



Attitude Toward Language and Culture is Mater? : Development Culturally Responsive Teaching Model of Teaching in Elementary Education

Susi Nugraha¹, Yunus Abidin^{2*}

^{1,2}Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia, Indonesia

*Correspondence: E-mail: yunusabidin@upi.edu

ABSTRACT

The attitude of the Indonesian language and culture is an important thing that students must have as a basis for the language and cultural behaviour of the students. However, the attitude of Indonesian language and culture is currently experiencing a considerable crisis. This is aimed at the fact that students love foreign languages and cultures more. In response to this, this study aims to develop a culturally responsive learning model that is focused on addressing these problems. The design and development research model is used in this study. Participants involved in this study include teachers, elementary school students, and competent evaluators. The result of this research is the production of a culturally responsive learning model consisting of nine stages of students' learning activities. Based on the assessment of usability, the developed model is feasible to use. Based on the results of a limited trial, this model has been proven to be able to improve the attitude of elementary school students towards Indonesian language and culture. The implication of this study is that the culturally responsive learning model can be used as an alternative for teachers to improve students' attitudes towards language and culture in various contexts of learning fields, especially reading learning.

ARTICLE INFO

Article History:

Submitted/Received 25 Sep 2025

First Revised 22 Oct 2025

Accepted 20 Nov 2025

First Available online 27 Des 2025

Publication Date 01 Jan 2026

Keyword:

Culturally responsive learning model,

Elementary school education,

Language and culture.

1. INTRODUCTION

Language and culture play a very important role in the 21st century because the role of language and culture is becoming increasingly significant because it is able to be quickly conveyed to various regions. Language is not only a means of communication, but also a means that allows human beings to be recognized for their existence in an increasingly connected global context. This phenomenon is driven by various means, including technology, which have accelerated the development of language by extraordinary (Sukamto et al., 2021). Efforts to form language and cultural awareness should start from the formation of a positive attitude towards language and culture.

Language and cultural attitudes refer to the way an individual or group encounters, responds, and interacts with a particular language and culture. This attitude forms the basis of cultural language awareness, which includes understanding, appreciation, and active involvement of language and culture in daily life. Positive language and cultural attitudes include respect for linguistic and cultural diversity. It involves a willingness to understand, respect, and acknowledge different cultural values and norms. This appreciation for diversity supports the formation of an inclusive and mutually respectful society (Nidzami et al., 2025; Zamhari et al., 2025).

The problem now is that students' attitudes towards language and culture seem to be weakening. Weak attitudes towards language and culture are reflected in some behaviour or actions that show a lack of awareness, appreciation, or involvement towards aspects of language and culture. Individuals with weak attitudes toward language and culture are unaware of the role of language in shaping personal and group identities. They do not give enough value to the sustainability and preservation of language as an integral part of cultural heritage (Munandar et al., 2025). One of the tangible evidence of students' weak attitudes towards language and culture is reflected in the use of diction in language activities. Diction that is chosen arbitrarily in speaking indicates that the speaker does not have love, pride, and obedience to language norms. Worse, the use of such diction often occurs on social media (K et al., 2023).

Efforts to build language and cultural attitudes can actually be carried out through language and cultural education which has a central role in shaping the identity and diversity of languages and cultures. Education is seen as one of the main forums where local wisdom and cultural richness can be integrated. However, education, especially the learning process that does not consider the cultural context, often cannot optimally support the understanding and appreciation of language and culture. This will have an impact on declining students' attitudes towards language and culture.

Low learning related to cultural love can be caused by a variety of factors that affect the way an individual or group understands, appreciates, and engages with cultural aspects. the Low level of learning related to cultural love can be caused by a lack of cultural awareness, an inability to identify the value of cultural love, limited access or lack of exposure to culture, stereotypes, a lack of intercultural experience, inappropriate curriculum, unclear cultural benefits, and lack of availability of interesting learning resources. To improve learning related to cultural love, it is necessary to raise awareness, provide intercultural experiences, and create supportive learning (Putri et al., 2024).

To overcome these results, one of the efforts made is to develop culture-based learning. In this case, the development of a learning model that is responsive to culture is a must. One of the learning approaches that can be used in developing a culturally responsive learning model is the Cultural Responsive Teaching approach. Culturally Responsive

Teaching (CRT) is a responsive-existential learning approach to the cultural diversity experienced by students (Sari et al., 2023).

Research related to the use of the CRT approach has been carried out in science subjects. In science subjects, CRT can be used as a way to use students' cultural knowledge, previous experiences, and diverse learning styles to be able to create meaningful learning experiences. The CRT approach is also a way for students to acquire new knowledge through their surroundings and backgrounds (Sumarni et al., 2024). In pedagogical learning CRT has also been used. CRT can be used to create an inclusive learning environment and accommodate each student's unique learning needs and experiences. The use of the CRT approach can have an influence on the improvement of students' cognitive learning outcomes because it emphasizes on students' culture or daily habits, characteristics, learning styles and student learning experiences (Sari et al., 2023). In the PPKN Subject, CRT has also been researched to Building a new learning paradigm guides the learning process according to the needs of students (Ridwanulloh et al., 2024).

In language learning itself, research on the use of CRT has not been found. In fact, CRT is very closely related to language and culture, including improving attitudes towards language and attitudes towards language. In line with this, this study intends to fill the theoretical gap in the application of the CRT approach in language learning, especially to foster students' language attitudes and cultural attitudes.

2. METHODS

This type of research is Design & Development research (Aris et al., 2024). The model used in this study is type 3 with participants, namely designers, developers, evaluators, researchers and theorists. The research flow can be seen in the **Figure 1**.

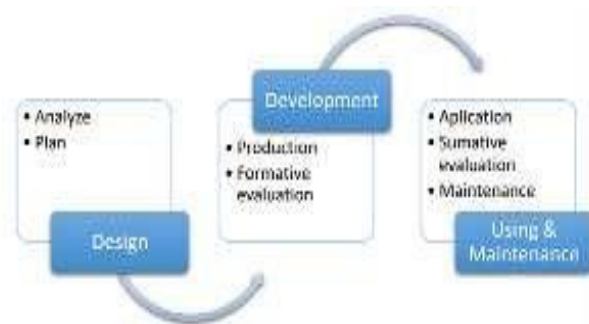


Figure 1. Research flow chart

1. Design

At this stage, the researcher designed a CRT approach in reading learning. In the frame there are three stages. The first stage is to determine the model design, which is done by analysing the learning environment, students, objectives, assessment, and learning steps. The output of this stage is the design of the CRT approach in reading learning to foster students' language attitudes and cultural attitudes.

2. Development

At this stage, a formative evaluation of the CRT approach model product in reading learning oriented to language attitudes and cultural attitudes is carried out by researchers and theorists with the aim of revising the improvements of the products that have been developed. The output of this stage is a model of the CRT learning approach in reading learning to foster students' language attitudes and cultural attitudes.

3. Using and Maintenance

At this stage of use and maintenance, it refers to improvements that have been made at the development stage and re-evaluated as a result as a whole by the validator as a feasibility test of the product. Furthermore, the resulting model was tested for effectiveness in field research. The output of this stage is the manual model of the CRT Approach in Language Attitude-Oriented Reading Learning and Cultural Attitude.

The research instrument that will be used by the researcher to be able to collect and obtain valid data regarding the feasibility of the CRT approach development framework. This study is based on qualitative and quantitative data collection. Qualitative data is sourced from primary data from the results of interviews with teachers, validation teams, experts in the field of research and experts who are qualified in theory. In addition, primary data is also based on expert opinions regarding the development of approach designs, both from academics and related parties. The secondary data is based on literature and supporting documents. For quantitative data, this study is based on a questionnaire to test user responses of the approach that has been developed.

In full, the research participants are described as follows:

1. Designer by the researcher who will design a product model of the CRT Approach in Reading Learning.
2. Developers by researchers who will examine and describe the characteristics of the CRT Approach in Reading Learning.
3. Evaluators are carried out as well as learning experts to validate.
4. Researchers, carried out by lecturers who are experts in the field of research.

3. RESULTS AND DISCUSSION

In this study, we will detail the steps to implement CRT in the reading learning process. The syntax of the Culturally Responsive Teaching (CRT) model is based on Burrus et al. (2022) view. The Culturally Responsive Teaching (CRT) model according to Burrus et al. (2022) consists of three essential elements: Building Awareness and Knowledge, Building Learning Partnerships, and Building Intellectual Capacity. Here is the learning syntax based on these elements:

- 1) Building Awareness and Knowledge
 - a) Climbing Out of the Gap
 - (1) Identify and discuss cultural knowledge gaps between educators and learners.
 - (2) Reflect on personal experiences related to cultural gaps.
 - b) What's Culture Got to Do with It?
 - (1) Explore cultural concepts and their impact on learning.
 - (2) Use case studies to illustrate how culture affects the way learners understand and process information.
 - c) This is Your Brain on Culture
 - (1) Studying how culture affects brain function and cognitive processes.
 - (2) Use real-life examples to show the relationship between culture and the way learners think.
 - d) Preparing to be a Culturally Responsive Practitioner
 - (1) Develop a personal action plan to become a culturally responsive practitioner.
- 2) Building Learning Partnership
 - a) Building the Foundation of Learning Partnership
 - (1) Build strong relationships with students through relationship-oriented activities and mutual understanding.

- (2) Use ice-breaking activities that introduce the culture and background of the students.
- b) Establishing Alliance in the Learning Partnership
 - (1) Forming learning alliances by setting common goals between educators and learners.
 - (2) Use group discussions to set expectations and commitments to inclusive and collaborative learning.
- c) Shifting Academic Mindset in the Learning Partnership
 - (1) Encourage a change in academic mindset by promoting growth and resilience in learning.
 - (2) Provide constructive feedback and encourage learners to see failure as learning opportunities.
- 3) Building Intellective Capacity
 - a) Information Processing to Build Intellective Capacity
 - (1) Teach effective information processing strategies using learners' cultural frameworks.
 - (2) Use mind mapping techniques, concept maps, and graphs to help learners organize and integrate information.
 - b) Creating a Culturally Responsive Community for Learning
 - (1) Creating a culturally responsive learning community by integrating students' cultural values and practices in the classroom environment.
 - (2) Encourage learners to share their stories, traditions, and experiences as part of the curriculum.

Implementation of CRT syntax in reading learning:

- 1) Pre-Learning, namely educators collect information about the cultural background of students and choose reading texts that are relevant to the students' culture.
- 2) The introduction is the activation of initial knowledge by inviting students to share stories or experiences related to the reading text.
- 3) Material delivery is reading together with the selected text and explaining the cultural context in the text, as well as using visual aids and interactive activities to strengthen students' understanding.
- 4) Learning Activities
 - a) Small group discussions to analyse the reading text with their respective cultural perspectives.
 - b) A collaborative project in which learners create presentations or artworks related to their texts and cultures.
- 5) Reinforcement and Application
 - a) Students write reflections on how reading texts relate to their life experiences.
 - b) A creative project in which learners compare stories from their culture with stories in reading texts.
- 6) Valuation
 - a) Formative assessment through observation and discussion.
 - b) Summative assessment through creative projects and reflective writing.

In addition to developing the model, this research will involve measuring and analysing the impact of the application of the CRT model on language and cultural attitudes. This can include the use of assessment instruments to measure changes in learners' attitudes towards language, such as increased appreciation for language and culture, learners' ability to use language appropriately, and an improvement in their cultural identity. These data will

then be statistically analysed to determine if there is a significant change in language and cultural attitudes after the application of the CRT model in reading learning. Based on the explanation above, in the design of the research, this study will be able to provide in-depth insights into the effectiveness of the CRT model in improving language and cultural attitudes among students.

From the research on the development of the Cultural Responsive Teaching (CRT) model in reading learning to language and cultural attitudes, it can be concluded that the application of this model has the potential to have a positive impact. Through CRT implementation measures that include the use of relevant reading materials, the use of active language, the recognition of learners' identities, and collaborative learning, learners can improve their appreciation and understanding of language and culture.

The results of this study will show whether students become more engaged and motivated in learning to read when the learning materials are adapted to their cultural context. Furthermore, data analysis will show a significant increase in language and cultural attitudes among learners after the implementation of the CRT Model. Thus, this model can be considered an effective strategy in increasing cultural awareness and strengthening language and cultural identity among learners. This conclusion provides an impetus to further integrate cultural aspects in the learning process in order to create an inclusive environment and support learners to grow and develop in their own cultural context.

Hypothesis testing aims to evaluate the hypothesis that has been prepared to answer the research problem. The research question raised is, "Does the application of the Cultural Responsive Teaching model in reading learning affect students' language and cultural attitudes?" The results of the previous classical assumption test showed that the data was distributed normally, so a parametric statistical test was carried out to continue this study.

Differences in Language Attitudes in Experimental Classes After Learning

From the pretest and posttest data in the control class, a t-test was carried out to find out whether there was a difference in pretest-posttest language attitude ability in the control class after the learning was carried out. Based on the normality test of pretest and posttest scores known to be normally distributed, a parametric test was carried out using the paired samples statistics test. The research hypotheses made by the researcher are as follows:

Ho: There was no difference in the average score of the results of the pretest and posttest of the language attitude of students in the experimental class.

Ha: There is a difference in the average score of the results of the pretest and posttest of the language attitude of students in the experimental class.

Decision-making criteria:

If sig. > of 0.05 then Ho is accepted and Ha is rejected If sig. < from 0.05 then Ho is rejected and Ha is accepted

Based on the results of the descriptive statistical test of language attitudes in the experimental class, there was a significant difference between the results of the pre-test and post-test. The average pre-test score was 42.8056 with a standard deviation of 12.60254, while the average post-test score increased to 84.1389 with a smaller standard deviation of 8.01299. The increase in the average score from 42.8056 to 84.1389 indicates a substantial positive change in the language attitudes of students after being treated in the experimental class. In addition, the decrease in standard deviation from 12.60254 to 8.01299 indicates that the variation in scores between students becomes more homogeneous after treatment. The decrease in the standard error mean from 1.32842 in

the pre-test to 0.84464 in the post-test also shows an increase in the precision in the estimation of the average population. Overall, these results indicate that the treatment given in the experimental class succeeded in significantly improving the language attitudes of the students, with a tendency for more consistent results between students after the treatment, see **Table 1**.

Table 1. Test paired samples correlations language attitude experiment class

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest Attitude Language Experimental Class & Posttest Language Attitude Experimental Classes	90	.651	.000

Based on the table above, it shows the correlation or relationship between the Cultural Responsive Teaching model pretest and posttest of language attitudes in the experimental class, which is 0.651, and the significance value of 0.000 which is less than 0.05. It can therefore be concluded that there is a "strong" correlation. Based on the results of the Paired Samples Test for Language Attitude in the Experimental Class, with a significance value (Sig. 2-tailed) of $0.000 < 0.05$. Thus, H_0 was rejected and H_a was accepted. This means that there is a significant difference between the average score of the pretest and posttest results of the language attitude of students in the experimental class. This conclusion suggests that there was a significant change in the language attitudes of the students after receiving the experimental treatment, indicating the effectiveness of the intervention in improving language attitudes in the experimental group.

Differences in Cultural Attitudes in Experimental Classes After Learning

Based on the results of the statistical descriptive test for cultural attitudes in the experimental class, there is a substantial difference between the pre-test and the post-test. The average pre-test score was 42,028 with a standard deviation of 11.1167, while the average post-test score increased significantly to 84,250 with a smaller standard deviation of 7.5741. The increase in the average score from 42,028 to 84,250 showed a large positive change in the cultural attitudes of the learners after the experimental treatment. The decrease in the standard deviation from 11.1167 to 7.5741 indicates that the variation in scores between students becomes more homogeneous after the treatment.

From **Table 2**, the number of samples (N) of 90 provides a good level of confidence in the results of this statistic. The decrease in the standard error mean from 1.1718 in the pre-test to 0.7984 in the post-test also shows an increase in the precision in the population average estimate. Overall, these results indicate that the treatment given in the experimental class succeeded in significantly improving the cultural attitudes of the students, with a tendency for more consistent results between students after the treatment.

Table 2. Test paired samples correlations of cultural attitudes of experimental classes

Paired Samples Correlations						
				N	Correlation	Sig.
Pair 1	Pretest Attitude Culture Attitude Experiment & Posttest Class Experimental Classes	Cultural		90	.998	.352

Based on the Paired Samples Correlations table displayed, the analysis results for Pair 1 showed that the correlation between Cultural Responsive Teaching and Cultural Attitudes of the Experimental Class was 0.998 with a significance value of 0.352. This correlation value indicates a "very strong" relationship and a significance value greater than 0.05 indicates that the correlation is statistically significant. Thus, it can be concluded that there is a meaningful relationship between Cultural Responsive Teaching to the results of the pretest and posttest of Language and Cultural Attitudes in the Experimental Class.

Based on the results of the Paired Samples Test for Cultural Attitudes of the Experimental Class, a significance value (Sig. 2-tailed) of $0.000 < 0.05$ was obtained. Thus, H_0 was rejected and H_a was accepted. This shows that there is a significant difference between the average score of the pretest and posttest results of the cultural attitudes of students in the experimental class. The mean difference of -42.2222 with t calculated -31.254 indicates a substantial decline. In conclusion, there was a significant change in the cultural attitudes of learners after receiving the experimental treatment, but these changes led to a decrease in scores, which may require further evaluation of the effectiveness or impact of the intervention performed.

Differences in Language Attitudes in the Experimental Class and the Control Class After Learning

Based on the Group Statistics table, there was a significant difference in language attitudes between the experimental class and the control class after learning. Experimental classes showed a mean post-test score of 84.14 with a standard deviation of 8.013, while the control class had an average score of 68.02 with a standard deviation of 11.537. The mean difference of 16.12 points indicates that the experimental class has a more positive language attitude than the control class. The smaller standard deviation in the experimental class also showed that the scores of the students in this class were more homogeneous. With a large sample size ($N=90$ for the experimental class and $N=86$ for the control class), these results provide a fairly accurate picture of the effect of the experimental treatment on the language attitudes of the students. The lower standard error mean value in the experimental class (0.845 compared to 1.244) also indicates a more precise estimate for the mean population in this group. Then, see **Table 3** Independent samples test language attitude test.

Table 3. Independent samples test language attitude test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tile (d)	Mean Differ ence	Std. Error Differ ence	95% Interval Difference	Confidence of the
									Lower	Upp.
Language Attitude	Equal variances assumed	14.004	.641	10.8	174	.000	16.11	1.492	13.17	19.0
	Equal variances not assumed			10.7	150.8	.000	16.11	1.504	13.14	19.1

Based on the output of the Independent Samples Test, the value of Sig. Levene's Test for Equality of Variances was $0.641 > 0.05$, indicating that the data variance between the experimental and control groups was homogeneous. Therefore, the interpretation of the results uses the values on the line "Equal variances assumed". A Sig. (2-tailed) value of $0.000 < 0.05$ indicates that H_0 is rejected and H_a is accepted, meaning that there is a significant difference in language attitudes between the experimental class and the control class after learning. The mean difference of 16,116 indicates the difference in mean language attitudes between the two groups, with a 95% confidence interval between 13,145 to 19,087. These results confirm a substantial difference in language attitudes between the class that received the experimental treatment and the control class, with the experimental class showing a more positive attitude.

Differences in Cultural Attitudes in the Experimental Class and the Control Class After Learning

Based on the Group Statistics table, it can be analyzed that this study involves two groups to measure Cultural Attitudes: the experimental class and the control class. The experimental class (Post-Test Cultural Experiment) consisted of 90 participants with a mean score of 84.250 and a standard deviation of 7.5741. Meanwhile, the control class (Post-Test Cultural Control) had 86 participants with an average score of 78.052 and a standard deviation of 9.2148.

The mean difference in scores between the two groups was 6,198 ($84,250 - 78,052$), with the experimental class showing higher values. A smaller standard deviation in the experimental class (7.5741 versus 9.2148) indicates that the values in this group it was more collected around the average compared to the control class. The standard error mean for the experimental class (0.7984) was also smaller than that of the control class (0.9937), indicating a more precise estimate for the average population in the experimental class. This difference is impressive that the treatment of the Cultural Responsive Teaching model in the experimental class has a positive influence on Cultural Attitudes. However, to ascertain the statistical significance of these differences, further analysis using appropriate statistical tests, such as independent t-tests, is required. See **Table 4** for Independent samples test cultural attitude test.

Table 4. Independent samples test cultural attitude test

Independent Samples Test										
		Levene's Test the Battle of the Equality or Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differenc e	95% Confidence Interval of the Difference Lower Upper	
Cultural Attitudes	Equal variances assumed	.216	.138	4.884	174	.000	6.197	1.2690	3.6930	8.7023
	Equal variances not assumed			4.862	164.640	.000	6.197	1.2747	3.6809	8.7145
							7			

Based on the above output, it is known that the value of Sig. Levene's Test for Equality of Variances is $0.138 > 0.05$, so it can be interpreted that the data variance between the

experimental group and the control group is homogeneous or the same. So the interpretation of the Independent Samples Test output table above is guided by the values contained in the line "Equal variances assumed". Based on the output table of "Independent Samples Test" in the "Equal variances assumed" section, it is known that the Sig. (2-tailed) value is $0.000 < 0.05$, so as the basis for decision-making in the independent sample t test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant (real) difference between the average cultural attitudes in the experimental class and the control class after learning. Furthermore, from the output table above, it is known that the value of "Mean Difference" is 6.1977. This value shows the difference between the average cultural attitude in the experimental class and the average cultural attitude in the control class, and the difference is 3.6930 to 8.7023 (95% Confidence Interval of the Difference Lower Upper).

This research is entitled "Development of a Cultural Responsive Teaching Model in Learning to Read Against Language and Cultural Attitudes" This research was carried out on 4th grade elementary school students from 6 elementary schools in Tanjungsari District for the 2023/2024 school year, which were divided into experimental and control classes. The experimental class used the Cultural Responsive Teaching model, while the control class used the scientific model. Overall, this study aims to find out how the application of the Cultural Responsive Teaching model in reading learning can affect attitudes towards language and culture in grade 4 elementary school students in Tanjungsari District, compared to the scientific model applied to the control class.

Thus, the integration of the Cultural Responsive Teaching (CRT) model in Indonesian learning emerged as a potential strategy to revitalize students' positive attitudes towards language and cultural attitudes. In this study, this model not only aims to improve Indonesian language competence, but also to foster appreciation for local wisdom contained in Culture.

The Effect of *the* Cultural Responsive Teaching (CRT) Model on Language Attitudes in Experimental Classes After Learning

The results of the study showed that there was a difference in the average score of the results of the pretest and posttest of students' language attitudes in the experimental class. Based on the data analysis, the null (H_0) hypothesis was rejected and the alternative hypothesis (H_a) was accepted. This means that there is a significant difference between the average score of the pretest and posttest results of the language attitude of students in the experimental class.

Based on the results of the study, it is known that there is a strong relationship between the Cultural Responsive Teaching model pretest and posttest of language attitudes in experimental classes. Language attitudes in students can be influenced by a variety of factors, including family background, social environment, educational policies, and personal experiences in using the language. In the context of learning, this attitude can affect students' motivation to learn and use the language, as well as their participation in related cultural activities.

The presence of strong changes and influences in the language attitudes of students in this study after receiving experimental treatment indicated the effectiveness of the intervention carried out in improving language attitudes in the experimental group using the Cultural Responsive Teaching model in Indonesian language learning.

The significant difference in the pretest results before the application of the Cultural Responsive Teaching model in Indonesian learning and the increase in posttest results in the

experimental class can be explained through the implementation of learning, where the experimental class uses the Cultural Responsive Teaching model actively integrate learners' cultural context in the learning process, making culturally related material more relevant and meaningful to them. This increases student engagement and motivation, which may have been less visible in pretest results. The results of this study are in line with the research of Sari, et al., (2023) which shows that through the application of the Problem Based Learning model integrated with Culturally Responsive Teaching, it shows an increase in student motivation and learning outcomes.

In addition, the teaching module is designed with an emphasis on recognizing and appreciating students' cultural identities, which can increase their confidence and positive attitude towards learning. This method involves a more varied and interactive teaching strategy, which is able to improve students' understanding and skills more effectively compared to conventional methods. Language attitudes are not only limited to the use of language in daily communication, but also include an appreciation of literature and art that uses language.

Therefore, a significant increase in the posttest results shows that the Cultural Responsive Teaching model is able to have a real positive impact on the learning of Indonesian Cultural materials in experimental classes. These findings are in line with several previous studies that have shown the effectiveness of the Cultural Responsive Teaching (CRT) model in increasing students' positive attitudes towards language and culture. CRT can increase student engagement and motivation by connecting learning materials to their cultural background (Iwuanyanwu, 2023). A study conducted in Indonesian elementary schools showed that the implementation of local culture-based learning significantly improved students' attitudes toward language, literacy, and cultural identity (Eliyanti et al., 2024). Furthermore, research on Indonesian language learning based on local culture highlights the importance of integrating noble cultural values such as mutual respect, tolerance, and responsibility into language instruction to strengthen students' cultural identity and positive attitudes toward regional languages and traditions (Barkah, 2024). Thus, the results of this study provide a strong foundation to understand how the CRT model in Indonesian learning can effectively increase students' positive attitudes towards language attitudes.

Positive attitudes towards language attitudes tend to encourage the maintenance and development of the language, while negative attitudes can contribute to a decline use. Therefore, understanding and forming positive language attitudes in students is important in efforts to preserve language and culture, as well as in creating a learning environment that supports multilingualism.

The Effect of the Cultural Responsive Teaching (CRT) Model on Cultural Attitudes in Post-Learning Experimental Classes

The results of the study showed that there was a difference in the average score of the results of the pretest and posttest of the cultural attitudes of students in the experimental class. These results indicate that the treatment given in the experimental class succeeded in significantly improving the cultural attitudes of the students, with a tendency for more consistent results between the students after the treatment. Thus, H_0 was rejected and H_a was accepted. This difference indicates a substantial decline. In conclusion, there was a significant change in the cultural attitudes of students after receiving experimental treatment. Furthermore, the results showed a "very strong" influence and a significance value greater than 0.05 indicated that the correlation was statistically significant.

The Cultural Responsive Teaching model can be a teaching method that acknowledges, appreciates, and integrates students' cultural backgrounds, experiences, and perspectives into the learning process to improve educational effectiveness and empower students as a whole. According to [Ladson-Billings \(2021\)](#) Cultural Responsive Teaching is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural references to convey knowledge, skills, and attitudes.

Culturally Responsive Teaching focuses on building learning partnerships with learners by authentically valuing their cultural identity as an asset for learning. This model emphasizes the importance of creating an inclusive and culturally relevant learning environment, which allows learners to connect with learning materials through their own cultural experiences and knowledge. Indonesian language learning with cultural materials using the Cultural Responsive Teaching (CRT) model is described as a holistic and contextual educational experience. In this study, teachers start by acknowledging and appreciating the cultural background of students, integrating them into Indonesian learning materials.

The integration of local wisdom values in language learning can increase students' cultural awareness and identity ([Hatima, 2025](#)). In this study, teachers also use learning methods that are in harmony with cultural values, such as the gotong royong system in group work or the concept of mutual compassion in class discussions. The strategic use of language in Indonesian learning, such as in explaining certain concepts or in giving examples, helps students make connections between the two languages and cultures. In addition, teachers integrate elements of art and literature into learning, for example analyzing rhymes in the context of learning Indonesian poetry.

This CRT model focuses not only on content, but also on a learning process that respects and celebrates cultural diversity in the classroom. Learners are encouraged to explore their own cultural identities and share them with classmates, creating an inclusive and respectful learning environment. With this model, Indonesian learning is not only a means to improve national language skills, but also a forum to strengthen students' cultural identity. As a result, learners tend to develop more positive attitudes towards culture, seeing it as an integral part of their identity that can coexist harmoniously with their national identity. They become more proud of their cultural heritage, more motivated to learn and preserve it, and better able to integrate cultural values into their modern lives. This CRT model, thus, not only improves students' academic competence in Indonesian, but also contributes to the formation of positive and sustainable cultural attitudes.

The CRT model can strengthen learners' cultural identities and increase their engagement in learning ([Iwuanyanwu, 2023](#)). In Indonesia, learning based on local culture can increase students' positive attitudes towards their cultural heritage ([Rahmiati et al., 2025](#)). This research strengthens the argument that the Cultural Responsive Teaching model in Indonesian learning with cultural materials can effectively increase students' positive attitudes towards culture thereby emphasizing the importance of integrating local culture in learning, the use of multiliteracy models, and the role of transformative learning in shaping students' cultural identities.

The results showed that there was a significant difference in language attitudes between the experimental class and the control class after learning. Thus indicating that H_0 is rejected and H_a is accepted, meaning that there is a significant difference in language attitudes between the experimental class and the control class after learning. These results confirm a substantial difference in language attitudes between the class that received the experimental treatment and the control class, with the experimental class showing a more positive attitude. The experimental class, which received experimental treatment with the

Cultural Responsive Teaching model, showed a more positive attitude of language compared to the control class. These findings confirm that the Cultural Responsive Teaching learning method applied in the experimental classroom has a substantial positive impact on students' language attitudes.

Language attitudes in students refer to psychological tendencies expressed through the evaluation of language with a degree of likes or dislikes. This concept includes cognitive, affective, and conative aspects related to the use and perception of language in the context of education and daily life. Expands on this concept by emphasizing the dynamic nature of linguistic attitudes, which can change over time and are influenced by various environmental factors and personal experiences (Yusuf et al., 2022). A contemporary dimension by stating that language attitudes also include how students view the relevance and role of language in the digital era and globalization (Suwartono, 2024).

Study on language revitalization through education, emphasized the importance of a learning model that integrates cultural values to maintain and develop regional languages (Damari & Kasmawati, 2025). In this study, Cultural Responsive Teaching acts as a catalyst that bridges the gap between local culture and formal learning environments in schools. The results showed that language attitudes in the experimental class using the Cultural Responsive Teaching (CRT) model were significantly higher than those in the control class. This phenomenon can be explained through several factors that are rooted in the principles of CRT and language learning theory.

First, as stated by Ladson-Billings (2021), Cultural Responsive Teaching allows learners to see themselves and their culture reflected in learning materials, increasing relevance and engagement. In Indonesian learning with Cultural material, this means that students in the experimental class feel a stronger connection between language and their cultural identity, is a key factor in forming positive attitudes towards language (Darvin & Norton, 2023). Second, the Cultural Responsive Teaching model, with theory of affective filters, creates a more psychologically safe learning environment (Teimouri et al., 2019).

Cultural Responsive Teaching builds relationships and trust that allow teachers to challenge learners intellectually while supporting them social-emotionally. Such an environment tends to lower anxiety and increase students' motivation in language learning, which in turn contributes to a more positive attitude. Third, the integration of cultural elements in learning, as advocated by Cultural Responsive Teaching, which shows that integrating local cultural elements in learning regional languages can increase students' interest and positive attitudes (Kharisma & Talan, 2023).

Finally, the Cultural Responsive Teaching model used in experimental classrooms has likely increased learners' metacognitive awareness of the value and function of language in their cultural context. Conducted an experimental study on the influence of ethnolinguistic models on the language skills of junior high school students. The results showed a significant improvement in the group that received culture-based learning compared to the control group. Thus, the combination of these factors explains why language attitudes in the experimental class using the CRT model were higher than in the control class.

By integrating cultural elements into the teaching and learning process, Cultural Responsive Teaching creates a more relevant and meaningful learning environment for learners. This is in line with the principle of Cultural Responsive Teaching put forward by Iwuanyanwu (2023), where the use of students' cultural knowledge and experience can increase the effectiveness of Indonesian learning in Cultural materials. The application of the Cultural Responsive Teaching model encourages learners to see their language and culture valued and recognized in the context of formal education, which in turn can increase

positive attitudes towards reading learning. Furthermore, CRT helps learners build new understandings based on their existing cultural knowledge (Ladson-Billings, 2021).

Based on the description of the results of the research above, it is known that the Cultural Responsive Teaching (CRT) model is closely related to the formation of language attitudes in students. In Indonesian language learning with Cultural material, this means that learners can use their understanding of cultural context to enrich their linguistic understanding, thereby strengthening their emotional connection with the language. Thus, the Cultural Responsive Teaching (CRT) model not only improves students' language skills, but also forms a deeply positive attitude towards language and culture, which is reflected in the significant results found in the experimental classes in this study.

Based on the results of the study, there was a significant difference between the average cultural attitudes in the experimental class and the control class after learning. The difference in average cultural attitudes showed that the experimental class had a more positive attitude compared to the control class. So it is known that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant (real) difference between the average cultural attitudes in the experimental class and the control class after learning. These findings confirm the existence of a marked difference in cultural attitudes between the two groups after the implementation of different learning methods.

These results confirm that there is a substantial difference in cultural attitudes between the experimental classes, which received experimental treatment with the Cultural Responsive Teaching model, showing more positive language attitudes compared to the control class. These findings confirm that the Cultural Responsive Teaching learning method applied in the experimental classroom has a substantial positive impact on the cultural attitudes of students.

Cultural attitudes are dynamic and can change over time, influenced by factors such as education, personal experience, and exposure to other cultures. CRT integrates learners' cultural knowledge and experiences into the learning process, creating an environment that values and reinforces their cultural identity (Iwuanyanwu, 2023). In this study, the Cultural Responsive Teaching model allows learners to see their cultural heritage as an integral part of formal education, rather than as separate or even opposing entities. Ladson-Billings (2021) emphasizes that CRT helps learners see their cultural background as an asset, which in this case can increase a sense of pride and ownership of the culture. Furthermore, the concept of "culturally sustaining pedagogy" put forward by Solas & Vimala Kamalodeen (2022) emphasizes the importance of not only acknowledging, but also actively maintaining and developing cultural diversity in education.

In CRT-based learning, cultural elements such as language, art, values, and traditional practices can be integrated into the curriculum and teaching methods. Emphasizes the importance of learning models that integrate cultural values to maintain and develop cultural identity. The results of this study are due to the Cultural Responsive Teaching (CRT) applied to experimental classes is in line with Tajfel's and Turner's theories of social identity which state that individuals tend to develop positive attitudes towards their own cultural groups when those identities are valued and reinforced. In this study, CRT provides a space for learners to explore and appreciate their culture in an academic setting, which can increase positive identification with that culture. Links CRT to the creation of a psychologically optimal learning environment, which in line with Krashen's theory of affective filters in language learning. A significant increase in the group that received culture-based learning. Emphasizes that CRT is a commitment that extends to every aspect of teaching practice, revealing that learning methods that are responsive to local culture

can increase learners' motivation and strengthen their cultural identity (Teimouri et al., 2019).

Thus, CRT creates a space where learners can explore, appreciate, and deepen their understanding of cultures, which in turn can foster positive attitudes toward those cultures. This model not only helps in cultural preservation, but also encourages learners to see the relevance and value of their culture in a modern context, encouraging them to become active and innovative heirs of their cultural heritage.

Differences in Language and Cultural Attitudes Between Students Who Receive Learning With the Cultural Responsive Teaching Model and the Scientific Model

This study used two different learning models to evaluate differences in attitudes towards language and culture among students, namely the Cultural Responsive Teaching (CRT) model for the experimental class and the Scientific model for the control class. The CRT model integrates local culture, in this case culture, into Indonesian subjects by using teaching materials that are relevant to students' daily lives and culture, as well as involving students' active participation in cultural activities such as traditional dance, music, and language. In contrast, the Scientific model focuses on the scientific method with an emphasis on observation, experimentation, and data analysis, using teaching materials that are more general and non-specific to local cultures, and emphasizing the development of critical and analytical thinking skills.

The results showed that the Cultural Responsive Teaching (CRT) model had a more positive impact on students' attitudes towards language and culture in the experimental class compared to the Scientific model in the control class. The CRT model makes learners feel more connected to the material being taught because of its relevance to their daily lives. Involving local cultural elements in learning increases learners' interest and engagement, which in turn reinforces their cultural identity. Students who feel that their cultural identity is valued tend to show a more positive attitude towards learning as a whole.

In addition, the interactive and participatory CRT method makes students more active in the learning process. This active involvement not only enhances academic understanding but also reinforces positive attitudes towards language and culture. Although the Scientific model is also effective in mastering academic materials, this study confirms that the integration of cultural aspects in learning provides significant added value.

The cultural integration in learning can improve student motivation, engagement, and learning outcomes. posits that CRT helps learners feel more valued and understood, which increases their active participation and academic achievement. Furthermore, the Culturally Responsive Teaching (CRT) has various advantages in improving the quality of education, especially in culturally diverse classrooms. CRT helps students feel more connected to the subject matter because the content is presented in a context that is relevant to their cultural background. When students see that their culture and identity are valued in the learning process, they tend to be more excited and actively engaged (Iwuanyanwu, 2023).

Furthermore, this model encourages teachers to understand and respect students' cultural backgrounds, which can strengthen the relationship between teachers and students. Billings emphasizes that these relationships are important for creating a supportive and inclusive learning environment, which ultimately improves student learning outcomes. CRT is not only beneficial for learners from certain cultural backgrounds but also for all learners because it teaches an appreciation for cultural diversity. Learners who

engaged in culturally responsive learning showed an increase in positive attitudes toward their schools and communities (Ladson-Billings, 2021).

CRT not only preserves students' culture, but also encourages them to think critically about their identity and the world around them. CRT helps students develop critical thinking skills that are essential in an increasingly complex and globally connected world. Another study shown the concept of "Culturally Sustaining Pedagogies," which expands on CRT by emphasizing the need for educational practices that are not only responsive but also maintain and develop learner cultures. When learners see their culture reflected and respected in the curriculum, they are more likely to actively participate and show improvements in academic performance. Therefore, the CRT model is an effective learning strategy for educational contexts oriented towards the preservation of local culture. This shows that culturally responsive education not only improves academic outcomes but also builds students' appreciation and pride in their cultural heritage (Solás & Kamalodeen, 2022).

4. CONCLUSION

The culturally responsive learning model developed in the study has 9 learning steps that are considered feasible to use. Based on the results of the trial, it was found that there was a difference in the average score of the results of the pretest and posttest of the language attitude of students in the experimental class and that there was a "strong" relationship between the application of the Cultural Responsive Teaching approach to the language attitude of the students in the experimental class. There was a difference in the average score of the results of the pretest and posttest of the Sundanese cultural attitude of students in the experimental class and there was a "very strong" relationship between the application of the Cultural Responsive Teaching approach to the cultural attitude of the students in the experimental class. There are differences in language and cultural attitudes between students who receive learning with the Cultural Responsive Teaching approach and the Scientific approach. The Cultural Responsive Teaching (CRT) approach had a more positive impact on students' attitudes towards the Sundanese language and culture in the experimental class compared to the Scientific approach in the control class. The CRT approach makes learners feel more connected to the material being taught because of its relevance to their daily lives. a more positive attitude towards learning as a whole. Although the scientific approach is also effective in mastering academic materials, this study confirms that the integration of cultural aspects in learning provides significant added value

5. REFERENCES

- Aris, N., Hasniza, N., and Dayana, N. (2024). Design and Development Research (DDR) approach in designing design thinking chemistry module to empower students' innovation competencies. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, 44, 55–68. <https://doi.org/10.37934/araset.44.1.5568>
- Barkah, B. (2024). Revitalizing noble values through language in Indonesian language learning based on local culture from an axiological perspective. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 6(3), 537–553. <https://doi.org/10.37680/scaffolding.v6i3.7806>
- Burrus, J., Rikoon, S. H., and Brenneman, M. W. (2022). *Assessing competencies for social and emotional learning: Conceptualization, development, and applications* (1st ed.).

Routledge. <https://doi.org/10.4324/9781003102243>

- Damari, N., and Kasmawati, K. (2025). Revitalizing local cultural values through Indonesian language learning in elementary schools. *International Journal of Management and Education in Human Development*, 5(01), 1548–1552.
- Darvin, R., and Norton, B. (2023). Investment and motivation in language learning: What's the difference? *Language Teaching*, 56(1), 29–40. <https://doi.org/10.1017/S0261444821000057>
- Eliyanti, N. K., Septiani, L. E., Juliatni, N. K. E., Suryani, K., Kadu, J. G., Sanjaya, I. B., and Sudiana, I. N. (2024). Local culture-based learning in improving Indonesian literacy and literature in elementary schools. *Psikoborneo: Jurnal Ilmiah Psikologi*, 12(4), 458–462. <https://doi.org/10.30872/psikoborneo.v12i4.16105>
- Hatima, Y. (2025). Integrasi kearifan lokal dalam pembelajaran bahasa Indonesia untuk menumbuhkan karakter siswa sekolah dasar. *Journal Of Humanities*, 1(3).
- Iwuanyanwu, P. (2023). Preparing teachers for culturally responsive education. *Indilinga African Journal of Indigenous Knowledge Systems*, 22, 1–13. https://doi.org/10.10520/ejc-linga_v22_n1_a2
- K, W. W., R, A. K., Zulfiqor, M., Erlangga, E., J, C. N., Hermawan, F., Windrianti, D., and K, T. D. (2023). Sikap berbahasa generasi muda dalam penggunaan media sosial. *Pendidikan Karakter Unggul*, 2(1). <https://karakter.esaunggul.ac.id/index.php/pku/article/view/393>
- Kharisma, G. I., and Talan, M. R. (2023). Menumbuhkan nilai-nilai budaya melalui model pembelajaran bahasa Indonesia berbasis kearifan lokal: Cultivating cultural values through the Indonesian language learning model based on local wisdom. *Jubindo: Jurnal Ilmu Pendidikan Bahasa Dan Sastra Indonesia*, 8(1), 61–66. <https://doi.org/10.32938/jbi.v8i1.4305>
- Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
- Munandar, A., Fadli, B. M., and Yani, M. (2025). Penggunaan bahasa Indonesia pada generasi milenial di media sosial: Sebuah Kajian sosiolinguistik. *BAHTRA: Pendidikan Bahasa Dan Sastra*, 6(1), 21–28. <https://doi.org/10.56842/bahtra.v6i1.629>
- Nidzami, M. Z. H., Miftah, M., Amelia, F. A., Awali, M. A. A., and Kusuma, Z. (2025). *Pendidikan multikultural sebagai strategi penguatan toleransi dalam masyarakat plural di Kota Kudus*. 10.
- Putri, M. S., Ramadhanti, D., and Rusli, S. M. (2024). Faktor-faktor yang mempengaruhi proses dan hasil belajar siswa dalam penerapan kurikulum merdeka. *Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni*, 25(1), 64–73. <https://doi.org/10.24036/komposisi.v25i1.127975>
- Rahmiati, D., Suharini, E., and Widiyatmoko, A. (2025). *Pengaruh pembelajaran kearifan*

lokal di Jawa Barat dalam melestarikan budaya tradisional bagi siswa SD.
<https://ejournal.stitpn.ac.id/index.php/fondatia/article/view/5720>

- Ridwanulloh, M. U., Huda, R. P. R., Maslahah, H. M., and Surur, A. M. (2024). Implementasi strategi pendidikan multikultural berbasis kearifan lokal di sekolah dasar. *Jurnal Pancasila dan Kewarganegaraan*, 9(2), 93–102. <https://doi.org/10.24269/jpk.v9i2.9037>
- Sari, A., Sari, Y. A., and Namira, D. (2023). Penerapan model pembelajaran problem based learning terintegrasi culturally responsive teaching (CRT) untuk meningkatkan motivasi dan hasil belajar siswa kelas X IPA 2 SMA Negeri 7 Mataram pada mata pelajaran kimia tahun ajaran 2022/2023. *JURNAL ASIMILASI PENDIDIKAN*, 1(2), 110–118. <https://doi.org/10.61924/jasmin.v1i2.18>
- Solas, E. C. and Vimala Kamalodeen. (2022). Culturally Relevant Pedagogies (CRP) and Culturally Responsive Teaching (CRT) in science education: Black success stories in Ontario. *Canadian Journal of Science, Mathematics and Technology Education*, 22(4), 796–817. <https://doi.org/10.1007/s42330-022-00236-z>
- Sukamto, K., Nicolau, M., Rani, K. R., and Sugiyanta, S. (2021). Language use, language attitude, and identity: Perceptions of high school students attending an international school in Jakarta. *Studies in English Language and Education*, 8, 381–396. <https://doi.org/10.24815/siele.v8i1.17608>
- Sumarni, M., Jewarut, S., Silvester, S., Melati, F., and Kusnanto, K. (2024). Integrasi nilai budaya lokal pada pembelajaran di sekolah dasar. *Journal of Education Research*, 5, 2993–2998. <https://doi.org/10.37985/jer.v5i3.1330>
- Suwartono, T. (2024). Globalization and college students' attitudes towards learning english in an indonesian context. *Acta Pedagogia Asiana*, 3(1), 23–29. <https://doi.org/10.53623/apga.v3i1.330>
- Teimouri, Y., Goetze, J., and Plonsky, L. (2019). Second language anxiety and achievement: A meta-analysis. *Studies in Second Language Acquisition*, 41(2), 363–387. <https://doi.org/10.1017/S0272263118000311>
- Yusuf, Y. Q., Aziz, Z. A., and Zulfikar, T. (2022). *The dynamics of language attitudes of young parents towards the preservation of the mother tongue*. 10(1).
- Zamhari, A., Oktary, H., Malinda, M., Muvida, L. U., Vitarika, A., and Dewi, P. N. (2025). Interaksi budaya dan bahasa di lingkungan siswa sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 5(2), 1476–1482. <https://doi.org/10.37081/jipdas.v5i2.2604>