



## Social Practices of Literacy and Numeracy Through Culturally Responsif Teaching (CRT) Approach in Sociology Learning

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### ABSTRACT

**Purpose of Study:** This study aims to identify social practices of literacy and numeracy using the CRT approach in Sociology learning.

**Methodology:** This research uses a descriptive qualitative approach with a phenomenology type. The data source consists of focus group discussion (FGD) results, observation, and document analysis. FGD involves sociology teachers in Soloraya, with the purposive sampling technique used to select informants. Observation was carried out directly by observing the sociology learning process in the class. Document analysis includes teaching modules, sociology learning gain, student worksheets, and other learning sets. Data validity was tested using source and method triangulation. Data analysis was done using Interpretative Phenomenology Analysis, encompassing four stages: bracketing, intuiting, analyzing, and describing.

**Main Findings:** The result of the research shows that teachers get a support system from government regulation, the Merdeka Mengajar platform, the learning community, the supervisor, and the subject teacher working group. Each of the parties plays a role that supports CRT-based literacy and numeracy learning. The learning activity can be identified in three things. Firstly, teachers hold the authority to accustom the students to using numeric data in the context of local culture. Secondly, teachers integrate numeric data from local cultures to make learning more relevant and contextual. Thirdly, teachers create an inclusive learning environment by accommodating numeric data in the context of local culture.

**Novelty/Originality of Study:** By applying CRT, sociology teachers teach literacy and numeracy skills and help students see the relevance of these skills in understanding and participating in social change.

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## 1. INTRODUCTION

Indonesian government has developed *Merdeka* (Freedom) curriculum since 2020 through strengthening the profile of Pancasila Students. The current curriculum gives the school and the teacher a freedom to arrange, to develop, and to implement the learning in accordance with school's characteristics and student's needs [1]. One of approaches introduced by the Ministry of Education and Culture is Culturally Responsive Teaching (CRT). This approach is believed to be an attempt of implementing learning process in accordance with school's characteristics and student's needs. Culturally Responsive Teaching (CRT) approach is a responsive-existential learning approach to cultural diversity experienced by the students [2]. Through CRT

approach, teachers can involve students and activate framework, life experience, and cultural value underlying the meaningful learning [3].

The result of research shows that the integration of culture into learning can improve learning outcome better than the conventional can do [4]. In addition, the learning using CRT approach can effectively improve the students' learning motivation [5], [6]. This approach implementation gives emphasis on various techniques related to the integration of students' culture, background, and characteristic. Eight competencies can be developed in CRT approach [7]. Firstly, teachers routinely reflect their life experience and membership in various social groups. Secondly, teachers deepen their understanding on social markers as the factor not influencing academic achievement. Thirdly, teachers believe that the students' cultural background is a learning source. Fourthly, teachers give the class the real world issues. Fifthly, teachers adopt a view that all students can achieve academic success. Sixthly, teachers contribute to environmental learning by exemplifying how to interact in various social, cultural, and language differences. Seventhly, teachers collaborate with parents and community to achieve the students' academic success. Eighthly, teachers communicate in responsive manner linguistically and culturally.

Sociology is a scientific study on social life, social change, and social cause and consequence of human behavior [8]. The objective of sociology learning in *Merdeka* (Freedom) curriculum is to give the students adapting ability, self-identity awareness, concern with social problem and conflict and to establish cooperation to solve public problem. Students are usually unable to relate the specificity of sociological knowledge to real life [9]. Sociology work with special skill and aptitude related to structured social system using information to inform action in certain social structure [10]. Film media is one type of engaging educational resource about communal life. The study also adds to the body of knowledge in the fields of media education by demonstrating the beneficial effects of cinematic media on student learning outcomes [11].

Considering this, sociology is very close to the people's social life. Therefore, to improve the students' sociological understanding, the observation skill can be developed based on the students' daily experience [12]. Sociology learning can improve the use of story plot-based teaching sources, which can help the students develop their critical thinking ability [13]. However, the material can be applied in real world situation where sociology is taught and thereby makes teachers and students feel alienated [14]. In addition, teachers make an effort to approach students and set an example for all school personnel in order to overcome the challenges they encounter [15]. Poor classroom design and learning styles will result in social dynamics that do not support efficient teaching and learning processes [16].

Sociology teachers need to develop a sociology learning focusing on 3 matters: (1) preparing the example of sociological imagination application, (2) developing the procedure of critical thinking learning about social life, and (3) leading the students to construct new material of learning beginning [17]. Meanwhile, the objective of sociology teaching is specifically to achieve the following goals: (1) improving the students' mastery of learning materials to empower them in solving problems and to improve the society; (2) developing students' sociological knowledge to improve social skill in solving problem; and (3) developing religious attitude and high social ethic to give the students sensibility, care, and responsibility in solving social problem in their community [18]. A culturally responsive pedagogy combines participation and teaching tactic into the awareness of the impact of social existence, scope and injustice on community [19]. The strategy used develop sociology learning with CRT approach is, among other, to develop teaching material.

The result of research shows that teachers understand and know that not all teaching materials corresponding to students' situation and social-cultural context so that the learning can be neither fully effective nor efficient [20]. Three (3) approaches are used in developing teaching material [21]. The first is development, involving the development of teaching material from the beginning (blank) because the message delivered is very typical and unusual. The second is the use, taking the finished learning material to be used duly. The third is modification, the process of altering and modifying learning material. Because cultural values must be communicated to enable the students to learn them at school, it is important to pay attention to and to consider the availability of culturally responsive teaching material to improve the quality of Sociology learning [22]. Learning resources should contain extensive learning content, be aesthetically pleasing, be in line with learning objectives, and be simple for teachers and students to utilize [23].

The use of technology-based new paradigm in educational realm presents an attempt of improving the students' literacy and numeracy. Such situation is presented through a National Assessment aiming to measure the students' numeracy literacy ability. Simply, numeracy literacy is considered as basic abilities of reading, writing, and counting. This becomes a distinctive challenge to the Sociology teachers. Observed closely, Sociology is a social science discipline but the Sociology learning gain is oriented toward the students' ability of conducting research. The students are required to have ability of solving problems occurring in the society analytically, critically, and creatively. The result of survey performed by *Program for International Student Assessment* (PISA) shows that Indonesian students still have low literacy and numeracy abilities. Indonesia was on the 68<sup>th</sup> position out of 81 states with mathematics score of 379, science score of 398 and reading score of 371. Furthermore, in the Graduate Competency Standard (Indonesian: *Standar Kompetensi Lulusan* or SKL)

focuses on developing the students' character, and literacy and numeracy competencies. Considering this, the Sociology teacher should develop literacy and numeracy -based learning.

In Indonesia, reflecting on Article 6 of Government Law Number 57 of 2021, the Graduate Competency Standard focuses on implanting Pancasila character and mastering literacy and numeracy competencies. This research aims to analyze the teachers' social practice in developing literacy and numeracy in sociology learning in the class. To analyze the social practice, two matters should be identified: firstly, relating to fellow teachers, school, supervisor, and education office (Indonesian: *Dinas Pendidikan*)'s support in the attempt of developing literacy and numeracy, and secondly, the teachers' strategy of developing literacy and numeracy in sociology learning.

## 2. RESEARCH METHOD

This research aims to analyze the teacher's social practice in developing literacy and numeracy using CRT approach in sociology learning. Considering this, this research used a descriptive qualitative research method with phenomenological approach. This approach used Interpretative Phenomenological Analysis (IPA) as the technique of analyzing data to study an individual's (a sociology teacher's) technique of interpreting his/her important life experience in natural setting [24]. The analysis using IPA technique involves reading transcription repeatedly, organizing initial data (initial noting), developing emergent theme, connecting the same themes, moving to other cases, finding the same patterns between cases, and finally describing the main theme. In the analysis process, the author considered 4 (four) matters [25]: firstly, bracketing (data reduction); secondly, intuiting (focusing on the meaning of phenomenon studied); thirdly, analyzing (interpreting the meaning); and fourthly, describing (describing the result of interpretation).

The methods of collecting data used were semi-structured interview, class observation, and document analysis. In the interview process the author developed interview guide based on the objective of research. The questions are open-ended and not leading to the research problem. Informants were selected based on purposive sampling, meaning that the informants were selected in accordance with the criteria of research objective. Informants of research consisted of 3 Sociology teachers with the following criteria: graduated from Sociology education department, having more than 10-year teaching experience, having teaching certificate, and being available to be informant of the research (informed consent). The author conducted an observation on Sociology class in 3 (three) different schools using an interactive analysis approach to see students' and teachers' behavior in communicating learning message and learning strategy developed by the Sociology teacher. The document of research includes learning set, students' task and library study. A phenomenological research involves reviewing literatures and previous studies relevant to research topic and question [26].

## 3. RESULTS AND DISCUSSION

In Indonesia, Sociology is a subject beginning to be taught in Senior High School in the Curriculum of 1984. At that time, Sociology was still combined with Anthropology subject. Then, it began to be apart from anthropology during the curriculum of 1994. And there have been 7 (seven) changes in the structure of Sociology curriculum in the school from 1984 until today. The curriculum applied to the school today is the curriculum of 2013 and the *Merdeka* (Freedom) curriculum to the schools declared to be mover schools (Indonesian: *Sekolah Penggerak*).

Table 1. Analysis of Sociology Learning

Aspect of Review	Finding
The formulation of learning objective	a. Focus on the development of students' literacy and numeracy abilities in analyzing social data related to local culture. b. The selection of materials presented is relevant to the students' life.
The selection of learning method	Based on local context, tolerance to diversity and collaborative activity.
Learning Scenario	a. Understanding of students' background b. Teaching materials reflecting students' cultural diversity c. Social issues related to the student community as the material of discussion. d. Encouraging the students to share their cultural stories as the part of learning process.
Assessment Design	Providing task option in accordance with students' interest and background.

Referring to Table 1, in the context of teacher CRT approach can be explained associating learning materials with the students' cultural experience. The objective is to encourage the students to have self-

confidence through the recognition of their cultural identity and to establish a healthy relationship between teachers and students through their own cultural understanding. The strategy developed by the teachers use example, case study or story relevant to the students' environment. In addition, teachers also encourage the students to work in group with diverse background and to respect others' cultures. The implementation of CRT starts with teacher understanding the students' background through observation, interview and document analysis on social cultural issues. Thereafter, teachers use local data or case relevant to the students. As the form of assessment, the teachers provide task option in accordance with the students' interest and background.

Teachers have developed non-monotonous learning. Based on the result of research, nearly all teachers apply CRT approach involves the implementation of discovery learning, problem based learning, and project based learning. This learning strategy development is the Sociology teacher's attempt of holding cooperative learning involving students, by using the existing learning media. The challenge is to bring the people into Sociology class so that teachers need a strategy to introduce the concept of sociology really. This can be accomplished through telling the students to develop a social reengineering product as an indicator of students' understanding on social reality and social problem. Teachers have developed school task into project task in the form of social products such as poster, simple research report, preparing resume and producing documentary film by using simple cellular phone media. Various products created by students need facilities and infrastructures, technologically and substantially.

Recalling a variety of learning models and methods implemented by sociology teachers, the students need various school facilities to support the accomplishment of tasks assigned. The students need software application, movie (film) production equipment, voice recorder and reference book. This is because in the process of analyzing social problems, the students need facilities to present and to disseminate the output they have produced. For example, in carrying out the simple research activity, the students need voice recorder to record interview, camera to record the activities of research subject, and reference book to analyze the output. Although the research at school level still belongs to simple category, the students need to know how to use various technologies to support the research activity. They are getting to be an progressively fundamentally portion of daily life for numerous individuals within the created world over the life expectancy [27].

In the *Merdeka* (Freedom) curriculum, at the end of competency achievement the students will be expected to have an ability of conducting social research simply using basic concept of sociology studied. To carry out a simple research, the students need supporting facilities such as reference book, video recorder, and computer/laptop to write their report. Additionally, in the *Merdeka* (Freedom) curriculum there is a Project of Strengthening Pancasila Students' Profile (Indonesian: *Projek Penguatan Profile Pelajar Pancasila* or P5) and therefore the school needs to collaborate various subjects to bring it into reality. There are 7 (seven) very sociological themes including global climate change, local wisdom, Unity in Diversity (Indonesian: *Bhineka Tunggal Ika*, building their soul and body, democratic voice, using engineering and technology to build Unitary State of the Republic of Indonesia (Indonesian: *Negara Kesatuan Republik Indonesia* or NKRI), and entrepreneurship. These themes are closely related and very close to Sociology learning; thus, it can be a momentum for the teachers to develop sociological materials more broadly by collaborating with other teachers, practitioners, or related institutions.

Furthermore, sociology teachers have tried to hold project-based learning by combining activities inside and outside classroom. This is because studying sociology means studying and documenting the characteristics of the society in which we live [28]. The activities outside classroom are conducted out of effective learning hour because the students carry out simple research and then write the report to be presented before the class. This condition shows that sociology learning has been conducted using contextual-based learning approach. Teachers become learning facilitators while the students can develop creativity helped with facilities and infrastructures existing in the school. It is significant for teachers to address routinely, reflect upon, and move forward their instructing hones [29].

Sociology learning is designed through observing a case or a phenomenon, conducting direct research, or collaborating with social program. This learning organization is mainly aimed at developing the students' competencies in applying sociological concepts to see various social problems occurring within society. This learning gives the students an opportunity of connecting and reinforcing the theoretical concepts taught in the class. This also targets various learning outcomes including learning experience in seeing the social world more clearly and really despite the prototype concept. The Sociology learning implemented will be more meaningful when the students are invited to carry out experiment activity naturally and technically concerning social problems contextually. Basic concept of sociology focuses on 3 points: thinking sociologically including theory and research method, basic concept (pure sociology) and sociological study (applied sociology).

CRT approach is a teaching method adjusted with the students' cultural background to improve understanding and participation in the learning process. In the context of literacy and numeracy, CRT is very relevant as it helps the students understand the concepts better through their cultural and social context. Emphasis is also placed on the value of students' varied backgrounds, experiences, and viewpoints as well as the necessity of including them in pertinent and meaningful learning activities that support their intellectual, social,

and emotional development [30]. The implementation of CRT in literacy and numeracy learning held by sociology teachers contains 6 (six) activities. Firstly, it connects literacy and numeracy to daily life. Teachers can use the example of students' daily life reflecting their social and cultural contexts. For example, in the topic of social stratification, teachers can use relevant local data or statistics so that the students can understand better the relation of numeracy to social condition around them. Secondly, it uses contextual social data. Data and statistics of local community including education level, health, and economy can be used as learning material. This can help the students connect numeracy to social condition in their environment and strengthen numeric analysis ability in social context. Thirdly, it builds discussion and cultural-based collaboration. Group discussion and collaboration between students can be oriented toward their respective cultural background. This discussion not only improves literacy skill but also builds mutual respect between cultures. Fourthly, it emphasizes the contextual understanding in literacy learning. In CRT, text is comprehended not only from linguistic aspect but also from cultural context underlying the content of text. Teachers can select the reading materials in accordance with the students' cultural background to enable them to understand the material better and to develop literacy skill. Fifthly, it integrates local wisdom values into the learning. Using social stories or facts coming from students' local culture as the part of learning material can increase their interest in the material. For instance, teachers can deliver the concept of numeracy or literacy using relevant local wisdom, such as folklore or custom close to the students. Sixthly, this builds social consciousness through statistic data. Discussing social problems such as gap, poverty, or discrimination using statistic data can train the students in numeracy and improve their social consciousness all at once. Thus, the students learn how data and number can reflect social condition that should be changed or improved. Through CRT, literacy and numeracy are not only basic ability but also a means for the students to understand social reality around them. This approach enables the students to learn in more inclusive manner relevant to and in accordance with their cultural identity so that the sociology learning becomes more meaningful. Reading and writing are best understood as culturally mediated activities rather than as discrete and decontextualized cognitive skills [31].

The result of research conducted shows that to improve the students' sociological understanding the observation skill can be developed based on the students' daily experience [10]. The concept of sociology studied is used as a means of analyzing what the students have seen and observed. This condition develops the students' ability of conducting sociological observation and critical analyzing ability in seeing social world. Better (2013) gave his students a project in accordance with the material of Sociology subject. As exemplified to learn social values and norms, Better told the students to break the social norms and then to write their experience related to the incidence to occur when the social order is corrupt and how to maintain the social order. The learning strategy implemented by Better (2013) is beneficial in changing the way the students see the world including understanding inequality existing in the world, seeing potential progress and social change within society for the better one. This concept can be found in the laboratory-based learning. In addition, conducting a research on society helps determine its condition and dynamic so that an effective means of improving the weakness inhibiting the function of society can be recommended [32].

There are 3 (three) descriptions of learning outcome [33]. Firstly, "appreciate structure" involves 2 (two) points: identifying historical background influencing individual's biography and explaining the effect of class, race, and gender on social relation and life opportunity. Secondly, "think sociologically" is to criticize an individual's explanation about behavior and to distinguish personal problem from public problem. Thirdly, "think critically" involves 2 (two) points: using qualitative and quantitative proofs to answer empirical question and accessing, utilizing, and evaluating data source online.

Meanwhile, the scope of Sociology learning should pay attention to 4 (four) principles: firstly, the need for developing sociological imagination regularly; secondly, sociology as multi-paradigm; thirdly, understanding the complexity of social reality as the real object of social sciences; and fourthly, analyzing society from various levels [34]. This condition generates the reflection on sociology development the teachers should pay attention to in Junior High Schools. Firstly, there are many different sociological terms still considered having the same definition; thus, they should be explained carefully. Secondly, various meanings are the same but cannot be reduced logically to each other. Thirdly, the explanation of sociological analysis is still often found normative in nature. In an attempt to understand this goal, sociology develops an approach using certain basic assumptions, and based on these basic assumptions, foundations are built on which the structure of theoretical perspectives is built [35].

Considering social constructivism approach, an effective learning environment can be designed by involving the students as individual subject and social-cultural environment. The learning is represented as an active process in which experience plays an important role in understanding and capturing the meaning, in the sense that all individuals' knowledge on world is the interpretation on their experience [36]. In other words, it is the process by which an individual acquires knowledge through social experience and the strength of the individual's process. Meanwhile, the constructivist-based learning activity involves experiment, research project, field visit, film, and class discussion [37]. This study attempts to develop the strategy of Sociology learning material through 3 (three) stages: interpreting knowledge intellectually and academically, reflecting the

phenomenon of daily life, and reconstructing knowledge in practical and social-cultural problems. This learning contributes to encouraging the students to solve social-cultural problems, helps the students integrate the knowledge studied into the real condition of life, and motivates the students to create new knowledge for themselves. One approach to literacy can be through critical reading of newspaper articles using and applying a sociological approach to “reading between the lines” [38]. This viewpoint on learning is possibly transformative, in that it gives a way to advance value by surfacing issues related with linkages among settings of home, systems of performing artists who back persons' development over settings, and diversities in structures of homes that shape openings to memorize and ended up [39].

Literacy and numeracy practices in Sociology learning are influenced by habitus, cultural and social capital, and dynamic education arena. Habitus is more intended to highlight the specificity of coherent individual practices [40]. Through CRT, the teachers can help the students integrate literacy and numeracy into their social and cultural contexts and thereby improve their understanding on social phenomenon. Bourdieu (1990) offers three basic concepts to be used to analyze social practices of literacy and numeracy [41]. Firstly, habitus is a disposition resulting from an individual's social experience and becoming behavior pattern and mindset. Secondly, cultural capital includes social relation, education and competency the individual has. Thirdly, arena (field) is social environment where interaction occurs in which there are some rules and powers that influence the social practice. For detailed information, see Figure 1.

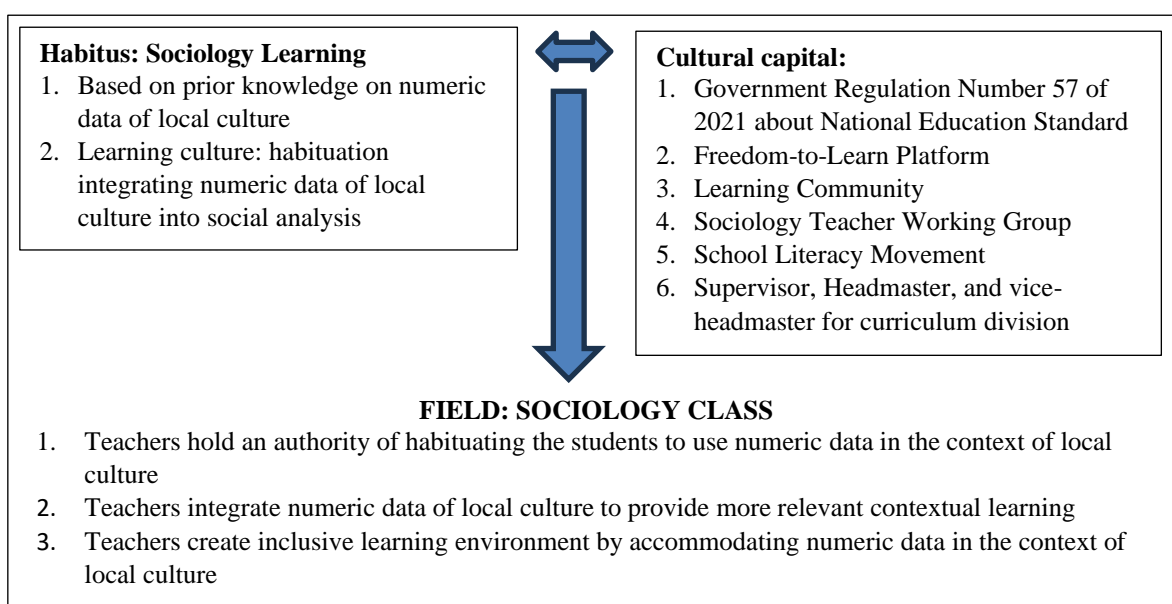


Figure 1. Social Practices of Literacy and Numeracy through CRT approach in Sociology Learning

**4. CONCLUSION**

The result of research shows that the structure involved in this process consists of government regulation, Independent Teaching (*Merdeka Mengajar*) Platform (PMM), learning community, and Subject Teacher Working Group (MGMP). PMM has learning, teaching, and working features. Learning community in school functions as a means for the teachers to learn peer tutoring and sharing in the learning development. Supervisor provides guidance concerning the curriculum development generally. CRT approach is an attempt of creating an inclusive relevant learning that pays respect to cultural diversity. This approach can improve the students' understanding very effectively, build respect between cultures, and creates a fair comprehensive learning environment. Considering this condition, social practice is not easy as it involves the teachers' consciousness of learning through various tools, structures, and facilities provided by the government. With digital technology development, everything can be done easily as it is not restricted by space and time. What the teachers should do is to strengthen the local context by including case study on the students' surrounding environment and increasing their data analyzing practice such as reading chart, table, and statistical data to support the social phenomenon understanding.

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