

Application of Culturally Responsive Teaching Approach in Learning for Strengthening Global Diversity Character in Elementary School Learners

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Abstract

Purpose: This study aims to describe the process of applying the Culturally Responsive Teaching approach to strengthen the profile of Pancasila students in the dimensions of global diversity in students of SDN 09 Ngringo.

Methodology: This type of research is descriptive qualitative research with data collection techniques of interviews, observation, and documentation. The data obtained were analyzed through three stages data reduction, data presentation, and conclusion drawing.

Results: The results showed that the application of the Culturally Responsive Teaching (CRT) approach at SDN 09 Ngringo improved the dimensions of the global diversity Pancasila student profile. In the learning process, students can foster tolerance towards peers and teachers, be fair to peers, recognize cultural differences, actively participate in group discussions, and improve learning outcomes.

Applications/Originality/Value: The impact of CRT implementation on global diversity character development, students gain a deeper understanding of their own culture and the culture of their peers. Teachers' challenges and barriers are teachers' lack of understanding of students' culture, limited material resources, challenges managing a diverse classroom, and lack of training and support for teachers.

Introduction Section

Building a generation that is intellectual, moral, and ready to compete globally starts with education. The education system in Indonesia is still evolving to meet local needs and the dynamics of global change. The introduction of the Merdeka Curriculum, which is based on several legal and regulatory foundations to produce education that is more inclusive, flexible, and focused on student character building, is one of the important steps in restructuring education in Indonesia (Annisha, 2024). The conventional education system, which prioritizes academic achievement over character development and 21st-century capabilities, presented problems that led to the introduction of the Merdeka Curriculum (Sabil, 2023). The implementation of an independent curriculum is based on the legal basis in the Minister of Education, Culture and Research Regulation Number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020-2024, which highlights the value of flexible learning and gives educational institutions the freedom to create a curriculum tailored to the needs and characteristics of students.

Indonesia has diversity, and the concept of Unity in Diversity serves as a container for Indonesia's diverse society. Indonesia's diversity is due to several factors, including geography, climate, religion, race, and history (Nursakinah et al., 2022). However, to foster harmony and unity among various community groups, this diversity also brings its own difficulties (Sutisna et al., 2024). One of the biggest problems facing elementary schools today is the declining character of students, including the loss of mutual respect and affection (Jannah, 2023). An important innovation that can be made in the Merdeka Curriculum is the introduction of Strengthening the Pancasila Learner Profile (P5).

The Pancasila learner profile is a key resource for informing education policy and the translation of national education goals involves offering resources to develop students' competencies and character (Kemendikbudristek, 2022). The abilities and characteristics possessed by each learner as a result of the culture of the education unit are realized in the Pancasila Learner Profile through the culture of the education unit (Nurhantara et al., 2023).

The Pancasila student profile is an effort to strengthen the values of Pancasila for Indonesian students launched by the Minister of Education and Culture written in the Minister of Education and Culture Regulation Number 22 of 2022 which is in line with the vision of education in Indonesia, namely "realizing an advanced Indonesia with students who are sovereign, independent, and have a Pancasila personality". Pancasila Learner Profile is a character trait and competency expected to be achieved by learners, which is based on the noble values of Pancasila. The Pancasila learner profile has six dimensions in building the character and competence of learners that must be implemented as a unit, namely 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creative (Kemendikbudristek, 2022).



Figure 1. Schematic of Pancasila Student Profile

One of the main focuses in dealing with globalization is the dimension of global diversity. Global diversity focuses on students' capacity to understand and appreciate linguistic, racial, cultural, and religious variations around the world (Santoso et al., 2023). Students who have a globally diverse character are more able to connect and engage constructively with peers from different backgrounds because they have a greater awareness of cultural, religious, and other differences (Suryaningsih et al., 2023). In an increasingly diverse society, this ability is essential for fostering harmony and tolerance.

Culturally Responsive Teaching is a concept for culturally relevant learning. Culturally Responsive Teaching (CRT) is a learning method where every student is guaranteed the same teaching regardless of their cultural background. (Geneva, 2010). This approach recognizes students' cultural diversity and recommends tailoring the curriculum to their unique cultural backgrounds. Teachers can use activities that connect culturally appropriate stories, examples, and metaphors when implementing CRT. In addition, CRT also values the contributions students make in class discussions and encourages their active engagement (Rahmawati et al., 2023). The objectives of CRT include: 1) Respecting and valuing students' culture; (2) Providing students with opportunities to play an active role in their learning process; and (3) Increasing students' motivation as well as academic achievement (Wahira et al., 2024). The goal of CRT is to create a welcoming and stimulating learning atmosphere where students can relate what they are learning to real-world situations and feel valued. It also seeks to increase student motivation, improve learning outcomes, and prepare them to live in a diverse society (Sari et al., 2023).

At SDN 09 Ngringo, a small number of students come from outside the local area. This will certainly result in different experiences, with different perspectives on each culture. To ensure that students from other regions do not feel left out, classroom teaching can implement Culturally Responsive Teaching (CRT). Students with different backgrounds will not be able to adapt and feel excluded from displaying their culture. There will be mutual respect between cultural groups. The Culturally Responsive Teaching approach can illustrate this (Khasanah et al., 2023). Indicators of global diversity have three key elements, namely 1) Recognizing and appreciating culture, 2) Intercultural communication skills in interacting with others, and 3) Reflection and responsibility for diversity (Nissa', 2020).

Previous research conducted (Ramadhan et al., 2024) the application of Culturally Responsive Teaching (CRT) to increase student enthusiasm in PJOK subjects through traditional games is effective in creating a more fun and interactive learning atmosphere and strengthening cultural values. In research (Hariro et al., 2024) Culturally Responsive Teaching (CRT) approach to motivating student learning in Pancasila education subjects, students were more engaged, actively participated in class discussions, and showed a deeper understanding of Pancasila concepts. In addition, CRT also fosters positive attitudes towards Pancasila values, increases empathy, and encourages positive social behavior among learners. In this study, the application of the Culturally Responsive Teaching (CRT) approach will focus on the profile of Pancasila learners with elements of global diversity not only in specific subjects but also in the classroom atmosphere and learning process. Recent research on the Culturally Responsive Teaching (CRT) approach was conducted by (Fitriah et al., 2024) The main focus of the research in the educational literature is to improve the quality of teaching that respects the cultural diversity of learners. The results show that in learning activities carried out with the CRT approach, students show interest and enthusiasm for learning. This happens when students learn about diversity in school.

Based on this, the researcher will analyze the use of the Culturally Responsive Teaching approach in learning to strengthen the character of global diversity in students at SDN 09 Ngringo. It is hoped that this research can be a reference for strengthening and developing global diversity character in classroom learning.

Research Methods

The type of research and design used is descriptive qualitative research which produces a description of the research results. Qualitative research is research on natural object conditions using researchers as the main instrument (Rahmanda et al., 2016). The research was conducted at SDN 09 Ngringo. Data collection techniques in this study were observation, interview, and documentation. The observation was conducted during the lesson to obtain data on how the teacher

implemented learning using a culturally responsive teaching approach in class II. In selecting participants, the researcher chose the grade II teacher as the first participant because this research was conducted on grade II students and the teacher is the main actor in the learning process who regulates the learning process. Then the next participant is the Principal who is one responsible for the overall implementation of learning at school and for obtaining data and documentation in the form of a schedule of activities at school that support the application of the Culturally Responsive Teaching approach and global diversity character.

Data analysis in research using data collection methods, data reduction, data presentation, and conclusion drawing (Irmawati & Fitrotun Nisa, 2024). In analyzing the data, researchers used an inductive manual coding method. The data collected regarding the application and strengthening of the global diversity Pancasila student profile and how the Culturally Responsive Teaching approach is implemented in schools. After that, the researcher first reads the data and assigns relevant codes. Then, this research data is presented in the form of a concise description. After the process of data collection, data reduction, and data presentation has been considered accurate and complete, conclusions are drawn. Conclusions are drawn after the process of collecting, reducing, and presenting data is considered accurate and complete.

Research Results and Discussion

Data Description

The research was conducted for 3 months, from July to September 2024. The results of the study will describe the results of observations and interviews regarding 1) The application of a culturally responsive teaching approach in introducing global diversity character in elementary school students, 2) the impact of the application of culturally responsive teaching on the development of global diversity character in students, 3) challenges and obstacles faced by teachers in applying culturally responsive teaching in the context of strengthening global diversity character.

Application of Culturally Responsive Teaching Approach in Introducing Global Diversity Character in Elementary School Students

The results of observations of the application of Culturally Responsive Teaching during learning can be seen in the following table:

Table 1. Observation Results of Culturally Responsive Teaching Implementation

No.	Teacher Activity	Description
1.	Demonstrate an understanding of the principles of Culturally Responsive Teaching.	In the lesson, the teacher has explained about cultural diversity.
2.	Materials that reflect cultural diversity	Judging from the teaching module that has been prepared, the material has covered cultural diversity.
3.	Activities that explicitly teach the values of global diversity	During learning, students are asked to watch a video about diversity in the subject of Pancasila education.
5.	The classroom atmosphere reflects respect for cultural diversity	The classroom atmosphere already reflects respect for cultural diversity, as seen from students' attitudes towards friends, and students' tolerance attitudes that have improved.

Based on the observations in Table 1 above, in the learning process, teachers have understood the principles of Culturally Responsive Teaching so that teachers prepare materials that reflect cultural diversity and include them in their learning materials. This means that teachers have adjusted learning methods based on students' cultural backgrounds. It can be seen from the classroom atmosphere that reflects respect for cultural diversity. The values of global diversity are carried out from the results of observations by showing videos about diversity, for example in Pancasila education subjects. Strengthening the character of global diversity based on the results of interviews, is a concrete example of learning that is applied by viewing videos about diversity in Pancasila education subjects.

In line with the findings made (Shofia Rohmah et al., 2023) strengthening the profile of Pancasila students in the dimension of global diversity can be incorporated into learning, for example, material on recognizing Indonesian culture. The results of interviews with school principals show that strengthening the Pancasila profile has been implemented at school, and already know about strengthening the character of global diversity. Likewise, the second-grade teacher already knows and understands the strengthening of the Pancasila profile and global diversity character.

Global diversity in learning is a teaching method that incorporates tolerance, diversity, and intercultural awareness into the curriculum. The goal is to produce a generation that is more tolerant of other cultures, able to navigate the obstacles presented by the global environment, and open-minded (Rijadi et al., 2023). This Culturally Responsive Teaching (CRT) method considers the cultural diversity of students during the teaching and learning process (Udmah et al., 2024). The application of Culturally Responsive Teaching (CRT) in elementary schools has an impact on the character of global

diversity. CRT considers students' cultural backgrounds to help teachers create more meaningful learning experiences. For example, teachers may choose lessons on customs of respect for nature or local knowledge in environmental management. In addition, by providing equal opportunities and support to children from different backgrounds, CRT helps reduce educational inequalities. Education becomes more inclusive and equitable for all students when culture is incorporated into the curriculum, a variety of teaching techniques are used and mutual collaboration is encouraged (Nadhiroh & Ahmadi, 2024).

The results of interviews with grade 2 teachers show the application of the CRT approach in the learning process carried out by teachers by forming study groups and providing concrete examples by watching learning videos. Application is also carried out in all subjects, with the hope of maintaining their attitudes and behavior in shaping the character of the Pancasila student profile taught by the school, especially the dimension of global diversity. Toeri stated (Geneva, 2010) that Culturally Responsive Teaching instills cultural knowledge as a component of extracurricular and extracurricular learning. This is the basis for the application of Culturally Responsive Teaching to culture in this school. Through co-curricular and intracurricular activities for schools in strengthening the character of Pancasila.

The application of CRT with the strengthening of global diversity character carried out by the grade 2 teacher is in line with what is said (Safitri et al., 2024) that group discussion is one way that aspects of global diversity can be incorporated into the learning process. Learning can be enhanced and a sense of community can be formed when students are grouped. This can be done by 1) Socializing with all friends regardless of their origin, religion, or race, 2) Communicating honestly with friends, 3) Playing together with classmates, 4) Working in groups when there are school assignments, 5) Expressing opinions honestly to friends and avoiding envy. Teachers have an important role in strengthening the profile of Pancasila students, one of which is in the dimension of global diversity, and schools as educational institutions also support the efforts of teachers. Schools provide various facilities, such as infrastructure and facilities, to assist educators in achieving the goal of improving students' Pancasila learner profile. Through the Culturally Responsive Teaching approach, students' strengthening and understanding of global diversity can develop an attitude of inclusiveness, mutual respect, and mutual support in everyday life.

Strengthening the character of global diversity in the aspect of recognizing and respecting culture in learning at SDN 09 is carried out through the learning process using the Culturally Responsive Teaching (CRT) approach. In the learning process, students can foster tolerance towards peers and teachers, be fair to peers, recognize cultural differences, actively participate in group discussions, and improve their learning outcomes. This is by (Permendikbud, 2020) The focus of global diversity is on national values about Indonesia's cultural diversity. This result is in line with research (Irmawati & Fitrotun Nisa, 2024) Culturally Responsive Teaching approach can strengthen the ability of global diversity in elementary school students. The implementation of global diversity into education can help students develop into global citizens who can appreciate diversity and engage constructively in an increasingly connected and diverse society (Rijadi et al., 2023).

Impact of Culturally Responsive Teaching on the Development of Global Diversity Character in Students

Based on the results of the interview the CRT approach can help students understand and appreciate cultural diversity, this approach helps students recognize various cultural customs, and with concrete application through videos, students are expected to be able to mention diversity and know how to and form of appreciating diversity. The application of Culturally Responsive Teaching teachers can design a culturally responsive learning environment. To respect and incorporate the cultural values, customs, and experiences of learners into the learning process.

The Culturally Responsive Teaching approach can encourage collaborative learning to assist students in developing critical thinking skills, empathy for global challenges, and an understanding of environmental sustainability, social justice, and human values. With the Culturally Responsive Teaching approach chosen, it allows students to make connections between the material and its meaning through personal experience so that a deeper understanding of the subject matter being studied will be produced (Rahmasari, 2024). The results of interviews with class II teachers regarding the relationship between Culturally Responsive Teaching and strengthening global diversity character can be described in Table 2 below:

Table 2. Impact of Culturally Responsive Teaching

Impact of CRT Implementation	Description
Decrease in class conflict	There was no fighting during the lesson, and the students were polite.
Positive relationship development	a dynamic learning environment that reflects student culture
More meaningful learning	The CRT approach can provide more meaningful learning, and students become more active with student-centered learning making learning more diverse and innovative.
Respect for other cultures	The students are very respectful of differences and no one makes fun of other cultures.

Increased student motivation

During learning, students actively participate in the process of acquiring knowledge, forming judgments, and making observations.

The application of Culturally Responsive Teaching has an impact on the student learning process, the Culturally Responsive Teaching approach can generate communication empathy in students (Laksana, 2023). The students believe that by participating in group discussions in class, they learn to be polite to their friends when they speak or express their thoughts. This shows that through Culturally Responsive Teaching, students experience Responsive Teaching classroom conflicts can be minimized. Teachers can integrate students' culture into their lessons. Because Culturally Responsive Teaching is an instructional approach that recognizes the cultural diversity of students. The development of positive relationships can be obtained by building a dynamic learning environment that reflects the culture of students, in this approach encouraging student involvement and activity in the classroom has the power to change student behavior more successfully and efficiently, which ultimately has an impact on achieving the best learning outcomes (Listiyowati et al., 2023). In line with research (Laksana, 2023) Culturally Responsive Teaching approach has a positive impact on students' learning motivation. They actively participate in the process of acquiring knowledge, forming judgments, and making observations. This shows that the Culturally Responsive Teaching approach can trigger students' interest and motivation to participate in the learning process.

In this case, culture has an important role in shaping values, norms, and attitudes that shape a person's character. It is hoped that students will be able to become someone who has a strong character in achieving achievements and preparing for the challenges of life in the future. Culturally Responsive Teaching is an approach that respects cultural diversity in the classroom to support meaningful learning. A learning environment that is responsive to students' culture can be built through the use of Culturally Responsive Teaching in education. Based on the results of interviews, the application of Culturally Responsive Teaching shows differences in student character even though it is not yet significant. The following is the development of student character seen from the aspect of student attitudes:

Table 3. Student Character Development

Student Character Development	Description
More confident	Students feel comfortable speaking in front of the class, students can express their opinions, and students are not afraid to try new things.
Caring and responsive	Students have high empathy for others, and students become sensitive to their surroundings.
Mutual respect for cultural differences	Students can understand and appreciate cultural diversity and interact positively with people from different backgrounds.
Responsible	Students are aware of their duties and obligations. They complete their work on time, and they can understand the consequences of their actions, both positive and negative.

Based on Table 3 above, the development of student character in the attitude aspect shows that students become more confident, caring, responsive, respectful of cultural differences, and have a sense of responsibility. This is because, with the Culturally Responsive Teaching approach, students can understand the relationship and importance of the material based on personal experience. So that learning materials can be understood at a deeper level. The material used by teachers in applying Culturally Responsive Teaching, for example, uses examples and cases related to the culture of students related to their reality and exploration of other people's cultures. in line with research (Astutiana, n.d.) CRT teaching methods can help students improve cooperation, concern for the environment, critical thinking, social and cultural awareness (empathy in communication, accountability, discipline, and social care), curiosity, leadership, and nationalism.

The results show that there are changes in student character after the implementation of the CRT approach for strengthening the character of global diversity. Through consideration of racial, ethnic, and religious diversity during the lesson planning process, CRT creates a welcoming environment for every student (Nadhiroh & Ahmadi, 2024) . Where students can understand and appreciate cultural diversity and can interact positively with people from different backgrounds which is a dimension of global diversity (Nur Wijayanti & Muthali'in, 2023). This can prevent students from committing disgraceful acts such as bullying. This was expressed by the second-grade teacher in her motivation to apply the CRT approach so that students are more respectful of others and able to coexist with others. In the key element of the character of global diversity, namely the ability of intercultural communication in interacting with others, communication between individuals from various cultural backgrounds fosters empathy in them when they can recognize, accept, and understand other cultural differences.

So it can be concluded that the impact of CRT implementation on the development of global diversity character, students gain a deeper understanding of their own culture and the culture of their peers. Appreciate the diversity of Indonesia, especially its cultural diversity. Developing stronger and more accepting relationships with peers from different ethnic backgrounds. Take responsibility to uphold and encourage harmony, peace, and tolerance within their communities

Challenges Faced by Teachers in Implementing Culturally Responsive Teaching in the Context of Strengthening Global Diversity Character

Based on the results of the interview, teachers experience challenges in global diversity values through the CRT approach can be seen in the following table:

Table 4. Teachers' Challenges and Solutions in Implementing Culturally Responsive Teaching

Teacher Challenges	Teacher Solution
Difficulty in adjusting teaching materials	Using diverse materials
Diversity of student backgrounds	Expanding knowledge of culture
Limited teacher knowledge related to culture	Participate in teacher training and development
Not all students respond positively	Using project-based learning methods

Based on Table 4 above, the teacher's challenge in implementing Culturally Responsive Teaching is the difficulty in adjusting teaching materials, in some subjects certain materials are difficult to relate to culture. Errors in the delivery of the material to be taught may occur if every learning resource is too forced to be associated with the socio-cultural circumstances of the students. It is even possible that the subject matter to be taught will increase in complexity. A learning strategy within the Culturally Responsive Teaching approach is needed, incorporating storytelling, group discussions, and other activities that are not only appropriate to the learners' cultural background but also responsive to the needs and cultural diversity in their environment (Nasution et al., 2023). Then, with such a large diversity of students, it will be difficult to determine the appropriate learning method. In addition, giving students the freedom to learn according to their own style and develop their potential will cause the learning process to be less directed so that many learning achievements are not achieved. Teachers need to learn about students' cultural backgrounds and show respect for their cultures. Teachers show students how to embrace different cultures by modeling respect and acceptance. Learn more about students' lives outside the classroom this activity can also be done with teacher training and development. With this information, it becomes the basis for teachers to determine learning methods (Shahnaz Surayya et al., 2024). The next challenge in implementing Culturally Responsive Teaching is that some students may feel uncomfortable with this approach because they are not used to a culturally inclusive and open environment. In addition, some students may feel awkward to discuss some aspects of their culture in class. As a result, students do not participate much in culturally relevant learning. The problem can be solved by the project-based learning method, The CRT approach is a learning approach that integrates learning materials with culture and the project-based approach is done by integrating materials with culture. With the project-based method, students not only get the subject matter but can also help students work together in planning, dividing tasks, and completing projects in teams which improves students' ability to solve problems, especially in collecting and analyzing data and information.

These results are in line with the findings by (Wahira et al., 2024) on challenges and obstacles faced by teachers in Implementing Culturally Responsive Teaching 1) Lack of Understanding of Student Culture, Teachers may find it difficult to recognize and address cultural diversity of their students. CRT implementation can be hampered by ignorance of the customs, language, and values of a particular ethnic or religious community, 2) Lack of Resources and Appropriate materials, It may be difficult to find educational materials that adequately represent ethnic diversity due to lack of resources. Teachers must find or create resources that match the cultural background of their students. 3) Challenges of Managing a Highly Diverse Classroom, managing a wide range of needs and expectations can be difficult in a classroom with a high level of ethnic diversity. It can be challenging to keep students from different backgrounds interested and engaged in the classroom. 4) Lack of Support and Training, It is possible that teachers lack the necessary training to implement the CRT approach.

The character of global diversity in the aspect of reflection and responsibility of students towards the experience of implementing the character of global diversity at SDN 09 Ngringo is carried out through the implementation of an independent curriculum. According to what was revealed by the Ministry of Education and Culture (Kemendikbudristek, 2022) The last key to the character of global diversity is reflection and responsibility for the experience of diversity, namely to achieve harmony in cultural differences and to build an egalitarian and harmonious life, Pancasila students use prejudices or stereotypes from various cultures reflectively.

By helping students understand local cultural materials and values, teachers play an important role in the educational process. When choosing learning strategies and methods, teachers must use creativity and innovation. Teachers have an important role in creating a conducive learning environment in addition to providing knowledge (Udmah et al., 2024) . Therefore, to successfully implement Culturally Responsive Teaching, teachers must get the necessary training and support from the school. In addition, teachers' professional development is also crucial to the effective implementation of CRT (Hutchison & Leah McAlister-Shields, 2020).

Conclusion

Based on the results and discussion that have been described, it can be concluded that the application of the Culturally Responsive Teaching approach can strengthen the global diversity character of students at SDN 09 Ngringo. In the learning process, students feel valued and accepted, which has an impact on increasing their self-confidence. By forming diverse

groups and encouraging discussions about culture and diversity, students have equal opportunities in the learning process, which increases their involvement and active participation. Through the application of CRT to global diversity character development, students gain a deeper understanding of their own culture and the cultures of their peers. However, in the implementation of strengthening global diversity with the CRT approach, there are barriers and challenges faced by teachers, namely the lack of teacher understanding of student culture, limited material resources, the challenge of managing a diverse classroom, and the lack of training and support for teachers. In this study, researchers did not deny the existence of research limitations such as the small number of respondents so as not to get broader results and perspectives. From the findings obtained, it is hoped that educators and policymakers will get to know more about students in terms of their different cultural, social, and economic backgrounds before starting learning. Can use material resources around the school. Challenges such as classroom management and lack of teacher training indicate the need for additional support for CRT implementation in schools. Teachers need training and practical assistance to overcome these challenges.

Acknowledgement

The author would like to thank the Principal of SD Negeri 09 Ngringo for helping to provide a place for research. And all the teachers of SD Negeri 09 Ngringo who are willing to help with data collection.

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