Cultural Responsive Teaching: Increasing Student PPKn Learning Outcomes

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Article Info	ABSTRACT
	Purpose of the study: This research will explore how a culturally responsive teaching approach can improve students' cognitive learning outcomes. This classroom action research aims to enhance students' cognitive learning outcomes using a culturally responsive teaching approach. **Methodology:** This research was carried out in class III in Civics subjects. The type of research method used by researchers was Classroom Action Research. The population and sample used in this study were all class III students at Elementary School 07 Palembang. Data collection techniques used by researchers are observation, field notes, and tests. Data analysis techniques used are qualitative analysis and quantitative analysis. **Main Findings:** The results of this research are that the application of the culturally responsive teaching approach to Civics subjects in class III can improve student learning outcomes with results in cycle I as much as 57.6%, cycle II as much as 73%, and cycle III as much as 88.4% and post-test 92%. .3% with a student completion target of 85%. **Novelty/Originality of this study:** Researchers used a culturally responsive teaching approach to improve students' cognitive learning outcomes in grade III Elementary School Civics subjects. *This is an open access article under the CC BY-NC license*

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1. INTRODUCTION

A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential is called education. Education is a process of humanism which is then known as humanizing humans [1], [2]. Education today is the process of forming the ability to think logically in the future [3], [4]. Education is the process of improving the quality of life and learning and instilling the skills learned by students [5], [6]. The existing education system makes learning more focused.

Learning can take place with an education system known as a curriculum which is the core of the education sector. The curriculum is a design and learning device that is arranged as a guide in implementing learning [7], [8]. Starting from the 1947 curriculum to the independent curriculum, in which there have been many changes to the curriculum which are continuously updated according to the times. Changes or additions to content in the curriculum are made because of practical needs [9], [10]. The independent curriculum emphasizes developing the potential of students with a more inclusive and creative approach.

The application of an approach that emphasizes the culture of students is expected to get good cognitive learning outcomes. The success of learning objectives is supported by all components in the teaching and

learning process [11], [12]. There are two factors that influence the success of learning objectives, namely internal factors and external factors [13], [14]. Internal factors come from students themselves such as physical condition, intelligence, motivation, interests, attitudes and talents as well as external factors such as environment, materials, approaches, learning models and learning methods [15], [16]. External factors are very influential on the success of learning objectives.

External factors in the form of approaches used in the learning process can support the success of learning objectives. Many of the Pancasila and Citizenship Education learning objectives found in class III have not yet been completed. The success of learning objectives can be seen from the learning process in the classroom. The learning process must recognize the differences that occur in students. This is as a result of each student in the class having different backgrounds, characteristics, and social.

Classroom learning must of course create a positive learning environment, respect each other's differences, and recognize cultural diversity. So an approach is needed that accommodates this diversity, namely by implementing culturally responsive teaching [17]. The CRT learning approach is an approach that can develop the potential diversity of students by exploring the academic abilities and psychosocial abilities of students [18], [19]. CRT makes learning meaningful and related to the lives of students [20]. This CRT learning uses the characteristics and experiences of students so that student profiling activities are very suitable for finding out the characteristics and experiences of students which will be used as a source of consideration in determining the learning process.

The use of the CRT approach is expected to have an effect on increasing students' cognitive learning outcomes because it emphasizes students' culture or daily habits, characteristics, learning styles and students' learning experiences. Students can easily remember what they do in everyday life. So the level of success of learning objectives can be higher. The new learning paradigm guides the learning process to adapt to the needs of students [21], [22]. Educators must know their students. In this way, knowledge becomes contextual learning and relevant experience, making it easier for students to connect their daily experiences with what they do in class.

This research is relevant to research that has been conducted by Shabira in 2023 in which a culturally responsive teaching approach can increase students' activeness and ethno-biordugame learning outcomes in learning. This research is also relevant to research conducted by Hardiana in 2023 concerning increasing students' interest in learning natural sciences using a culturally responsive teaching approach. The novelty in this study is that researchers use a culturally responsive teaching approach to improve student learning outcomes in Pancasila and Citizenship Education subjects.

This study explores the use of a culturally responsive teaching approach that can improve students' cognitive learning outcomes. This classroom action research aims to improve students' cognitive learning outcomes using a culturally responsive teaching approach. The research question is how the application of a culturally responsive teaching approach can improve students' cognitive learning outcomes.

2.   RESEARCH METHOD

This research was conducted in class III on Pancasila and Citizenship Education subjects on Pancasila precepts. During field observations, it was found that the learning objectives of PPKn subjects had not been achieved, indicated by the low PPKn scores of students. Therefore, researchers offer a solution by using a culturally responsive teaching approach, where learning is centered on students' needs, such as prioritizing cultural knowledge, learning styles, characteristics and learning experiences of students in the teaching and learning process.

The type of research method used by researchers is Classroom Action Research. This is because the research is based on problems faced in the field, namely the low cognitive learning outcomes of Pancasila and Citizenship Education. The problems that arise are reflected on and analyzed based on supporting theory, then action is taken to seek understanding of the PPKn material. The research was carried out in collaboration between researchers and tutors who observed during Classroom Action Research. The Classroom Action Research design here uses a model developed by Kemmis and Mc. Taggart. There are four main aspects contained in action research according to Kemmis and Mc. Taggart is: (1) planning, (2) action, (3) observation, and (4) reflection.

In this study, the population and sample used in this study were all class III students at Elementary School 07 Palembang, totaling 26 students. In this study the sampling technique used is the probability group, namely total sampling. The research instruments used were observation sheets, field notes and cognitive learning outcomes test assessment formats. Observations were made to collect data by observing ongoing activities, everything that happened in the learning process [23], [24]. Field notes are used during the learning process, and function to record what happens when this culturally responsive teaching approach is applied [25], [26]. The form of this written test is in the form of essay and multiple choice tests. Written tests serve to measure ability about a concept or performance [27], [28].

The data collection techniques used by researchers are in accordance with predetermined instruments, namely observation, field notes and tests. The data found in this research is data on the implementation of actions and data on students' cognitive learning outcomes. The data on the implementation of the actions referred to in this study regarding the ongoing process of applying the culturally responsive teaching approach to Civics subjects were obtained from observations and field notes. While the cognitive learning outcomes of students are obtained from assessments after learning activities obtained from observation and test (evaluation) formats.

Data analysis technique used is to use quantitative and qualitative analysis. Quantitative analysis to analyze test results or evaluate students' cognitive learning outcomes and qualitative analysis to analyze observations and field notes and. The steps to analyze qualitative data consist of data reduction, data presentation and conclusions. While quantitative to see the average cognitive learning outcomes of students each cycle. To determine the success of classroom action research, researchers set performance indicators, namely students who get a score above the Minimum Completeness Criteria must be 85% with a PPKn class III Minimum Completeness Criteria, namely 65.

3. RESULTS AND DISCUSSION

Classroom action research using a culturally responsive teaching approach as a whole has a positive impact on improving the cognitive learning outcomes of class III students at SDN 07 Palembang which is seen based on the data obtained from the implementation of cycle I to cycle III. After taking action for three cycles, finally the research target can be achieved which includes process targets and outcome targets. The presentation of the results of the process consists of 2 activities, namely teacher performance and student activity. The exposure to the data obtained during the teaching and learning process is the result of observing teacher performance, the results of observing student activities and the completeness of students' cognitive learning outcomes. Observation results and cognitive learning outcomes of students must reach predetermined targets after taking action. Teacher performance is divided into 2 parts, namely teacher performance when preparing lesson plans and during learning implementation.

The following is a table of data on the completeness of the results of classroom action research that has been carried out from cycle 1 to post test.

Table 1. Completeness data of students' cognitive learning outcomes

Action	Number of students	
	Complete	Not finished
Preliminary data	5 People	21 People
Cycle 1	15 People	11 People
Cycle 2	19 People	7 People
Cycle3	23 People	3 People
Post Test	24 People	2 People

The following is a data diagram of the completeness of the results of classroom action research which was carried out from cycle 1 to post test.
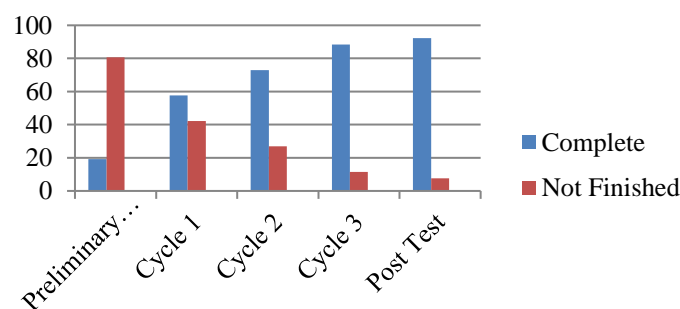

Figure 1. Completeness Percentage Chart of Students' Cognitive Learning Outcomes

In the learning outcomes of students that occurred in cycle I, the number of students who completed was 15 people with a percentage of 57.6% and students who did not complete were 11 people with a percentage of 42.3%. Student learning outcomes have achievement targets. The target determined in this research is 85% of all students. The total percentage of learning outcomes in cycle I was 57.6%. Therefore, the percentage of learning outcomes in cycle I still has not reached the target. The research continued with the next action, because the cognitive learning results had not yet reached the predetermined target, namely 85%. Even though there was

an increase after carrying out this first cycle compared to the initial data, it still had not reached the predetermined target, namely 85% of students who had to complete.

In the student learning outcomes that occurred in cycle 2, the number of students who completed was 19 people with a percentage of 73%. There were 7 students who did not complete with a percentage of 26.9%. In the second cycle there was an increase from the first cycle but had not yet reached the specified target. The total percentage of learning outcomes in cycle 2 is 73%. Therefore, the research continued to the next action.

In the learning outcomes of students that occur in cycle 3, the number of students who complete is 23 people with a percentage of 88.4%. There were 3 students who did not complete with a percentage of 11.5%. In the third cycle there was an increase from the second cycle and had achieved the specified target. The total percentage of learning outcomes in cycle 2 is 88.4% with a completeness target of 85%. Therefore, this research has achieved the target of completeness so a post test will be carried out to see the success of all the material during the action. The results of the post test carried out included 24 students who completed it with a percentage of 92.3% and 2 students who did not complete it with a percentage of 7.6%. Judging from these results, the classroom action research carried out can be said to be successful.

The results of observations and field notes from the activities of students and teachers during the first cycle found that the culturally responsive teaching approach that was applied did not really appear in the implementation of learning so that in cycle 2 the teacher improved the lesson plan according to the results of reflection with the observer. Then in cycle 2 the culturally responsive teaching approach that was applied has appeared, both in the lesson plan and in its implementation. However, students do not really understand it so that there are still some students who are not active in the teaching and learning process. In cycle 3 the teacher reflected on the results of cycle 2 and then improved his teaching method by still emphasizing the culturally responsive teaching approach but adding the star reward method to active students. So that the success of the learning process can be said to be successful because students are active in learning.

This research has been carried out by other researchers previously. Previous research was conducted by previous researchers who discussed the culturally responsive teaching approach to improve the communication and collaboration skills of introverted students [29]. Then research by other researchers on a culturally responsive teaching approach using the Kahoot game media in Indonesian language learning [30]. Both studies state that the effectiveness of the culturally responsive teaching approach can improve communication and collaborative skills for students. Meanwhile, in this research, the CRT approach was used to improve students' cognitive learning outcomes in grade III PPKn elementary school subjects. In this research, it was found that there was an increase in each meeting, then at the last meeting and post-test the results were in accordance with the target that had been set, namely 85% of student completeness.

The position of this research is to become a benchmark for using a culturally responsive teaching approach to improve student learning outcomes. whereas in other studies much has been discussed to improve the skills and collaboration of students in the learning process. The implications of this research can be a recommendation for teachers as educators in the field of education and schools to be able to implement a culturally responsive teaching approach to improve students' cognitive learning outcomes. The culturally responsive teaching approach prioritizes students' learning comfort which must pay attention to students' culture, learning experiences and learning styles

4.   CONCLUSION

Based on the results of the research conducted, it can be concluded that the culturally responsive teaching approach can improve students' cognitive learning outcomes. The increase in cognitive learning outcomes for class III students at SDN 07 Palembang can be seen from the average achievement of student learning outcomes in cycle I, which achieved 57.5% completeness. After that, Cycle II was carried out with a result of 73% with this result apparently not having reached the success criteria so that improvements were made in the reflection on Cycle II, the observation results in Cycle III increased quickly until they reached 88.4% and the post test results reached 92.3%. From the results of this research, it is proven that implementing a culturally responsive teaching approach can improve the cognitive learning outcomes of class III students at SD Negeri 07 Palembang. The suggestion from researchers is to continue to improve research for other researchers regarding this approach because it can improve student learning outcomes.

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