as group discussions or collaborative projects. Howard (2003) states that creating an inclusive classroom environment encourages students to participate actively, thus enhancing their engagement in learning.

Based on this description, CRT can be chosen as an alternative approach in conducting Bahasa Indonesia learning. In this study, it was conducted in the context of poetry musicalization.

METHOD

Design and Samples

This type of research is qualitative. Qualitative research is used to examine phenomena related to human behavior, especially to explore and understand the meaning of social and individual problems (Kusumastuti & Khoiron, 2019). A social phenomenon is the significance of events that can be used as valuable lessons to develop theoretical concepts. According to Brewer and Hunter (in Densin & Lincoln, 2009), qualitative research inherently focuses on a variety of methods. The utilization of these various methods can reflect an attempt to get an in-depth interpretation of the phenomenon being studied.

This research uses the case study method. Herdiansyah (2015) explains that case study research is a comprehensive, intense, detailed research design that attempts

to examine contemporary (time-limited) problems. Yamin (2007: 156) also revealed that the case study method describes a particular problem, event, or incident.

The population used was a student of the X.1 class at the 1st Jember State High School. The research techniques used in determining populations and samples are purposive sampling techniques.

Instrument and Procedure

According to Harahap (2020), qualitative data collection techniques generally used are observation, interviews, field notes and analytical memos, document elicitation, personal experience, and participation in action reviews. This study used data collection techniques through observations, interviews, reflection journals, and documentation, which took place over 8 weeks with 2 learning cycles. The representation was then reduced and verified in its presentation. The last step is data validation using persistence-checking techniques, observation, and triangulation during the learning process.

Data Analysis

The analysis in this study used descriptive analysis techniques. Descriptive analysis is used for the results of variable assessment criteria, which are then summarized to get a clear picture of the research object (Funam et al., 2022). The study's results will be used as material for the author to plan the next cycle with the aim of increasing students' interest in learning. The research subjects in this study were students in class X.1 State Senior High School 1 Jember.

RESULT AND DISCUSSION

Research Findings

1. CRT learning steps in the Indonesian learning language

This research was conducted during two cycles of Indonesian language learning meetings in class X.1 of State Senior High School 1 Jember. In the first cycle, the teacher presented the material, and the learners drafted the poetry and musicalization with the group. Furthermore, in the second cycle, students practiced poetry and musicalization with the group, and the teacher monitored the students' activities. These learning steps are carried out to facilitate the preparation of research on learning with the CRT approach. In the learning that is carried out, students' activities can be seen. The following are the CRT learning steps that have been applied in Indonesian language learning.

a. Preliminary Activities

In this introductory activity, the teacher greets the students, and the students respond. Next, the students pray before starting the lesson and take attendance. The teacher then presents the learning objectives, poses a triggering question, and motivates the students to achieve the competencies and character in line with the Pancasila Student Profile. Below are photos of the introductory activities that have been conducted.



Image 1. Preliminary Activities

b. Core Activities

In this core activity, the teacher begins to explain the material about the musicalization of poetry by presenting examples of the musicalization of poetry in the form of videos and Power Point. The video presentation has the theme of Indonesian culture, and the material presented in PowerPoint is also related to the cultural background of the students. After that, the teacher divided the class into 6 groups and explained the assignment regarding the musicalization of a poetry project with the theme of Indonesian culture. The students were given a worksheet to organize their tasks, the teacher and students set a timeline to complete the project, and the teacher also monitored the students' activities during group discussions. At the end of the discussion, the group representative presented an outline of the musicalization of poetry that had been created. The link to the musicalization of poetry material was displayed through PowerPoint, along with examples of videos of poetry musicalization themed on Indonesian culture and photos of the core learning activities that had been conducted.

- a) Link to the material for the musicalization of poetry: <https://11nk.dev/KOmnN>
- b) YouTube link for an example of poetry musicalization with the theme of Indonesian culture: https://www.youtube.com/watch?v=kbuju_XGAzg
- c) Photos of core learning activities in the classroom



Image 2. Observing the material on the musicalization of poetry and examples of musicalization videos.



Image 3. Monitoring each group

c. Closing Activities

In this closing activity, the teacher summarizes the learning and reflects on it. The teacher also conveys the learning activities that will be conducted for the next meeting. After that, the teacher concludes the learning activity with a prayer.



Image 4. Closing Activities

After the first cycle was carried out, the second cycle was conducted the following week. In this second cycle, the learning steps are the same as in the first cycle. However, in the main activity of the second cycle, the learning activities continue from the first cycle, where the students practice in class before creating the video that will be uploaded to YouTube. Here are the learning activities carried out .



Image 5. Monitoring each group for practice

2. CRT Learning Outcomes in Indonesian Learning Language

The results of this research analysis are based on the conditions and learning outcomes in the classroom by applying a culturally responsive teaching (CRT) approach. This CRT approach was used effectively to enhance student learning activities. The implementation of CRT in this class increased student engagement during lessons, fostered a spirit of learning, and resulted in average learning outcomes that exceeded the Minimum Competency Criteria for the students.

In the observations conducted over two cycles, the students have shown an increased level of attention during Indonesian language lessons. The students have also started to listen more during the lessons, and the intensity of their conversations outside of the material has begun to decrease. Additionally, the students have started to actively participate in discussions, express their opinions, and answer the teacher's questions during the lessons.

Research that has been conducted with the application of Culturally Responsive Teaching (CRT) strategies in the classroom has effectively resulted in an improvement in skills during the learning process in the Indonesian language subject in the first cycle. The culturally responsive teaching strategy applied in this Indonesian language learning is also centered on the students, and the interactions occur in a way that is relevant to the student's culture.

Indonesian language learning in the classroom becomes interesting, lively, and dynamic because it uses a culturally responsive teaching approach. It makes learners more actively participate in learning and look very enthusiastic about using existing learning media to engage in learning.

Learners who actively participate in classroom learning can develop information and knowledge. This aims to store new information in the long-term and short-term memories of learners. The assessment is carried out by observing learner activity and evaluating teacher performance.

Educators provide opportunities for students to respond to Indonesian language learning with the CRT approach. Based on the student's responses and the results of classroom observations, it can be concluded that 100% of students in class X.1 of State Senior High School 1 Jember expressed positive responses regarding the application of culturally responsive teaching. This proves that students do not experience difficulties and feel learning is interesting, entertaining, meaningful, and more active with the implementation of CRT in the classroom. Positive responses from students can help students in class X.1 of State Senior High School 1 Jember to be more effective in learning, especially in developing the ability to recognize diverse cultures and participate in preserving Indonesian culture.

Indonesian language learning with poetry and musicalization material through the application of CRT is expected to increase students' interest and learning achievement. In addition, it is expected to increase self-awareness to create cultural applications in everyday life as a form of integration of cultural values during the learning process through the application of culturally responsive teaching. However, in the implementation of CRT in Indonesian language learning, there were some obstacles in cycle 1. The obstacle was that the planned time allocation did not match the field because it was close to the PAT schedule at the State Senior High School. Another obstacle is that the learning activity in cycle 1 is dominated by students who are classified as smart.

The steps that teachers can take to overcome these obstacles are to provide a more precise explanation of learning activities and provide opportunities for other students to show themselves in front of the class. As for the obstacles regarding students in determining instruments in poetry musicalization, namely by helping students solve the problems faced, ensuring students follow the instructions on the learner worksheet that the teacher has provided, and encouraging students to be more active in asking if there are obstacles and teaching students to be serious in doing the assigned tasks.

The results of the research that has been done show that student's responses to the learning developed through the application of CRT have met positive criteria and are categorized as devices that are suitable for learning Indonesian with poetry musicalization material. This research also produces products in the form of poetry musicalization videos uploaded on YouTube by class X.1 State Senior High School 1 Jember, with the following YouTube links from 6 groups.

Table 1. YouTube link for poetry musicalization class X.1

<i>Group</i>	<i>Youtube Link</i>
1 Group 1	https://www.youtube.com/watch?v=dnf_QdDW1IU
Group 2	https://www.youtube.com/watch?v=07syfJ1DLtU&t=151s
Group 3	https://www.youtube.com/watch?v=HWrc_O1RzuQ
Group 4	https://www.youtube.com/watch?v=YUDKv5NyESs&t=118s
Group 5	https://www.youtube.com/watch?v=0w7axYiE3RQ&t=58s
Group 6	https://www.youtube.com/watch?v=zHKUtgfunuU&t=195s

Learning observations, interview, and reflection journals support this study's results. The following barcode link describes the observations, interviews, and reflection journals.



Discussion

Indonesia is ranked 60 out of 61 countries regarding interest in reading, which makes the level of education in Indonesia decline (Inayah, 2023: 25). In the learning process, students tend to be silent, and learning is more teacher-centered. This causes students to have low critical thinking skills during learning activities. Meanwhile, this critical thinking ability is important for students when solving problems. As revealed by Alghafri (2014), critical thinking skills are important in learning because they can help students think rationally about a problem, identify the cause of the problem, and design solutions well. Meanwhile, according to Organ (1965:1), critical thinking is the application of intelligence in decision-making, and this skill is formed through the developmental process. Therefore, to solve some problems, one can use critical thinking to obtain accurate answers.

The existence of these problems requires educators to be able to create a comfortable and meaningful learning atmosphere for students, especially in learning activities in Indonesian language subjects, which are fairly boring. So, learning through the CRT approach is expected to create meaningful and fun learning.

Through this CRT approach, educators need to integrate learners' cultural ideas. This includes the norms, traditions, language, and experiences of each learner in learning by connecting learning materials with the culture of the learners. Wati et al. (2023) revealed some core principles in the Cultural Responsive Teaching approach as follows:

- a. Recognition of learners' cultural identity, i.e., that teachers appreciate and pay attention to learners' different cultural backgrounds, is an important learning tool. Learners should understand that their cultural background can affect their learning and participation patterns in class.
- b. Positive and inclusive relationship building, where all learners benefit from an inclusive and welcoming environment, is made possible by the hard work of teachers and learners. This requires understanding, respecting, and accepting diversity when implemented in the classroom.
- c. Learner-centered learning: To obtain learning that suits the needs of learners, teachers can consider their interests and modify the learning process.
- d. Relevant and meaningful learning, where teachers connect classroom learning content to learners' lives, helps learners understand the value and meaning of the material being learned. This can include examples of resources from the learners' culture that can be applied.
- e. To empower learners and help them feel valued, heard, and cared for in the classroom, teachers must always involve them by giving each learner the opportunity to have an opinion. In addition, teachers should encourage learners to respect and not judge other people's opinions.

When viewed from the perspective of the current curriculum, CRT is eligible for use in accordance with the learning outcomes and objectives that students must achieve. The following is an explanation of how researchers use CRT to increase students' learning activities in the classroom.

- a. Cultural relevance in learning, i.e., CRT, is linked to academic content about culture and learners' experiences. This can help learners recognize the clear correlation between learning content and daily life. Learners can believe that the material can have a direct impact on themselves, which increases their interest in learning in class.
- b. Recognition of learners' identity: When learning using the CRT approach, learners' opinions are highly valued, confidence grows, and interest in the learning material increases. As learners begin to recognize their culture and identity, they will be more motivated to participate in the learning process.
- c. Interactive and collaborative learning, where learners are given opportunities to deepen their understanding of other cultural perspectives. The CRT approach promotes interactive and collaborative learning through learners' active role in teamwork, class discussions, and sharing ideas with others. Collaboration between learners with different cultural backgrounds can enhance learning and motivate learners to be more interested in learning.
- d. The CRT approach can determine learners' abilities and demographics by empowering them in the learning process. Teachers give learners the opportunity to understand their skills and interests in the cultural framework. In classroom learning, learners begin to feel empowered by each individual's cultural differences. This has an impact on increasing learners' interest in learning and developing.
- e. Use of cultural resources—learning that draws on cultural diversity and uses books, music, and other learning tools—to increase learners' interest in learning. Educators use these learning tools to provide examples of academic topics, which can support learners' learning in a more relevant and interesting way. Cultural collaboration in the learning process can materialize learners' focus on learning. This is because learners will get an overview of the various cultures in Indonesia.

When learning is integrated into learners' daily lives, it respects learners' identities, extends collaboration, gives learners control, and utilizes cultural resources to dramatically increase learners' learning activity. The CRT approach can make learners' learning environments relevant through a learner-centered process and motivate learners to achieve better academic results.

CONCLUSION

Meaningful learning using CRT is essential in learning Bahasa Indonesia because it connects the material to students' cultural backgrounds. CRT encourages students to understand and appreciate cultural diversity, enriching their understanding of the language and social context. By linking the learning material to students'

experiences and identities, learning becomes more relevant, engaging, and easier to comprehend. Moreover, CRT helps students develop critical thinking skills, strengthen their self-confidence, and increase active participation in learning. As a result, students are more motivated and gain a deeper understanding of Bahasa Indonesia

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