Implementation of Culturally Responsive Teaching in Indonesian Language Learning: Study based on Systematic Literature Review

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Abstract. A teacher is required to be professional because professional teachers determine the success of education. Professionalism is reflected through competencies, including pedagogical, personality, social, and professional competencies. One aspect of pedagogical competence is understanding students' moral, social, cultural, psychological, and intellectual characteristics. Teachers must also understand the environmental context and students' backgrounds to recognize their social identities and experiences. This concept is known as Culturally Responsive Teaching (CRT). The CRT approach aims to make Indonesian language learning more engaging and relevant by creating a comfortable learning environment. This study discusses how CRT is implemented to increase students' interest in learning Indonesian. The research employs the Systematic Literature Review (SLR) method by collecting and analyzing data from reputable CRT-related articles published in 2023–2024. The analysis identifies similarities and differences in concepts across sources. The findings indicate that proper implementation of CRT can transform monotonous Indonesian language learning into engaging and meaningful experiences, providing valuable recommendations for future research.

Keywords: Professional teachers, pedagogical competence, Culturally Responsive Teaching

1   Introduction

In implementing formal education, three aspects of unity cannot be separated and cannot stand alone: students, schools, and the environment (family and society). One important element in the school aspect is the availability of teachers. Teachers are an important element because they have the task of educating and shaping students into humans with broad knowledge, morals, and dignity. In terms of educating students as intended, teachers are required to have good teaching skills. Teachers with good teaching skills, although not the only ones, are the determinants of student success in education at school [1]. Eggen [1] said that besides family, best teaching is the most important factor in student learning. This implies that teachers have an important role in education. Based on this, a teacher is required to be a professional teacher. A professional teacher will determine the success of education implemented in schools. A professional teacher is a teacher who meets the competency of his/her educational performance.

The competencies that a teacher must have include pedagogical, personality, social, and professional competencies. One of the competencies contained in pedagogical competency is mastery of the physical, moral, social, cultural, emotional, and intellectual characteristics of students. Pedagogical competence is the aspect that a teacher must master to understand the condition of the students so that the learning can run smoothly. In other words, a teacher must be sensitive to the condition or characteristics of the students. The characteristics of a student can be formed from the habits experienced by the students. As an illustration, it can be described if a child gets terrible treatment from the family, especially from his parents, for example, always being scolded when getting bad grades, being made fun of when his work is not good, then the student will become a student who is not confident, inferior, and tends to be a loner; or when a student gets violent treatment in the family or community environment, the student seeks an outlet elsewhere, one of which is in class becoming a student who is considered a troublemaker, and many more. For this reason, action is needed from a teacher, namely having the ability to understand, appreciate, and respond to the cultural diversity of students in their learning environment. This ability makes students, as mentioned, able to feel positive feelings.

The mastery of student characteristics in this first competency is the essence of culturally responsive learning or *Culturally Responsive Teaching* (CRT). CRT is a learning approach that uses students' characteristics, experiences, and cultural perspectives to teach more effectively [2]. Abdalla [3] stated that CRT is a pedagogical approach that recognizes and embraces the cultural diversity of students in the classroom. Abdalla further stated that this approach emphasizes recognizing students' cultural backgrounds, identities, and experiences as integral components of their learning journey. Taylor & Wendt in Qing Lan [4] stated that culturally responsive teaching practices value and incorporate leaners' cultural backgrounds, beliefs, and experiences into the learning environment.

Meanwhile, Stevenson & Reed, also in Qing Lan [4], stated that using culturally responsive teaching practices, teachers could generate a supportive and engaging learning ecosystem that increases students' motivation and academic achievement. In other words, students can learn well if they feel comfortable in class. The comfort referred to here is an atmosphere that makes them feel accepted, calm, trusted, and so on. This can be created when teachers try to understand the student's cultural background, the family environment, the community around the student's residence, the cultural background of the school, and so on. With an understanding of the social and cultural background, Indonesian language learning can be attempted to have high creativity in teachers so that learning can attract students' interest. Teachers must understand how to design culturally relevant learning strategies that allow students who come from various backgrounds to gain their full potential in an inclusive and fair atmosphere so that students can learn well if they feel comfortable in class. The comfort referred to here is an atmosphere that makes them feel accepted, calm, trusted, and so on.

Currently, learning Indonesian is still considered complex and confusing material. This can be caused by a lack of understanding of the learning material delivered and a lack of understanding of the teacher's environmental context. Regarding a need for more understanding of the learning material, examples can be given in determining word classes and phrases, composing good and correct sentences, developing paragraphs, and so on. In terms of a lack of understanding of the environmental context, examples can be given in the form of a lack of understanding of the socio-economic background of students, the environment in which students live, the school environment, the location of the school, and so

on. Therefore, with an understanding of the environmental context, Indonesian language learning can be encouraged to be highly creative in teachers so that Indonesian language learning can attract students' interest. Teachers tend to teach only according to the demands of the curriculum without paying attention to the conditions of students who are interested in and motivated to learn Indonesian.

Matters related to the origin of students, from the ethnicity of students, family conditions, environmental conditions of students, classroom, and school environmental conditions, conditions of students' classmates, and so on, receive less attention. Students' habits and cultural backgrounds must be considered because these conditions can affect students' motivation to learn. If these conditions are considered, students will feel safe and comfortable participating in learning. Feelings of safety and comfort will impact feelings of happiness in students, and ultimately, students can participate in learning well.

Based on this, the problem discussed is how CRT is implemented to learn and analyze the application of CRT in learning Indonesian.

This study aim is to present practical recommendations based on the literature review results. The Indonesian language can attract students' interest.

2 Research Methodology

The methods and techniques used in collecting and analyzing data use the *Systematic Literature Review* (SLR) method. The SLR method is carried out by conducting an investigation that attempts to identify, assess, and comprehensively synthesize all relevant studies on a particular topic. [5]. Antman in Higgins and Green said that SLR is a research method that attempts to gather all empirical evidence that encounters previously determined acceptability criteria to answer specific research questions. [6] . In order to carry out research, several things must be carried out as follows.

2.1 Study database

The study database used in the research was obtained from various academic articles in Scopus, Web of Science, and Google Scholar. The article data search used the keyword culturally responsive teaching in 2023 - 2024 to find studies conducted systematically on research topics that met the previously established eligibility criteria.

2.2 Screening of inclusion criteria and exclusion criteria

This was done to filter the search results to determine which studies seemed to fully meet the inclusion criteria and which did not. The inclusion criteria were used to determine articles that were relevant to the topic of this paper, while the exclusion criteria were used to exclude articles that were not relevant to the topic that had been determined, namely culturally responsive teaching. After identification and searching, 238 articles met the inclusion criteria. After filtering, 55 articles from Scopus Q1 and Q2 were indexed, but at the retrieval stage, 31 articles were worthy of discussion. The PRISMA diagram was used to determine the inclusion and exclusion criteria, as seen in the following figure.
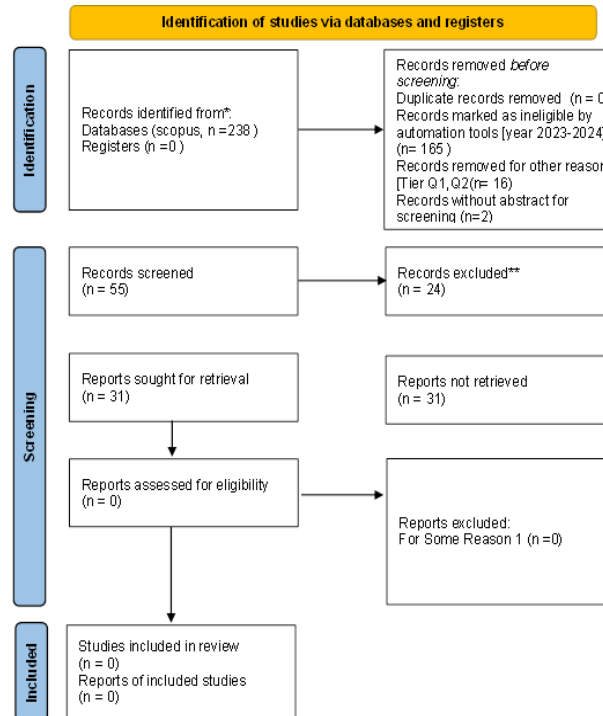
Identification of studies via databases and registers

Records identified from*:
Databases (scopus, n = 238)
Registers (n = 0)

Records removed *before screening*:
Duplicate records removed (n = 0)
Records marked as ineligible by automation tools [year 2023-2024] (n= 165)
Records removed for other reasons [Tier Q1,Q2(n= 16)
Records without abstract for screening (n=2)

Records screened
(n = 55)

Records excluded**
(n = 24)

Reports sought for retrieval
(n = 31)

Reports not retrieved
(n = 31)

Reports assessed for eligibility
(n = 0)

Reports excluded:
For Some Reason 1 (n =0)

Studies included in review
(n = 0)
Reports of included studies
(n = 0)

Identification

Screening

Included

Figure 1. Diagram of PRISMA

3 Result and Discussion

3.1 Culturally Responsive Teaching (CRT)

In various global situations today, there is a lot of population movement from one region to another, from one country to another (migration), and settling in the destination country. This can certainly be. As a result, the descendants of migrants from various countries attend local schools [8]. In the context of globalization and increasing migration, this has resulted in the formation of multicultural classes. Classes like this are becoming increasingly common in many countries, including Indonesia, which has cultural diversity. Classes with students from cultural backgrounds come from various ethnicities, languages, traditions, and cultural values. Students certainly bring experiences, perspectives, and ways of thinking that are influenced by their culture. This implies that in the classroom, when students with certain ethnicities, traditions, ways of thinking influenced by their culture, and so on, use different mother tongues, it can cause challenges and obstacles in the learning and/or communication process, especially if the speech of instruction in the classroom is uncommon from the students' everyday dialect. Each culture brings different values, traditions, and behavioral norms. Students' cultural identities include religion, customs, ways of dressing, and food preferences, which can affect their interactions at school. For example, students from collectivist cultures tend to prioritize group work, while students from individualist cultures may prefer

independent tasks. If these differences are not well understood, it can result in a less conducive classroom atmosphere and less interest in studying.

Beside of differences in the culture of a student's region of origin, the culture in the student's family also influences the creation of the education process in the classroom. The culture in the student's family also greatly influences the formation of the identity, values, and behavior of students in the school environment. Each family has unique habits that are influenced by cultural background, traditions, religion, and life experiences. These factors directly or indirectly affect the way students learn, communicate, and correspond to the school environment and peers. In families that emphasize democratic parenting and the importance of education, students tend to have high learning motivation and achieve high academic achievement, while authoritarian or permissive parenting may give different results to children's learning attitudes. In addition, differences in family habits with school norms can cause students to feel uncomfortable or even alienated, so at a bad level, it can result in students' attitudes that are less respectful of others and even less respectful of teachers. For this reason, teachers need to understand culturally responsive teaching (CRT).

Ladson-Billings[9] stated that CRT is an effort to form a fine relationship linking the cultural background of students and the school curriculum. This implies that the cultural background of students has a close relationship with the curriculum used in schools. When the curriculum is designed without considering students' cultural diversity, there can be a gap between students' life experiences and learning content. On the other hand, a culturally responsive curriculum can increase relevance, motivation, and even student learning outcomes. This is certainly purposed to increase the involvement of students from various cultural backgrounds in integrating their values, traditions, and experiences into the learning process.

3.2 Research Trends on CRT

The number of publications related to Culturally Responsive Teaching (CRT) shows a significant increase from 2014 to 2024. Based on data identified from various scholarly databases such as Scopus and Google Scholar, the number of annual publications on this topic continues to increase, reflecting the growing attention to multicultural education and the significance of culturally responsive teaching approaches to students. From 1998 to 2010, interest in CRT was still low; even in 2014, the number of relevant publications was relatively low, with only a few articles discussing CRT in a theoretical context or limited case studies. However, entering 2018, there was a surge in the number of studies driven by the increasing global awareness of the importance of inclusive education, especially in countries with high cultural diversity. This increase is increasingly visible in the period 2020–2024. This is due to the increasing attention to learning issues by considering students' cultural backgrounds. In addition, inclusive education in various countries also contributed to the surge in the number of publications during this period. With more and more research focused on the application of CRT at various levels of education, this trend shows that CRT is not only an academic subject but also a practical guide in designing more equitable policies and curricula. The increase in the number of annual publications can be shown in the following figure.
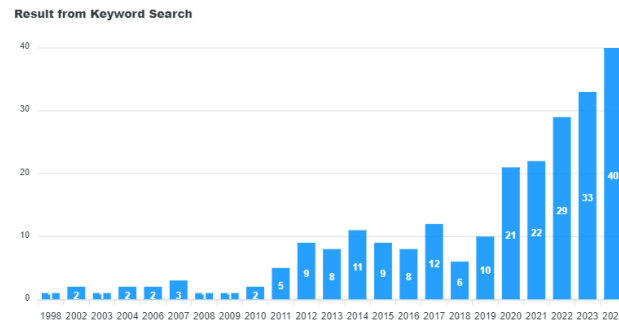
Figure 2. Graph of the development of CRT publications

3.3 Implentation of CRT in Learning

The implementation of Culturally Responsive Teaching (CRT) in learning aims to create a education environment that respects and embraces students' cultural diversity. CRT focuses on adapting teaching strategies, curricula, and teaching materials to be relevant to students' experiences, values, and cultural backgrounds. In regard to the study of the literature found, almost all of them expressed how important CRT is in learning. Paulick [10] suggested that student learning that offers a potentially rich space supports the development of character and practices that are consistent with culturally responsive teaching but are underutilized by teacher educators. Flory [11] suggested that culturally responsive teaching focuses on social justice issues. Wing Shuen Lau [12] suggested that literacy classes organized with an equity lens can play an important role in organizing students who have critically reflection, highly empathetic, and socially responsible individuals. Important components of culturally responsive teaching are critical reflection, respect for multiculturalism, and effectivness in teaching in diverse classes [13].

Pimmada [14] examined the relationship between teachers' intercultural sensitivity and culturally responsive teaching in the classroom. An amount of 168 teachers with teaching experience in multicultural classes in northern Thailand responded a question list with two psychological scales: the intercultural sensitivity scale and the culturally responsive teaching practice scale. Meanwhile, Halliday [15] stated in his research that culturally responsive teaching focuses on identifying and utilizing all students' cultural strengths in the service of learning. Cameron [16], in his research, also highlights the contribution of art to the purpose of teaching social justice, which emphasizes educator self-reflection to anticipate and avoid cultural exploitation. CRT is actualized through routine interactions in a multicultural school environment so that it can cultivate self-awareness of cultural competence, build emotional and social development on cultural awareness, and internalize awareness of social engagement in global learning [17].

To understand the complexity of CRT, a multiple case study design, including structured observations and interviews with five secondary school teachers in Germany, was conducted by Kehl [18]. Her research aimed to explore the interaction of CRT practices and teachers'

beliefs in preventing microaggressions in classrooms with students from different cultural backgrounds [18]. Meanwhile, Laluna [19] stated in his research that teachers' self-reflective abilities in CRT and the equal treatment felt by students were positively related to German mathematics and vocabulary competence. Inherited culture and perceived intercultural learning were positively related to school belonging and life satisfaction but negatively related to reading comprehension. However, intercultural learning did not mediate the relationship between teacher self-efficacy in CRT and child adjustment. In another study, Laluna [20] examined how culturally responsive teaching can create close teacher-student relationships that can enhance students' sense of belonging in school, which may be especially important for immigrant and refugee students.

In her research, Lundon[21]. Sought to shape a more cohesive understanding of culturally responsive (CR) science teaching for in-service science teachers. At the same time, Sexton [22] examined the need for better education through science in Aotearoa, New Zealand. Teachers were kept up to become more culturally responsive teachers by integrating the curriculum of science and Mātauranga Māori (Indigenous traditional knowledge).

Wing Shuen Lau [10] proposes a new cultural pedagogical approach that focuses on inclusive classroom practices. The aim is to create meaningful and equitable learning environments for English language students. This approach encourages students to actively reflect on and integrate their worldviews, life experiences, values, identities, strengths, and cultural assets into different aspects of their literacy development. By doing so, students will feel empowered to navigate their social and emotional learning and make positive contributions to their schools and communities.

Aditi[23] highlighted that faculty members and librarians who make individual efforts to promote inclusivity in teaching and interacting with users, many participants declared the need for institutional-level training, guidelines, and best practices on how to achieve and implement culturally responsive and inclusive teaching strategies. The methodology used in this study can be adapted by other libraries or institutions that aim to explore inclusive pedagogical practices and culturally responsive teaching in their contexts.

To prepare culturally responsive teacher candidates, teacher preparation programs can embed technologies such as mixed reality simulations paired with explicit instruction and performance feedback to support teacher candidates' implementation of culturally responsive teaching strategies Kelley [24]. This mixed-methods (convergent parallel design) pilot study evaluated how the use of mixed reality simulation, explicit instruction, and performance feedback influenced preservice teachers' knowledge of culturally responsive teaching strategies and self-efficacy.   Ramsay-Jordan [25] reported findings from a case study of two African-American female preservice mathematics teachers who were part of a course revealing that after conceptualizing culturally responsive mathematics teaching practices, participants identified and challenged the devaluation of African-American culture as a perpetual characteristic of the United States educational system.

Yang Hyun Kim [26] conducted a qualitative study of the comparative analysis approach, showing a synergistic relationship between strategies in helping diverse students contribute to the learning process and the need for professional development programs for STEM faculty in implementing CRT in online environments, despite the rapid growth of students from diverse backgrounds in online higher education, there is a knowledge gap in online learning environments. Fallon [25] describes the findings of a single-case withdrawal design study

exploring the impact of emailed video training and instruction to promote the implementation of culturally responsive lesson plans by teachers in therapeutic schools.

Siliunas [26] found that teachers lack confidence in using strategies that address cultural differences in their classrooms. Research has shown that specific types of teacher preparation significantly increase teachers' confidence in CRT. Martínez [29] argues that for schools and educators to effectively confront the issues of power they aim to address through culturally relevant education (CRE), they must adopt a more radical CRE perspective that promotes deeper transformation within schools. Flory[28] examined the self-efficacy of graduates from Physical Education Teacher Education programs regarding culturally responsive teaching. The findings suggest that specific courses, training, and support are needed to address the mismatch between participants' lived experiences and the challenges they face in practice everyday. Furthermore, it is important to investigate prospective teachers' experiences interacting and communicating with English language learners and their caregivers need to be examined.

Meihami [29] conducted a study to investigate EFL teachers' experiences with culturally responsive teaching in the context of Teaching English as a Foreign Language (TEFL). In addition, The research revealed that the EFL teachers had varying experiences with courses incorporated CRT principles. The findings indicate that EFL teachers' positive experiences with courses that included two specific CRT principles.

Putman [30] suggested that internship candidates in culturally and linguistically diverse elementary schools who participated in internships demonstrated differences in self-efficacy for culturally responsive teaching were significantly different from candidates who completed traditional teacher education programs.

Hongjing Liao[31] conducted a study to explore the potential of culturally responsive teaching (CRT) as a pedagogical approach for intercultural foreign language teaching for English as a foreign language (EFL) learners in a Chinese university. Szu Yin Chu[32] investigated the implementation of culturally responsive teaching (CRT) and the provision of professional growth training for preschool teachers serving at-risk children or children from disadvantaged cultural backgrounds in Taiwan. The results showed that participants' CRT efficacy had positive impacts on aspects of curriculum, instruction, and classroom management.

Ying Hsun Lai[33] conducted a study on the use of unmanned aerial vehicle (UAV) technology to introduce culturally responsive teaching to build a UAV-assisted culturally responsive teaching environment for multi-ethnic students based on their different thinking mechanisms shaped by their respective cultures and living environments. The results of his study indicated that implementing UAV-assisted culturally responsive teaching methods not only benefited indigenous students but also Han Chinese students. Thus, this method improved the learning effectiveness in the programming of multi-ethnic students, as well as students with weaker prior programming abilities. Additionally, Yoon [34] highlights the key principles of culturally and linguistically responsive teaching (CLRT) for multilingual learners (MLLs) learning English as an additional language.

Smith [35] studied a preservice teacher, Alexis, showing that Alexis' beliefs about self-efficacy and outcome expectations decreased during the internship but remained relatively high. Teachers' self-efficacy and beliefs about culturally responsive teaching are closely related to their practice and influence how they interact with children and families in and out of the classroom. Nguyen [36] studied Culturally Responsive Teaching in Vietnam. Her

findings showed that teachers lacked prior experience or initial teacher education to teach students of diverse ethnicities. However, by engaging independently in ethnic minority communities, teachers explore indigenous cultures and local life and increase their awareness of language barriers that impact students' schooling.

Mchenry[37] suggests that the aim of this teacher education program is to develop high-quality teachers through the development of empathy and culturally responsive pedagogy, which influences teachers' attitudes towards students who are different from themselves. Walker [38] suggests that culturally responsive teaching practices can lead to the development of asset-based mindsets in their colleagues through an emphasis on openness, interdisciplinary collaboration, and a focus on refugee youth that can foster equity across secondary learning spaces.

From the whole article, it can be seen that there are similarities in the results of the study, namely that culturally responsive learning can improve the quality of learning in schools and in classes with different cultural and linguistic backgrounds. This also shows the similarity that paying attention to the habits and culture of students can make students learn optimally so that learning outcomes are expected to be optimal. Culturally responsive learning has a significant positive influence on students' learning interests. This approach creates learning experiences that are relevant to student's lives and cultural identities so that they feel valued and connected to the subject matter. By integrating elements of students' cultures into the curriculum, such as the use of folklore, local traditions, or their community experiences, students become more enthusiastic about engaging in the learning process. This increases intrinsic motivation because students feel that learning has a direct meaning in their lives.

3.4 Implementation of CRT in Indonesian Language Learning

Based on the articles that have been presented, it can be seen that the application of Culturally Responsive Teaching (CRT) in learning and based on the search for articles used in this study, no articles have been found that discuss the implementation of Culturally Responsive Teaching in learning Indonesian. However, if we refer to the articles that have been presented previously, it can be said that culturally responsive teaching is very important when learning Indonesian. Therefore, it is necessary to conduct an in-depth study of the application of Culturally Responsive Teaching in learning Indonesian.

The application of Culturally Responsive Teaching in Indonesian language learning is carried out with the aim of linking teaching materials and methods with students' cultural backgrounds and experiences so that learning becomes relevant, inclusive, and meaningful. The background of students' culture and language of origin, the diversity of students' mother tongues, family parenting patterns, and family relationship patterns can enrich the learning process and help students understand the material more deeply. By respecting students' cultural backgrounds, teachers can integrate local experiences, traditions, and students' mother tongues into the learning process. In addition, the diversity of students' mother tongues, such as Javanese, Sundanese, Batak, or Bugis, can be used to explain the differences and similarities between regional languages and Indonesian. By taking advantage of students' cultural and linguistic backgrounds, teachers not only create an inclusive learning environment but also support efforts to preserve local culture.

In addition to cultural and language background, family parenting background can also create more relevant and meaningful learning experiences for students. Family parenting patterns can show the pattern of family relationships with students. Relationship patterns that support open and positive communication between family members, for example, tend to improve students' verbal skills, which are beneficial in learning Indonesian, especially in speaking and writing. Students from families who often discuss or share stories will be more trained in constructing arguments and using diverse vocabulary. Conversely, students from families with less supportive communication patterns, such as lack of interaction or use of language that does not support the development of verbal skills, may face challenges in expressing their ideas in learning. Parenting and relationships with family can also create different psychological conditions in students. Students' psychological conditions have a significant influence on the learning process. Students who have good mental health, such as high self-confidence and motivation, tend to absorb material more easily and participate actively in learning. On the other hand, psychological pressures, such as anxiety or stress, can hinder students' concentration and ability to understand lessons. For this reason, teachers need to create a supportive and emotionally safe learning environment that allows students to feel comfortable expressing themselves and learning.

From a social perspective, students who have positive social relationships, both in the family and community, usually have better communication skills and higher learning motivation. A supportive social environment can encourage students to engage in group work and discussions, which enriches their learning experience. Conversely, students who feel isolated or face social conflict may have difficulty interacting in class, affecting their achievement. Economically, family conditions affect students' access to educational resources, such as books, technological devices, and extra lessons. Students from low-income families often face challenges in meeting their educational needs, which can impact their learning outcomes. To address this, schools can provide assistance, such as scholarship programs or access to libraries and computer labs, to ensure that all students have equal learning opportunities.

Culturally responsive teachers can build closer relational relationships with students, which can ultimately increase student emotional and academic engagement. Relationship patterns that support open and positive communication between family members, for example, tend to improve students' verbal skills, which are beneficial in learning Indonesian, especially in speaking and writing. Students from families who often discuss or share stories will be more trained in constructing arguments and using diverse vocabulary. Conversely, students from families with less supportive communication patterns, such as lack of interaction or use of language that does not support the development of verbal skills, may face challenges in expressing their ideas in learning.

4 Conclusion

Based on the studies that have been carried out, the following conclusions can be drawn:

4.1 The application of culturally responsive teaching is very important to create a comfortable learning atmosphere for students. By paying attention to the habits and culture of students, students can learn optimally so that learning outcomes are expected to be optimal.

4.2 Culturally Responsive Teaching improves the quality of learning in schools and in classrooms with different cultural and linguistic backgrounds.

4.3 Culturally Responsive Teaching is very important to be applied in Indonesian language learning. Therefore, it needs to be researched and studied more deeply so that Indonesian language learning becomes fun for students.

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