



"THE EFFECT OF THE APPLICATION OF CULTURALLY RESPONSIVE TEACHING ON LEARNING INTEREST AND ABILITY TO WRITE NARRATIVE TEXTS IN INDONESIAN LANGUAGE LEARNING FOR GRADE IV STUDENTS OF UPT SDN 21 BANGKALA, JENEPONTO REGENCY"

“PENGARUH PENERAPAN CULTURALLY RESPONSIVE TEACHING TERHADAP MINAT BELAJAR DAN KEMAMPUAN MENULIS TEKS NARASI DALAM PEMBELAJARAN BAHASA INDONESIA SISWA KELAS IV UPT SDN 21 BANGKALA KABUPATEN JENEPONTO”

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Abstract

This study aims to analyze the effect of the application of *Culturally Responsive Teaching* (CRT) on the learning interest and ability to write narrative texts of grade IV students of UPT SDN 21 Bangkala, Jeneponto Regency. The research background is based on the needs of Indonesian learning that is closer to the students' local cultural experiences so that learning becomes meaningful and relevant. This study uses a quantitative approach with a *quasi-experiment* design of the *non-equivalent control group design* that involves two groups, namely the experimental group that received CRT treatment and the control group that used conventional learning. The research instruments included learning interest questionnaires, narrative text writing tests, observation sheets, and documentation. The results showed a significant difference between the two groups after the treatment was given. The average post-test score of the experimental group's writing ability reached 82.14, a significant increase from the pre-test score of 58.71. Meanwhile, the control group only increased from 57.42 to 69.28. The learning interest of students in the experimental group also increased from 62% to 86%, much higher than the control group which only increased from 60% to 71%. The t-test showed a significance value of < 0.05 on both variables, which means that CRT had a significant effect on students' learning interest and narrative text writing ability. Normalized gain analysis corroborated these findings, where the experimental group was in the high improvement category. Overall, this study emphasizes that the integration of local cultural elements through the CRT approach is able to increase student participation, motivation, and academic performance, especially in writing narrative texts. The results of this study imply that CRT is feasible as an alternative to Indonesian learning strategies that are more communicative, contextual, and in favor of the cultural diversity of students.



Keywords: Culturally Responsive Teaching, Learning Interest, Writing Ability, Narrative Text, Indonesian Language Learning.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan *Culturally Responsive Teaching* (CRT) terhadap minat belajar dan kemampuan menulis teks narasi siswa kelas IV UPT SDN 21 Bangkala Kabupaten Jeneponto. Latar belakang penelitian didasari oleh kebutuhan pembelajaran Bahasa Indonesia yang lebih dekat dengan pengalaman budaya lokal siswa agar pembelajaran menjadi bermakna dan relevan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi experiment* jenis *non-equivalent control group design* yang melibatkan dua kelompok, yaitu kelompok eksperimen yang mendapat perlakuan CRT dan kelompok kontrol yang menggunakan pembelajaran konvensional. Instrumen penelitian meliputi angket minat belajar, tes menulis teks narasi, lembar observasi, dan dokumentasi. Hasil penelitian menunjukkan adanya perbedaan signifikan antara kedua kelompok setelah perlakuan diberikan. Nilai rata-rata post-test kemampuan menulis kelompok eksperimen mencapai 82,14, meningkat secara signifikan dari skor pre-test 58,71. Sementara itu, kelompok kontrol hanya meningkat dari 57,42 menjadi 69,28. Minat belajar siswa kelompok eksperimen juga mengalami peningkatan dari 62% menjadi 86%, jauh lebih tinggi dibanding kelompok kontrol yang hanya meningkat dari 60% menjadi 71%. Uji-t menunjukkan nilai signifikansi $< 0,05$ pada kedua variabel, yang berarti CRT berpengaruh signifikan terhadap minat belajar dan kemampuan menulis teks narasi siswa. Analisis gain ternormalisasi menguatkan temuan ini, di mana kelompok eksperimen berada pada kategori peningkatan tinggi. Secara keseluruhan, penelitian ini menegaskan bahwa integrasi unsur budaya lokal melalui pendekatan CRT mampu meningkatkan partisipasi, motivasi, serta performa akademik siswa, terutama dalam menulis teks narasi. Hasil penelitian ini mengimplikasikan bahwa CRT layak dijadikan alternatif strategi pembelajaran Bahasa Indonesia yang lebih komunikatif, kontekstual, dan berpihak pada keberagaman budaya siswa.

Kata kunci: Culturally Responsive Teaching, Minat Belajar, Kemampuan Menulis, Teks Narasi, Pembelajaran Bahasa Indonesia.

1. INTRODUCTION

Education is an important means in shaping the quality of human resources that are able to compete in the global era. One of the important aspects of education is the cultural diversity inherent in it. Education that is sensitive to cultural diversity, known as *culturally responsive teaching* (CRT), is one of the approaches that can improve student learning outcomes. Gay (2020) stated that CRT is a pedagogical approach that uses students' cultural backgrounds as a force to improve learning processes and outcomes. In the same issue, Gay added that CRT is not enough to just understand student culture on the surface, but must be internalized and implemented systemically in the curriculum.

As a multicultural country, Indonesia has a diverse cultural wealth that needs to be accommodated in the world of education. At the elementary school level, teachers'



understanding of the cultural background of students is very important in order to create learning that is relevant to students' lives. Gloria Ladson-Billings (2020) emphasizes the importance of teachers integrating students' experiences, identities, and cultures into learning. Thus, learning is not only a transfer of knowledge, but also a space to strengthen students' cultural identity, including in areas such as Jeneponto Regency which are full of local wisdom values.

The factor of students' interest in learning is an important aspect that affects the success of education. Ryan and Deci (2020) define interest in learning as an intrinsic drive that arises when students feel learning is relevant to their lives. CRT plays a significant role in increasing interest in learning, because with an approach that accommodates students' cultures, learning becomes more personalized, meaningful, and fun.

In the context of learning Indonesian language in elementary school, writing skills are one of the essential competencies. One form of skill that must be mastered from an early age is writing narrative texts. Narrative writing activities require students to be able to develop ideas in a series while using language appropriately. However, various studies show that there are still many elementary school students who face obstacles in writing. Ambarsari et al. (2023) found that grade III elementary school students had difficulty in developing story ideas, limited vocabulary, and did not understand the structure of the text well. This emphasizes the need for innovative and contextual learning strategies.

This condition is the basis for the importance of developing learning strategies that are fun, meaningful, and in accordance with the stages of students' cognitive development. Improving writing skills does not only focus on the results of writing, but also on the creative thinking process, strengthening language, and the relevance of the material to students' daily experiences.

Research on CRT has shown its effectiveness in improving students' literacy skills. Tanase (2020) emphasizes that culturally responsive teaching practices are not only an ethical demand, but also an effective pedagogical strategy. Teachers who are able to adapt the material to the student's culture are considered more successful in encouraging active participation, so that students are more motivated in writing and able to express their experiences authentically.

In practice, the implementation of CRT in Indonesia faces a number of challenges. Fitriani (2020) said that there are still many teachers who do not fully understand and implement culturally responsive learning. Limited resources and lack of teacher training also affect this. Therefore, there needs to be awareness and further efforts from educators to understand student culture and integrate it in learning.

The integration of CRT in learning is in line with Islamic values that emphasize respect for diversity. In QS. Al-Hujurat verse 13 explains that Allah created people of nations and tribes to know each other. Likewise QS. Ar-Rum verse 22 affirms the beauty of the diversity of language and skin color as a sign of the greatness of Allah. These verses contain the message that diversity is sunnatullah that must be respected, including in the world of education.



Based on the results of initial observations in grade IV UPT SDN 21 Bangkala, students' interest in learning Indonesian is still low. Students seem to be less enthusiastic about participating in learning and have difficulty writing narratives. This condition encourages the need for a learning approach that is relevant to the cultural context of students. Therefore, this research focuses on the integration of local wisdom through *a culturally responsive teaching* approach in Indonesian learning, with the hope of increasing students' interest in learning and narrative writing skills.

2. RESEARCH METHOD

This study uses a quantitative approach with a quasi-experiment. The quantitative approach was chosen because it aims to measure the influence of the application of *culturally responsive teaching* (CRT) on students' learning interest and ability to write narrative texts. The research design used was *a non-equivalent control group design*, involving two groups, namely the experimental group and the control group. Both groups were given a *pre-test*, then the experimental group received treatment in the form of learning with the CRT approach, while the control group used a conventional approach. After that, both groups were given a *post-test* to see the difference Learning outcomes.

Kelompok	Pre-Test	Perlakuan	Post-Test
Eksperimen	O ₁	X (CRT)	O ₂
Control	O ₃	C (Teacher Senter Learning Approach)	O ₄

The population of this study is all students of grade IV UPT SDN 21 Bangkala, Jeneponto Regency for the 2024/2025 school year. The research sample was determined by *the total sampling technique*, which is the entire population is used as a sample. Thus, the number of research samples was 14 students consisting of 4 male students and 10 female students. The selection of this sample was based on considerations of affordability, small population size, and suitability for the needs of the study. This study has two types of variables, namely independent variables and bound variables. The free variable is the application of *culturally responsive teaching* (CRT), which is a learning approach that is responsive to the cultural background of students. The bound variables consisted of two, namely (1) students' learning interests which included attention, motivation, and involvement in learning, and (2) the ability to write narrative texts which was measured through aspects of text structure, content, vocabulary, and integration between sentences.

Data was collected using several techniques, namely: (1) a questionnaire of students' learning interests using a four-choice Likert scale, (2) a narrative text writing test given before and after treatment, (3) observation to record student involvement and the application of CRT in learning, and (4) documentation in the form of attendance lists, photos of activities, and student works as supporting data. The instruments used include: (1) student learning interest questionnaire that has been expertly validated, (2) narrative text writing test sheet with



indicators of structure, content, vocabulary, and integration, (3) observation sheet for teacher and student activities, and (4) narrative text assessment rubric to provide an objective and consistent score.

Data analysis is carried out through two stages, namely descriptive analysis and inferential analysis. Descriptive analysis is used to describe the data of questionnaire and test results in the form of percentages. Meanwhile, inferential analysis uses normality tests to ensure data distribution and t-tests with α significance level of 0.05 to test hypotheses. The analysis was carried out with the help of the SPSS version 25 for Windows program.

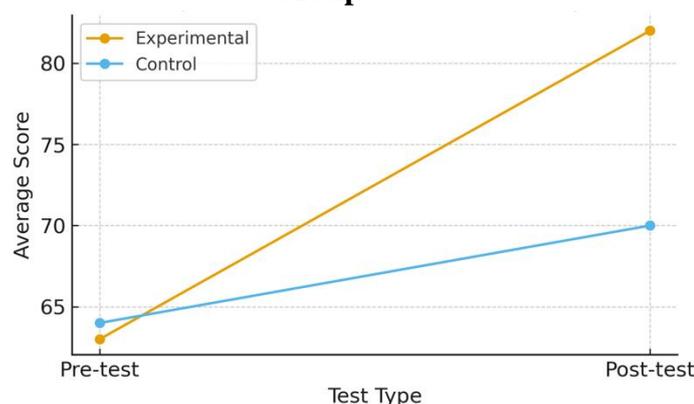
3. RESULTS AND DISCUSSION

The results of this study show that the application of culturally responsive teaching (CRT) has a positive influence on the learning interest and ability to write narrative texts of grade IV students of UPT SDN 21 Bangkala, Jeneponto Regency. The pre-test data showed that the initial abilities of the two groups were relatively equal. The average pre-test score of students' writing ability in the experimental group was 58.71, while the control group obtained an average of 57.42. In addition, the initial learning interest questionnaire scores showed that both groups were in the adequate category, with a percentage of 62% in the experimental group and 60% in the control group. This equivalence ensures that CRT treatment is the main factor influencing changes in the post-test stage.

After the treatment was given for six sessions, there was a significant improvement in the experimental group. The average post-test score of the ability to write narrative texts in the experimental group reached 82.14, while the control group only reached 69.28. The increase in scores in the experimental group was 23.43 points, much higher than the control group which only increased by 11.86 points. This improvement is seen in particular in the content and vocabulary assessment aspects, where students in experimental groups tend to have an easier time developing stories based on the local cultural context they are familiar with.

Figure 1.

Comparison of Pre-test and Post-test Scores of the Experimental and Control Groups





Based on the comparison chart of pre-test and post-test scores, it can be seen that the experimental group that received *Culturally Responsive Teaching* (CRT)-based learning treatment experienced a much more significant increase in scores than the control group. The average pre-test score of the experimental group was at 63, then increased to 82 at the post-test, indicating an increase of 19 points. Meanwhile, the control group only increased from 64 to 70, with a difference of 6 points. This difference in improvement shows that the CRT approach has a stronger influence on improving students' narrative text writing skills. These results indicate that the integration of local cultural contexts is able to make learning more meaningful, so that students are more motivated and able to improve their academic performance more optimally.

In the learning interest questionnaire instrument, the increase was also significant. The learning interest of students in the experimental group increased from 62% to 86%, in the very high category, while the control group increased from 60% to 71% (high category). Students in the experimental group showed active participation during the learning process, such as asking questions, answering questions, providing examples of local cultural stories, and enthusiastically developing narratives based on personal experiences. Teacher observations show that student engagement increases at each meeting.

Observational data strengthens the results of the questionnaire. In the experimental group, student involvement in learning activities increased from the fair category (score 2.8) to excellent (score 3.6). The implementation of CRT encourages two-way interaction between teachers and students, especially when students are asked to tell about cultural experiences, traditional games, or local figures. This makes the classroom atmosphere more lively, comfortable, and relevant for students. In contrast, the control group showed a smaller improvement, from a score of 2.7 to 3.1 (good category).

The results of the normality test showed that the data on writing ability and learning interest in both groups were normally distributed with a significance value of > 0.05 . An independent t-test of the post-test value of writing ability showed a value of Sig. (2-tailed) = 0.012, which means that there was a significant difference between the experimental group and the control group. In the learning interest variable, the t-test results showed a value of Sig. (2-tailed) = 0.018, so it can be concluded that the application of CRT has a significant influence on students' learning interests.

In addition, normalized gain analysis showed that the improvement in writing ability of the experimental group was in the high category with a gain value of 0.57, while the control group was in the medium category with a gain value of 0.28. For learning interest, the gain value of the experimental group reached 0.63, while the control group was only 0.32. This indicates that the application of CRT not only has a significant impact but also provides a greater improvement than conventional learning.

Overall, the findings of this study show that learning that is culturally responsive to students provides a more meaningful learning experience. Students understand the material more easily because it relates to their lives, are more motivated to follow the learning process,



and are more confident in expressing their ideas into writing. This is in line with the opinion of Gay (2020) that CRT is able to improve academic achievement through the integration of students' values, experiences, and cultural identities. Thus, this study confirms that CRT is feasible to be applied as an Indonesian learning strategy in elementary schools, especially in increasing learning interest and narrative text writing skills.

Discussion

Learning based on Culturally Responsive Teaching (CRT) has proven to be effective in increasing the interest in learning and the ability to write narrative texts for grade IV students of UPT SDN 21 Bangkala. The findings of the study show that approaches that integrate local culture in learning are able to create a learning experience that is more relevant, meaningful, and close to students' lives. This is in line with Gay's (2020) theory which states that CRT not only adapts learning to the cultural background of students, but also utilizes that culture as the main force to achieve academic success.

A significant increase in the post-test scores of the experimental group indicates that CRT facilitates students in developing ideas and processing storylines based on the cultural context they are familiar with. These results are consistent with the research of Tanase (2020), which confirms that students are more likely to construct narrative texts when the given topic is close to their personal and cultural experiences. In this study, students in the experimental group tended to be able to compose stories that were more coherent, rich in local vocabulary, and had a clearer narrative structure than students in the control group.

Students' interest in learning also showed a marked increase after the treatment was given. Student activities such as asking questions, responding to questions, and providing examples of stories based on local wisdom increased significantly. This condition illustrates that culturally relevant learning can increase students' intrinsic motivation, as stated by Ryan and Deci (2020) in the theory of Self-Determination. Students feel valued and recognized for their cultural identity, thus creating a more positive and participatory learning climate.

The observation results support the questionnaire data, showing that CRT encourages more dynamic interaction between teachers and students. Teachers provide space for students to share cultural experiences they experience, such as traditional games, local folklore, or family customs. This kind of activity makes students more confident and comfortable in developing narrative texts. In contrast, control group students who received conventional learning tended to be less active and often had difficulty developing ideas because the learning theme was not associated with the context of their experience.

Inferential analysis reinforces the findings demonstrated by descriptive analysis. The *t*-test showed a significant difference between the post-test scores of the experimental and control groups, both in writing ability and learning interest. With a significance value of < 0.05 , it can be ascertained that the effect of CRT is not accidental, but is a real impact of the treatment. Furthermore, normalized gain results showed higher effectiveness of CRT than conventional learning, proving that this approach is able to provide greater improvement in learning quality.



The success of CRT in improving students' narrative text writing skills and learning interests is inseparable from the basic principles of this approach, which is to recognize, appreciate, and integrate students' cultures in the learning process. The implementation of CRT makes Indonesian learning more contextual and communicative, so that students do not only learn the language as a set of rules, but as a means to express their identity and experiences.

Overall, this discussion shows that CRT is an alternative learning strategy that is very relevant to be applied to Indonesian subjects. This approach not only improves academic performance but also builds confidence, active participation, and appreciation for local culture. Thus, the results of this study confirm that CRT is worthy of being considered as a learning model that is able to answer the needs of education in a multicultural era like Indonesia.

4. CONCLUSION

Based on the results of the study on "The Effect of the Implementation of Culturally Responsive Teaching on Learning Interest and Narrative Text Writing Ability in Indonesian Language Learning of Grade IV Students of UPT SDN 21 Bangkala Jeneponto Regency", it can be concluded that the application of Culturally Responsive Teaching (CRT) has a significant positive effect on increasing students' interest in learning and narrative text writing ability. This can be seen from the increase in the average score of the experimental group from 63 in the pre-test to 82 in the post-test, which shows a strong improvement after the culture-based learning intervention was given. In contrast, the control group saw only a small increase from 64 to 70, suggesting that conventional learning did not have as much impact as CRT. In addition to improved grades, observations and interviews showed that students in the experimental group felt more engaged, confident, and motivated because learning was associated with their own cultural and environmental experiences. Thus, CRT has proven to be effective in creating more meaningful, relevant, and able to increase students' interest and writing skills more optimally than traditional learning.

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