

The Application of Culturally Responsive Teaching (CRT) Approach in Learning the Indonesian Language

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ABSTRACT

This research was conducted to reflect on teachers' performance and analyze the improvement of the quality of student learning in Indonesian language subjects. This research aims to explore the use of poetry learning strategies through CRT. The focus is on improving the quality of Indonesian language learning by implementing CRT in the students' environment. This research design uses a case study. Based on the implementation of Field Experience Practices, it was found that students looked sleepy and easily bored while learning the Indonesian language. This case was because Indonesian learning displays too much long text. So, the Culturally Responsive Teaching (CRT) approach was implemented to solve the problem. Teaching using the CRT approach in the Indonesian language subject was carried out for eight weeks with two sessions of meetings in class X.1 of State Senior High School 1 Jember. The results showed that students actively participate in the learning process. Besides, learners' learning activities support the existence of learning products. The Indonesian language learning product produced is a musicalization video of poetry. The product also received feedback from the teacher in the form of appreciation, enthusiasm, and motivation for students. The findings of this research show that improving the quality of learning can be achieved by utilizing CRT as a context in the development of texts and their instruction. The meaningfulness of the learning can be seen from the students' deep understanding, enabling them to grasp the benefits and functions of studying texts in Indonesian. This study recommends implementing Culturally Responsive Teaching in Indonesian language learning subjects to increase student learning activities. One of the activities of Culturally Responsive Teaching is creating appropriate activities for students' cultural backgrounds in the form of musicalization poetry.

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

INTRODUCTION

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

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

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

The importance of cultural integration in learning is emphasized by the thoughts of Ki Hajar Dewantara, as expressed by Tarigan et al. (2022), who emphasize that the essence of education is to embed cultural elements into the child to immerse them in culture and make them human beings. Therefore, teachers must design

challenging and engaging learning activities to help students achieve 4C skills by incorporating cultural concepts. In the context of the independent curriculum, the Culturally Responsive Teaching approach emerges, integrated with culture, emphasizing the need for learning that is responsive to the cultural diversity of students. That is the reason the researchers used the CRT approach to enhance student engagement in Indonesian language learning with the material of Poetry Musicalization.

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

Although many studies show that the CRT approach effectively improves student learning outcomes, particularly in Indonesian language learning, several gaps have not yet been fully explored, as in the research conducted by Inayah et al. (2023), which highlights the application of CRT using the Kahoot game media in Indonesian language learning on response text material in 9th-grade junior high school. However, this research only reveals the effectiveness of CRT in maintaining students' motivation and interest in learning, as for the study conducted by Suardi et al. (2024), which highlights the application of CRT in Indonesian language lessons in elementary schools. However, this research only focuses on improving listening skills among elementary school students. Further research is needed to explore the differences in outcomes between the CRT approach and learning methods in more specific contexts, such as Indonesian language learning on poetry musicalization in 10th-grade high school.

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

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

Many efforts have been made to increase students' learning activities by developing CRT learning designs. The difference with this study is that the application of CRT

focuses on grade X Indonesian language learning in high school. In this study, the implementation of culturally responsive teaching is examined more clearly regarding the motivation and learning activities of students in Indonesian language learning in the classroom. In addition, this study also identifies best practice strategies that can be utilized in the teaching process to achieve learning objectives.

LITERATURE REVIEW

Meaningful learning through the implementation of Culturally Responsive Teaching (CRT)

Meaningful learning provides students with effective and relevant learning experiences and is useful in forming their thinking maturity. This process is active, constructive, and involves students throughout (Purwanto, 2022). The result of meaningful learning lies in its cognitive residue, the learner's mental model. According to Hafidzhoh et al. (2023), meaningful learning occurs when students try to connect new phenomena with the knowledge they possess and relate it to the lessons, thereby generating new concepts. Quality learning creates conditions for meaningful learning by providing a supportive environment, relevant teaching methods, and active student engagement.

Teachers must understand the students' backgrounds to implement Culturally Responsive Teaching (CRT). To apply CRT learning, teachers must understand their students' cultural backgrounds, languages, and life experiences through discussions, questionnaires, interviews, or observations. Understanding students' characteristics and backgrounds will equip teachers to carry out quality learning (Estari, 2020). Secondly, teachers connect the learning material with the students' culture when implementing CRT. Teachers must design learning materials relevant to the student's life contexts when teaching the Indonesian language based on texts. The teaching materials should be appropriate to the cultural experiences of the students. For example, they used texts, stories, or examples related to their daily lives. Understanding the material integrated with culture will provide a meaningful learning experience (Miranti et al., 2024). Learning will be more meaningful if students experience what they learn; therefore, educators have struggled in every way to try to make what students learn in school applicable in their daily lives (Karmila et al., 2021).

Third, applying CRT can help students develop critical thinking skills: Teachers motivate and facilitate students in activities that analyze and evaluate different cultural perspectives. Sari et al. (2021) believe learning about local culture can foster students' critical thinking skills. The impact of implementing CRT is active student participation in learning. Teachers can create an inclusive classroom environment where all students feel comfortable participating and sharing their views. Teachers use collaborative learning techniques, such as group discussions or collaborative projects. According to Nadhiroh and Ahmadi (2024), creating an inclusive classroom climate can enable students to bring their experiences into the

classroom, allowing students to engage in learning actively. Based on this description, CRT can be chosen as an alternative approach to conducting Bahasa Indonesian learning. This study was conducted in the context of poetry musicalization.

The Advantage of the CRT in Indonesian Language Learning

The CRT approach to Indonesian language learning has advantages. First, it increases student engagement in learning Indonesian. Students are also encouraged to actively participate in understanding Indonesia's cultural diversity. When the teacher explains the local culture, the students become more curious about the material being taught. Second, it helps to strengthen the cultural identity of students by integrating it into the material so that learning becomes more meaningful. For example, in poetry musicalization in Indonesian language learning, students can combine Indonesian culture with creating poetry musicalization. Integrating it with students' culture can also help develop their knowledge of various cultures in their environment. According to Suardi et al. (2024), the CRT approach focuses on adjusting teaching materials to students' cultural backgrounds, making learning more relevant and meaningful for them.

Third, meeting the needs of students. The CRT approach helps teachers meet the specific needs of students. By understanding the students' cultural background, teachers can adjust their teaching methods effectively. According to Andriyani & Agustina (2024), the government, through the Ministry of Education and Culture, has provided various learning options that can be implemented in the independent curriculum as an effort to meet learning needs that can be adjusted to the needs and characteristics of students, one of which is the Culturally Responsive Teaching approach.

The implementation of CRT in Indonesian Language Learning

The application of CRT can motivate students to learn, thereby improving their learning outcomes. The application of CRT in Indonesian language learning is also carried out by considering the steps and principles that align with that category. First, culture should be integrated into the content of the material. In its implementation, educators can incorporate cultural elements into the learning materials. Including the integration of history, culture, and cultural values in Indonesian language learning. Students can learn about Indonesian language materials such as poetry and musicalization integrated with Indonesian culture. This can help students understand the relevance of the material to Indonesian culture and foster a love for their own culture. In addition, it is done so that the unique values of the nation do not disappear with the flow of time, and it is crucial to implement culture in education (Andriyani & Agustina, 2024).

Second, helping construct knowledge in learning Indonesian. Educators act as facilitators who encourage students to build their own understanding of the material

in Indonesian, such as the material on the musicalization of poetry. Educators can encourage students to think critically, ask questions, and discuss Indonesian language learning. This can shape students' understanding of the material in Indonesian language learning. It can also improve their soft skills and participation. This approach allows teachers to ensure that each student feels valued and can actively participate in the ongoing learning process (Andriyani & Agustina, 2024).

Third, reducing prejudice in classroom differences. In this case, educators must create an environment where learners can study without prejudice against differences. This includes respecting the learners' diverse cultural backgrounds and beliefs. Educators must also ensure that all students feel accepted and valued in the classroom, regardless of their background (Shabrina et al., 2023). Fourth, justice can be achieved in Indonesian language learning. Social justice in Indonesian language learning can be reflected in students' freedom to express their opinions without fear of discrimination or injustice. Educators must encourage students to express their opinions and appreciate the diverse perspectives present in learning (Taira & Maunakea, 2023).

Fifth, academic development in learning Indonesian. Educators can apply various learning strategies tailored to the needs of the students. This includes recognition of students' diverse learning styles and providing various teaching methods, such as discussions, presentations, or projects, to allow students to develop their abilities in a way they choose themselves. Also included in this are the selection of evaluation methods and the assessment of students' abilities that align with this approach concept (Montenegro & Jankowski, 2017).

METHOD

Design and Samples

This type of research is qualitative. Qualitative research examines phenomena related to human behavior, especially to explore and understand the meaning of social and individual problems (Kusumastuti & Khoiron, 2019). A social phenomenon is the significance of events that can be used as valuable lessons to develop theoretical concepts. According to Brewer and Hunter (in Densin & Lincoln, 2009), qualitative research inherently focuses on various methods. Utilizing these different methods can reflect an attempt to get an in-depth interpretation of the phenomenon being studied. This research uses the case study method. Herdiansyah (2015) explains that case study research is a comprehensive, intense, detailed research design that attempts to examine contemporary (time-limited) problems. Yamin (2007: 156) also revealed that the case study method describes a particular problem, event, or incident. The population was students of the X.1 class at the 1st Jember State High School. The research techniques used in determining populations and samples are purposive sampling techniques.

Instrument and Procedure

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

Data Analysis

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

RESULT AND DISCUSSION

1. CRT learning steps in the Indonesian learning language

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

a. Preliminary Activities

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



Image 1. Preliminary Activities

Preliminary activities usually take about 10 minutes. Although brief, the steps included in the initial activities are critical to implement. The first step is to greet. Teachers and students implement the 5S culture (*senyum, salam, sapa, sopan, dan santun*). In the second step, the teacher and students pray according to their respective beliefs before starting the lesson. Third, the teacher checks the students' attendance. This is an implementation of discipline for the students. According to Febriyanto et al. (2020), developing discipline values requires training and habituation that are carried out consistently daily to create a good character or personality in the students.

The three steps above are the implementation of the Pancasila student profile found in the independent curriculum. Pancasila, according to Lestari, Sunarto, & Cahyono (2020), consists of 6 competencies (dimensions), namely faith, fear of God Almighty and noble character, global diversity, mutual cooperation, creativity, critical thinking, and independence. These dimensions indicate that the Pancasila student profile is focused on cognitive abilities, attitudes, and behaviors following their identity as Indonesians and global citizens. (Ernawati & Rahmawati, 2022). Therefore, it is crucial to implement this to support the character and morals of the students. According to Sarwina et al. (2022), implementing a character culture in schools will positively impact students by shaping children's personalities to become intelligent students, character-driven students, and individuals with good manners.

The final step in the introductory activity is for the teacher to convey the learning objectives and pose a triggering question to the students. Starter questions are important because they can enhance students' ability to think critically. In line with the opinion of Alfitri and Dahlan (2022), starter questions are designed to foster curiosity and critical thinking skills in students, enabling them to achieve meaningful understanding in accordance with their learning objectives.

b. Core Activities

In this core activity, the teacher begins to explain the material about the musicalization of poetry by presenting examples of the musicalization of poetry in the form of videos and PowerPoint. The video presentation has the theme of Indonesian culture, and the material presented in PowerPoint is also related to the student's cultural background. After that, the teacher divided the class into six

groups and explained the assignment regarding the musicalization of a poetry project with the theme of Indonesian culture. The students were given a worksheet to organize their tasks, the teacher and students set a timeline to complete the project, and the teacher monitored the students' activities during group discussions. At the end of the debate, the group representative presented an outline of the musicalization of poetry that had been created. The link to the musicalization of poetry material was displayed through PowerPoint, along with examples of videos of poetry musicalization themed on Indonesian culture and photos of the core learning activities conducted.

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



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

Presenting material in learning is critical to enhancing students' basic knowledge. The use of learning media in the form of poetry musicalization video examples aims to enhance students' knowledge and creativity in a deeper understanding of how to create poetry musicalization. Additionally, learning media in the form of videos can attract students' attention in the learning process. According to Marliani (2021), audiovisual media serve the function of attracting attention and focusing students' concentration on the material; learning objectives are achieved more quickly by understanding and remembering the messages in the video; and it can address passive learners through the use of appropriate and varied media.



Image 3. Monitoring each group

Learning by dividing students into several groups is very good for training each student's social skills and cooperation abilities. However, it is not without some problems. One of the problems within the group is that not all members contribute equally, resulting in some students being dominant while others contribute less or even not at all. Therefore, educators need to monitor the performance of student groups during direct discussions. According to Nasihi and Hapsari (2022), monitoring is conducted to determine whether activities are proceeding as planned, to identify obstacles, and to find ways to overcome those obstacles.

c. Closing Activities

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



Image 4. Closing Activities

Closing activities are conducted at the end of the lesson. The teacher draws conclusions, evaluates, and implements follow-up actions from the lessons. This aims to determine the extent to which students understand the learning that has been performed, after which follow-up actions can be taken for subsequent learning. According to Saud (2009:58), the objectives of the closing activities in learning are: (1) to determine the level of students' success in learning the subject matter; (2) to determine the level of the teacher's success in teaching the students; and (3) to help students understand the relationship between the experiences they have mastered and the new things they have just learned.

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



Image 5. Monitoring each group for practice

The importance of monitoring students in groups during this second cycle is to determine the extent to which students complete the assigned tasks and to monitor any obstacles that students may encounter. According to Nasihi and Hapsari (2022), monitoring is conducted to determine whether activities are proceeding as planned, to identify the barriers, and to find ways to overcome those obstacles.

2. CRT Learning Outcomes in Indonesian Learning Language

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

In the observations conducted over two cycles, the students have shown increased attention during Indonesian language lessons. The students have also started to listen more during the lessons, and the intensity of their conversations outside the material has decreased. Additionally, the students have started actively participating in discussions, expressing their opinions, and answering the teacher's questions during the lessons.

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

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

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

Educators provide opportunities for students to respond to Indonesian language learning with the CRT approach. Based on the student's responses and the results of classroom observations, it can be concluded that 100% of students in class X.1 of State Senior High School 1 Jember expressed positive responses regarding applying culturally responsive teaching. This response proves that students do not experience difficulties and feel learning is engaging, entertaining, meaningful, and more active when implementing CRT in the classroom. Positive responses from

students can help students in class X.1 of State Senior High School 1 Jember to be more effective in learning, especially in developing the ability to recognize diverse cultures and participate in preserving Indonesian culture.

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

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

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

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

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

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



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

These problems require educators to create a comfortable and meaningful learning atmosphere for students, especially in reasonably boring learning activities in Indonesian language subjects. So, learning through the CRT approach is expected to create meaningful and fun learning. Through this CRT approach, educators need to integrate learners' cultural ideas. It includes each learner's norms, traditions, language, and experiences in learning by connecting learning materials with the learners' culture. Wati et al. (2023) revealed five core principles in the Cultural Responsive Teaching approach. First, recognition of learners' cultural identity, i.e., that teachers appreciate and pay attention to learners' different cultural backgrounds, is an important learning tool. Learners should understand that their cultural background can affect their learning and participation patterns in class.

Second, the hard work of teachers and learners makes positive and inclusive relationship-building possible. All learners benefit from an inclusive and welcoming environment. Implementing this in the classroom requires understanding, respecting, and accepting diversity. Third, teachers can consider learners' interests in learner-centered learning and modify the learning process to ensure that learning meets their needs. Relevant and meaningful learning, where teachers connect classroom learning content to learners' lives, helps learners understand the material's value and meaning. The content can include examples of resources from the learners' culture that can be applied.

Teachers must always involve learners and allow each learner to have an opinion to empower them and help them feel valued, heard, and cared for in the classroom. In addition, teachers should encourage learners to respect and not judge other people's opinions. When viewed from the perspective of the current curriculum, CRT is eligible for use by the learning outcomes and objectives that students must achieve. The following is an explanation of how researchers use CRT to increase students' learning activities in the classroom. Fourth, cultural relevance in learning, i.e., CRT, is linked to academic content about culture and learners' experiences. This learning can help learners recognize the correlation between learning content and daily life. Learners can believe that the material can directly impact them, increasing their interest in-class learning.

Fifth, recognition of learners' identity: When learning using the CRT approach, learners' opinions are highly valued, confidence grows, and interest in the learning material increases. As learners recognize their culture and identity, they will be more motivated to participate in the learning process. Interactive and collaborative learning, where learners are given opportunities to deepen their understanding of other cultural perspectives. The CRT approach promotes interactive and collaborative learning through learners' active role in teamwork, class discussions, and sharing ideas with others. Collaboration between learners with different cultural backgrounds can enhance learning and motivate learners to be more interested in learning.

The CRT approach can determine learners' abilities and demographics by empowering them to learn. Teachers allow learners to understand their skills and interests in the cultural framework. In classroom learning, learners feel empowered by each individual's cultural differences, which increases their interest in learning and developing. Cultural resources—learning that draws on cultural diversity and uses books, music, and other learning tools—can increase learners' interest in learning. Educators use these learning tools to provide examples of academic topics, which can support learners' learning in a more relevant and exciting way. Cultural collaboration in the learning process can materialize learners' focus on learning. This is because learners will get an overview of the various cultures in Indonesia.

The well-implemented CRT approach has led to valuable learning experiences. The experience involved the creation of even better communication between teachers and students. According to Turnip et al. (2023), teachers' communication skills play a crucial role in creating an effective learning environment. Teachers who can communicate clearly, empathetically, and responsively to students' needs can enhance students' learning motivation and engagement. This aligns with the strengths of the CRT approach, which can meet students' needs by understanding their abilities and backgrounds. In addition, another valuable experience is achieving success in creating a comfortable, safe, and conducive learning environment and creating meaningful learning that is integrated into the student's daily lives.

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

CONCLUSION

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

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

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