

Achieving the Quality of Education Through the Implementation of a Culturally Responsive Teaching Approach Using Collaborative-Based Learning

Rifqi Al Farizza¹, Isnatul Kurnia², Khusnul Khotimah³

^{1,2,3}Department of Primary Education, Universitas Negeri Malang, Malang, Indonesia

*Corresponding author, email: rifqi.al.2201516@students.um.ac.id

Keywords

Collaborative Learning
Culturally Responsive Teaching
Multicultural Classroom
Quality Education

Abstract

Achieving the quality of education is a noble goal of Indonesia. However, in reality, especially given the diversity of Indonesia, it presents its own challenges. In the other hand, this cultural diversity can present opportunities for achieving quality education. Teachers have a crucial role in planning the learning approaches that are appropriate to the background of students. One of the approaches that can be used to deal with multicultural classroom conditions is the culturally responsive teaching (CRT) approach. This study aims to examine how the implementation of CRT based on collaborative learning achieves the quality education in elementary schools with the condition of multicultural classrooms. This research uses a qualitative approach with a case study method. Data were collected through observation and interviews with the principal and fifth-grade teacher of SDN Medowo 2 Kediri. The research was conducted based on the case analysis of religious diversity that occurred in the fifth-grade students of SDN Medowo 2 Kediri. The results showed that the application of the CRT approach can be implemented in each subject. It can improve students' collaboration skills and create quality education in Indonesia.

Mewujudkan pendidikan berkualitas merupakan cita-cita luhur bangsa Indonesia. Namun dalam realitasnya, khususnya kondisi keberagaman bangsa Indonesia, menghadirkan tantangan tersendiri. Meski demikian keberagaman kebudayaan dapat menghadirkan peluang bagi tercapainya pendidikan berkualitas. Guru memiliki peran krusial dalam merencanakan pendekatan pembelajaran yang sesuai dengan latar belakang peserta didik. Salah satu pendekatan yang dapat digunakan untuk menghadapi kondisi kelas multikultural adalah pendekatan culturally responsive teaching (CRT). Penelitian ini bertujuan untuk mengkaji bagaimana implementasi CRT berbasis collaborative learning dalam mewujudkan pendidikan berkualitas di SD dengan kondisi kelas multikultural. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi dan wawancara dengan kepala sekolah dan guru kelas V SDN Medowo 2 Kediri. Penelitian dilakukan berdasarkan analisis kasus keberagaman agama yang terjadi pada peserta didik kelas V SDN Medowo 2 Kediri. Hasil penelitian menunjukkan bahwa penerapan pendekatan CRT dapat dilakukan dalam tiap mata pelajaran dan dapat meningkatkan keterampilan kolaborasi siswa. Hal tersebut dapat membantu mewujudkan pendidikan yang berkualitas di Indonesia.

1. Introduction

The achievement of quality education is the goal of Indonesia. This is in accordance with the goals of sustainable development goals (SDGs), especially in the aspect of quality education, which states that by 2030 Indonesia is expected to be able to achieve quality education. However, achieving quality education is not as easy as imagined, especially with the condition of Indonesia's diversity. Indonesia is a country with unique diversity, including ethnicity, tribe, culture, language, and religion, that is unmatched in the whole world (Mukhibat et al. 2023). Diversity that occurs in the community can have negative and positive impacts in terms of education (Purnama 2021).

Based on the results of the initial analysis through interviews with the fifth-grade teacher of SDN Medowo 2 on March 23, 2024, the results show that there is diversity that occurs at SDN Medowo 2, Kediri. The diversity that occurs at SDN Medowo 2 includes religion, background, economy, potential, and learning styles of students. The prominent condition is that religious diversity occurs in grade V students of SDN Medowo 2 Kediri. Religious differences have often been a source of tension and conflict in human history. In many cases, conflicts between religions have led to division, violence, and human suffering. Religious differences often become a challenge in the learning process, especially when the students are learning in groups (Djazilan & Hariani 2022).

Therefore, it is important to overcome these challenges and promote harmony and constructive dialogue between religions in a multicultural society.

It should be noted that elementary school students have very diverse potential. Each student comes to school with uniqueness and diversity that characterizes each of them (Wulandari 2022). With so many diverse ethnicities, cultures, and religions in Indonesia, not all Indonesians recognize each other's cultures and religions (Anggraeni et al. 2022). Student diversity has somehow become a problem in the learning process in elementary schools, but it also can be a potential if faced properly. This is because students have different characters in receiving and processing information. (Pratiwi et al. 2019).

Therefore, educators' efforts are needed in learning practices that are adjusted to the conditions of diverse students as a form of quality education. Educators must implement learning strategies that are in accordance with the conditions of student diversity and are able to support student diversity (Hasanah & Nurqori'ah 2022). One of the things that educators can do in achieving quality education is to implement learning with a culturally responsive teaching (CRT) approach. The CRT approach is a learning approach that is focused on student culture so that students can learn with consideration of their cultural conditions (Lasminawati et al. 2023).

The application of the CRT approach aims to achieve quality education through the achievement of 21st-century skills. 21st-century skills require students to have 6C skills (Kemdikbud 2022). One of the essential skills to achieve is collaboration skills. Collaboration skills are defined as skills of cooperation between students in learning that aim to increase student activeness (Mawaddah et al. 2022).

Collaborative learning can be integrated with the CRT approach to facilitate the diversity that occurs in learning. Through collaborative learning methods, students can increase student learning activities such as being able to train the ability to listen to other people's opinions and train the ability to work together (Weinberger & Shonfeld 2020; Qureshi et al. 2023). The CRT approach based on collaborative learning is a new breakthrough in learning to bridge the gap between teachers and students and facilitate diversity that occurs in the classroom. By striving for this, learning can be carried out effectively and can improve student understanding.

Previous research conducted by Khasanah et al. (2023) stated that the use of the CRT approach was effective in improving the learning outcomes of elementary school students. This is in line with research by Lasminawati et al. (2023) which states that the CRT approach has a positive influence on improving student learning processes and outcomes. Another study conducted by (Kurniasari et al. 2023) discussed how the implementation of learning with the CRT approach can increase student learning activities.

Based on the results of these studies, it shows that the CRT approach has a positive impact on learning, so this study aims to analyze in depth the application of the CRT approach based on collaborative learning in learning practices to create quality education with the condition of students who have religious diversity in class V SDN Medowo 2 Kediri. This research is a form to support the achievement of quality education in accordance with the SDGs.

2. Method

This research uses a descriptive qualitative approach by using the naturalistic case study paradigm as a method. The case study in this research aims to reveal the phenomenon of diversity that occurs in learning at SDN Medowo 2 Kediri and analyze efforts to deal with it through the implementation of a collaborative learning-based CRT approach. The qualitative approach was chosen because of the data processing steps which includes collecting, analyzing and presenting data in the form of narrative text. The qualitative approach is a research method that is based on the philosophy of postpositivism, this approach focuses on inductive thinking processes and then produces descriptive data (Khasanah et al. 2023).

Qualitative research in this study has an inductive flow, which means that research begins with events or processes and then draws generalizations, where the generalization is in the form of conclusions from the process (Bito & Fredy 2020). The subjects in this study were fifth-grade

students of SDN Medowo 2, Kediri. The object studied is the implementation of learning in multicultural classes by applying the CRT approach. The purpose is to find out how the application of the CRT approach using collaborative-based learning in the multicultural classes in order to achieve the quality of education. To obtain further information from the subjects and objects studied, data collection techniques in the form of interviews and observations were used. Interviews were conducted with the fifth-grade teacher of SDN Medowo 2 Kediri in depth to analyze the implementation of the CRT approach used by teachers in classroom learning.

There are primary data sourced from interviews and direct observation, as well as secondary data sourced from accredited articles and journals. Furthermore, the data obtained is processed using qualitative processing techniques, which are processing techniques with an inductive nature by analyzing the data obtained. In line with the statement of Miles, Huberman & Saldaña (1994), namely through data reduction, data presentation and drawing conclusions. First, Data Reduction condensed raw information from field notes and interview transcripts by selecting, simplifying, and transforming it into concise codes, such as reducing a teacher's statement about student struggles into "Diversity Challenges" and "Collaborative Approaches for Understanding". For instance, when a teacher stated, "Children from different backgrounds sometimes struggle to understand the material if taught conventionally, so I try group methods where they can help each other", Next, Data Display organized and presented this reduced data in narratives, matrices, or diagrams to reveal patterns, for example, highlighting student interactions where "student A (from cultural background X) actively explained concepts to student B (from cultural background Y) using analogies relevant to student B's experiences, demonstrating cross-cultural understanding and effective collaboration." Finally, Conclusion Drawing/Verification formulated initial conclusions, which were continuously refined and confirmed against the data, ultimately leading to findings like: "The implementation of a collaborative-based CRT approach significantly increased student participation from diverse cultural backgrounds and enriched the learning experience through constructive social interaction."

3. Results and Discussion

Through the process of collecting data using interviews and observation methods, it was found that the fifth-grade class of SDN Medowo 2 Kediri is a multicultural class, this can be seen in the aspects of religion, economic background and learning style. In the class under study there are 17 students consisting of Muslim, Hindu and Christian. The religious distribution of the 17 learners can be seen in Fig. 1 which states that as many as 6 students are Muslim, 6 students are Hindu, and 5 other students are Christian.

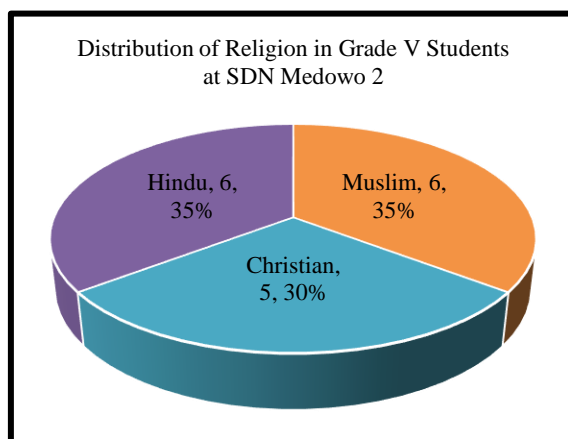


Figure 1. Distribution of Religion in Grade V Students at SDN Medowo 2

Based on the interview and observation through the classroom, difference isn't a major issue. The CRT approach is applied in one of the learning practices, it is applied to the science subject also known as Ilmu Pengetahuan Alam (IPA). In this lesson, students are being encouraged by the teacher to directly observe their surroundings. The purpose of the observation is to obtain information related to organs and digestive systems in animals. Learners observe cows on one of the farms located near the school. The media is chosen because quite a lot of parents of the students at SDN Medowo 2 are cattle breeders. So that the media is in accordance with the conditions and culture of the students.

The CRT learning approach is applied in the classroom in several stages, which include: (1) Explaining the learning objectives and apperception of the learning material, (2) students are divided into several groups to improve their collaboration skills, (3) The learning process is using the observation method, where the students directly observe the environment around school that has a culture that matches them, (4) students are given time to observe and write down the results of their observations to be reported, and (5) the teacher providing reinforcement related to the material and concluding with the students about the learning activity. The steps implemented in the learning have been in accordance with the CRT approach, so that it can have a positive impact on students' understanding of the material studied and help stimulate collaboration skills in line with students' learning activities.

The implementation of the learning process with the CRT approach is not only able to form the collaboration skills among the students but also encourage the student to be more active in the classroom. The learning process always invites students to work together and collaborate. This is indicated in group activities carried out by student without distinguishing their religious backgrounds. Students are divided into groups randomly regardless of religious background, then the group collaborates in solving the problems presented by the teacher. The group activities are a form of implementation of the CRT approach which is one of the efforts to form collaboration skills in multicultural classes that occur in class V SDN Medowo 2.

3.1. The Relevance of CRT Approach to Students' Diverse Backgrounds

Diversity in Indonesia has become a familiar issue, it occurs in various communities that exist, including in educational units. The existence of ethnic and religious differences has become a phenomenon that is common in schools. According to the interview with fifth-grade teacher of SDN Medowo 2, the diversity condition in this school can be overcome well because students there uphold the values of tolerance in everyday life. In the classroom, students are able to respect friends who have different religious backgrounds from them, and they also do not take actions that have the potential for conflict. However, in its daily implementation, teachers still need to ensure that learning takes place in a conducive manner and still avoid various potentials of ethnic or religious conflicts (Salma & Yuli 2023). This event is in accordance with the opinion of Mustafida (2021), which states that a positive multicultural psycho-social environment is related to a classroom atmosphere characterized by mutual respect regardless of background, this environment is able to build a healthy learning situation because of a high sense of tolerance for the differences that students have.

The diversity of students at SDN Medowo 2 Kediri also occurs in the financial aspect. Where this has the potential to affect student learning achievement, such as the results of research obtained (Chotimah et al. 2018) where family economic conditions affect student learning achievement. (Leksana 2020) added that socio-economic conditions also affect students' self-confidence. In line with the strategy to minimize this phenomenon, the fifth-grade teacher at SDN Medowo 2 Kediri gives equal treatment to each student in learning. The teacher's efforts in equalizing the rights of students are taken as a concrete step in realizing the role of the teacher to facilitate learning, where different backgrounds are not a problem. Therefore, the fifth-grade teacher of SDN Medowo 2 stated that the learning practice will still be carried out according to the character of the students. This step is in accordance with the opinion of Janawi (2019) who states that mastering the characteristics of students is an absolute thing for educators, even being one of the indicators of the professionalism of these educators.

In addition to the two diverse backgrounds above, there are also differences in learning styles. The implementation of CRT in science learning in grade V SDN Medowo 2 can be seen when the teacher invites students to learn about living things by making observations at a farm located not far from the school. The choice of place is based on the profession of most parents of students who are cattle breeders. Therefore, cattle farming is an ideal media because it is relevant to the conditions and culture of the learners. The existence of learning media is an important factor to accommodate learners' learning styles and increase participation in learning in line with their collaboration skills. According to Gay (in Andika et al. 2024) the CRT approach is integrated based on how deep the cultural knowledge they know, experience and learning style of each learner to create a more meaningful learning experience. Therefore, the CRT approach can accommodate the different learning styles of learners. Therefore, the use of learning media that is close and relevant to the learners' conditions in a lesson will help learners feel more familiar, comfortable and active in

learning. The choice of media is in line with Mana's (2021) opinion which states that the ideal learning media is something that is close or familiar to students, interesting, and makes them happy.

In the implementation of science learning in class V SDN Medowo 2, there are variations in learning activities carried out by students according to learning styles. Learners with a kinesthetic learning style can touch the cow's skin and interact such as feeding and brushing the skin. Learners with visual learning styles can pay attention to the physical details of cows or compare male and female cows. While learners with audio learning styles can listen to explanations about the physical characteristics of cows, the sounds they make and discuss with friends about what has been observed. Among the forms of fun learning is by involving students to collaborate in solving a task or problem. This is in line with the statement (Khairunnisa & Jiwandono 2020), which state that learning in the classroom should be carried out with more interactive and fun methods to increase student participation, and maximize the potential they have. As in the research conducted by (Istika et al. 2024), where the application of the CRT approach is carried out by creating activities that vary according to the learning style of each student. Meaningful learning will be created if it is done using an approach that is in accordance with the conditions and characters of the learners.

3.2. CRT as the Innovative Approach to Foster Collaboration Skill

Assessment of teaching success is not only fixated on learning outcomes, but also pays attention to the learning process experienced by students (Anggraeni 2019). The learning process is supported by the approach applied by the teacher. In the context of a multicultural classroom where students have diverse backgrounds, the right approach is needed so that students can be actively involved. This can be seen from the learning process that occurs in class V SDN Medowo 2 Kediri which is a multicultural class. The application of the CRT approach is able to increase the activeness of learners every day. The CRT approach has cultural relevance because it integrates the experiences and daily lives and cultures of learners into learning topics. In line with that, O'Leary et al. (2020) stated that the implementation of the Project Based Learning model with the CRT approach can increase students' learning activeness, where students are given the opportunity to relate learning material to the context of their daily lives. The purpose of applying the CRT approach is to help learners understand the relevance of learning material to everyday life, thus encouraging collaboration with peers and the surrounding environment (Antika et al. 2023).



Figure 2. Collaboration skills in learning Grade V Students at SDN Medowo 2

With the phenomenon of religious diversity in a class, teachers choose to adjust learning with the implementation of the CRT approach. The CRT approach aims to respect the diverse backgrounds of students (Sari & Najicha 2022). The application of the CRT approach is considered suitable for use in the conditions of diverse learners at SDN Medowo 2 because it is able to form students' collaboration skills. The approach is also relevant to the direction of the Kurikulum Merdeka which requires teachers to design learning that focuses on students (student-centered) and has collaboration skills as in Figure 2. This condition is in line with research conducted by Azizia et al. (2024) who used the CRT approach with a problem-based learning model for students at SMPN 36 Semarang. The learning was able to improve students' collaboration skills.

The practice of the CRT approach can also be applied in classes that have implemented Kurikulum Merdeka, as is the case in class V of SDN Medowo 2 Kediri. The purpose of applying the CRT approach is to form collaboration skills between students. This is done by dividing the class into several small heterogeneous groups, where each group consists of members who adhere to different religions. Thus, learners are encouraged to solve tasks or problems given in groups, without being fixated on their religious differences. After applying the CRT approach, it showed an increase in collaboration skills among fifth-grade students of SDN Medowo 2 Kediri. This had a good impact on increasing their activeness during the learning process, which ultimately resulted in satisfactory learning outcomes. In line with Wahira et al. (2024) who stated that the CRT approach aims at several things, namely: (1) respecting and recognizing the cultural identity of learners, (2) accommodating learners in learning without discriminating cultures, (3) making learners directly involved in learning, (4) increasing students' activeness, motivation, and learning outcomes. The CRT approach is an effort to create learning conditions that are relevant to the learners' culture, so as to motivate learners in participating in learning activities.

3.3. Students' Satisfaction to Their Learning Experience

In learning that contains more concepts and memorization, this is a fear for a number of students in class V SDN Medowo 2. The students admitted that learning would feel unpleasant and monotonous if it was only done with lectures without any direct practice in the field. For this reason, teachers are required to innovate by overcoming students' problems by implementing learning that is more interactive, communicative, and challenging. Thus, it can increase the motivation of students to want to be active in class. Some learners expressed a feeling of pleasure with the application of learning approaches that are relevant to their conditions and habits. This is in line with Nasution et al. (2023) who explained that the CRT approach can present an active, communicative, and collaborative condition of learners in learning. Thus, they tend to understand the learning material more easily. The fifth-grade teacher of SDN Medowo 2 Kediri's awareness of the different backgrounds of students, especially religious differences, is the main reason for choosing the CRT approach. Teachers understand that differences are not obstacles, but rather a challenge to create learning that can accommodate the learning needs of all learners. Through the application of the CRT approach, it is hoped that students will become more active in participating in learning, both through asking questions and expressing opinions.

Kurikulum Merdeka emphasizes the importance of learner involvement in the learning process, as explained by Sumarsih et al. (2022) that in practice, the Kurikulum Merdeka is student centered. The application of the CRT approach has been carried out in several other countries, as stated by Muñiz (2019), who states that this approach is able to build a paradigm that students can learn directly according to their cultural conditions.

3.4. Conclusion

A multicultural classroom presents unique challenges for teachers. To address this, an approach is needed that can facilitate the learning needs of students from diverse cultural backgrounds, so that they feel valued, have high tolerance, and develop collaboration skills. Based on research, it can be concluded that the CRT approach is one learning approach that can build the quality education in a multicultural classroom setting. Its implementation is also in line with the Kurikulum Merdeka which has to be student-centered. The implementation of CRT in the Kurikulum Merdeka encourages students to be more active and able to collaborate in every learning process. The CRT approach facilitates students to learn according to their culture, thus creating a comfortable and conducive learning environment.

This study focuses on the analysis of the implementation of the CRT approach in achieving collaboration skills for students who have differences in religious, economic, and learning styles, although this study also plays a role in understanding the potential of the CRT approach in the context of a multicultural classroom, but the scope discussed is still relatively limited. The difficulty of adjusting research instruments related to student culture was an obstacle during the data collection process. Therefore, a more in-depth analysis is needed before creating the instrument. Then, researchers are expected to be able to adapt to the conditions of diversity when researching multicultural classrooms. This is intended to avoid the impression of anti-tolerance and discrimination of ethnicity, religion, and race.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

References

- Andika, A.N.A., Anwar, M. & Mardiah, S., 2024, 'Upaya Meningkatkan Motivasi Belajar IPA Menggunakan Penerapan Pendekatan CRT (Culturally Responsive Teaching) di Kelas VII.A4 UPT SPF SMP Negeri 5 Makassar Andi Nurul Adha Andik', *Jurnal Pemikiran dan Pengembangan Pembelajaran*, 6(2), 1356–1365.
- Anggraeni, M., Alya Febriyani, S., Wahyuningsih, Y. & Rustini, T., 2022, 'Pengembangan Sikap Toleransi Siswa Sekolah Dasar pada Keberagaman di Indonesia', *Jurnal Gentala Pendidikan Dasar*, 7(1), 16–24.
- Anggraeni, N.E., 2019, 'Strategi Pembelajaran dengan Model Pendekatan pada Peserta Didik agar Tercapainya Tujuan Pendidikan di Era Globalisasi', *ScienceEdu*, 72–79.
- Antika, S., Syamsuyurnita, Saragih, M. & Sari, S.P., 2023, 'Penggunaan Media Pembelajaran Leaflet Berbasis Culture Responsif Teaching terhadap Peningkatan Hasil Belajar Siswa Kelas 2 Sanggar Bimbingan Kampung Bharu Malaysia', *Innovative: Journal of Social Science Research*, 3(3), 9945–9956.
- Azizia, R.N., Astuti, Y.T. & Sumarni, W., 2024, 'Upaya Meningkatkan Keterampilan Kolaborasi Siswa VIIB SMP N 36 Semarang Menggunakan Model PBL dengan Pendekatan CRT', *Prosiding Seminar Nasional Pendidikan dan Penelitian Tindakan Kelas*, 1323–1334.
- Bitto, G.S. & Fredy, F., 2020, 'Ethnomathematics: Musical Instrumen in Ja'l Dances for Culturally Responsive Teaching in Elementary Schools', *PrimaryEdu - Journal of Primary Education*, 4(2), 183.
- Chotimah, L.N., Ani, H.M. & Widodo, J., 2018, 'Pengaruh Status Sosial Ekonomi Orang Tua terhadap Prestasi Belajar Siswa', *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial*, 11(2), 120.
- Djazilan, M.S. & Hariani, M., 2022, 'Implementation of E-Learning-Based Islamic Religious Education. Bulletin of Science, Technology and Society', *Bulletion of Science*, 1(2), 14–21.
- Fathurohman, I., Amri, M.F., Septiyanto, A. & Riandi, 2023, 'Integrating STEM based Education for Sustainable Development (ESD) to Promote Quality Education: A Systematic Literature Review', *Jurnal Penelitian Pendidikan IPA*, 9(11), 1052–1059.
- Gay, G., 2018, *Culturally Responsive Teaching: Theory, Research, and Practice*, Teachers College Press.
- Hasanah, J.U. & Nurqori'ah, S., 2022, 'Upaya Meningkatkan Kesejahteraan di Tengah Keragaman Siswa melalui Pendidikan Multikultural di Sekolah Dasar', *Didaktika : Jurnal Kependidikan*, 15(2), 158–171.
- Istika, W., Hartono, W. & Siswanto, J., 2024, 'Analisis Gaya Belajar Diferensiasi Terintegrasi Budaya (CRT) pada Materi Ekonomi Menggunakan Pembelajaran Berbasis Masalah', *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 4(1), 17–24.
- Janawi, 2019, 'Memahami Karakteristik Peserta Didik dalam Proses Pembelajaran', *Tarbawy : Jurnal Pendidikan Islam*, 6(2), 68–79.
- Kemdikbud, 2022, *Mengenai Peran 6C dalam Pembelajaran Abad ke-21*.
- Khairunnisa, K. & Jiwandono, I.S., 2020, 'Analisis Metode Pembelajaran Komunikatif untuk PPKn Jenjang Sekolah Dasar', *ELSE (Elementary School Education Journal) : Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 4(1), 9.
- Khasanah, I.M., Nuroso, H. & Pramasdyahsari, A.S., 2023, 'Effectiveness of Culturally Responsive Teaching (CRT) Approach to Increasing the Learning Outcomes of Class II Elementary School Students', *ALIFBATA: Journal of Basic Education*, 3(2), 7–14.
- Kurniasari, I.F., Dwijayanti, I., Roshayanti, F. & Handayani, S., 2023, 'Implementasi Culturally Responsive Teaching pada Materi Bentuk Bangun Ruang Kelas 1 SDN Pandean Lamper 04 Semarang', *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(7), 5364–5367.
- Lasminawati, E., Kusnita, Y. & Merta, W., 2023, 'Meningkatkan Hasil Belajar dengan Pendekatan Pembelajaran Culturally Responsive Teaching Model Problem Based Learning', *JSER Journal of Science and Education Research*, 2(2), 44–48.
- Leksana, A.I., 2020, 'Pengaruh Status Sosial Ekonomi Orang Tua dan Rasa Percaya Diri Siswa Terhadap Prestasi Belajar pada Mata Pelajaran Ekonomi', 4(1), 15–20.
- Mana, L.H.A., 2021, 'Respon Siswa terhadap Aplikasi Tiktok sebagai Media Pembelajaran Bahasa Indonesia', *JIRA: Jurnal Inovasi dan Riset Akademik*, 2(4), 428–429.
- Mawaddah, R., Triwoelاندari, R. & Irfani, F., 2022, 'Kelayakan LKS Pembelajaran IPA Berbasis STEM untuk Meningkatkan Keterampilan Kolaborasi Siswa SD/MI', *Jurnal Cakrawala Pendas*, 8(1), 1–14.
- Miles, M.B., Huberman, A.M. & Saldaña, J., 1994, *Qualitative Data Analysis: An expanded sourcebook*, 2nd edn., SAGE Publications.
- Mora, H., Signes-Pont, M.T., Fuster-Guilló, A. & Pertegal-Felices, M.L., 2020, 'A Collaborative Working Model for Enhancing the Learning Process of Science & Engineering Students', *Computers in Human Behavior*, 103, 140–150.
- Mukhibat, M., Nurhidayati Istiqomah, A. & Hidayah, N., 2023, 'Pendidikan Moderasi Beragama di Indonesia (Wacana dan Kebijakan)', *Southeast Asian Journal of Islamic Education Management*, 4(1), 73–88.
- Mumpuniarti, 2013, 'Pembelajaran Nilai Keberagaman dalam Pembentukan Karakter Siswa Sekolah Dasar Inklusi', *Jurnal Pendidikan Karakter*, 3(3), 248–257.
- Muñiz, J., 2019, 'Culturally Responsive Teaching: A 50-State Survey of Teaching Standards', *New America*, (March), 2–51.
- Mustafida, F., 2021, 'Multicultural Classroom Management: Strategies for Managing the Diversity of Students in Elementary Schools and Madrasah Ibtidaiyah', *Madrasah: Jurnal Pendidikan dan Pembelajaran Dasar*, 13(2), 84–96.

- Nasution, D.N., Efendi, U.R. & Yunita, S., 2023, 'Implementasi Pendekatan Pembelajaran Culturally Responsive Teaching Pada Mata Pelajaran Ppkn Kelas V Sekolah Dasar', *Js (Jurnal Sekolah)*, 8(1), 171.
- O'Leary, E.S., Shapiro, C., Toma, S., Sayson, H.W., Levis-Fitzgerald, M., Johnson, T. & Sork, V.L., 2020, 'Creating inclusive classrooms by engaging STEM faculty in culturally responsive teaching workshops', *International Journal of STEM Education*, 7(1), 32.
- Poernomo, A.H.H. & Rahminawati, N., 2022, 'Studi Deskriptif Model Pembelajaran PAI Berbasis Lingkungan dalam Mewujudkan Visi Misi Sekolah', *Jurnal Riset Pendidikan Agama Islam*, 2(1), 19-26.
- Pratiwi, R.A., Sibagaring, B.S., Sonia, G., Kusuma, R.Y., Pangaribuan, H. & Girsang, B.M., 2019, 'Community empowerment for elementary school children through handicrafts in developing local wisdom', 4(2), 797-801.
- Purnama, S., 2021, 'Implementasi Pendidikan Multikultural melalui Mata Pelajaran PPKn untuk Mendukung Sikap Toleransi Siswa dalam Masyarakat Multikultur', *Jurnal Basicedu*, 5(6), 5753-5760.
- Qureshi, M.A., Khaskheli, A., Qureshi, J.A., Raza, S.A. & Yousufi, S.Q., 2023, 'Factors affecting students' learning performance through collaborative learning and engagement', *Interactive Learning Environments*, 31(4), 2371-2391.
- Safitri, A.O., Yuniarti, V.D. & Rostika, D., 2022, 'Upaya Peningkatan Pendidikan Berkualitas di Indonesia: Analisis Pencapaian Sustainable Development Goals (SDGs)', *Jurnal Basicedu*, 6(4), 7096-7106.
- Saini, M., Sengupta, E., Singh, M., Singh, H. & Singh, J., 2023, *Sustainable Development Goal for Quality Education (SDG 4): A study on SDG 4 to extract the pattern of association among the indicators of SDG 4 employing a genetic algorithm*, vol. 28, Springer US.
- Salma, D., Alifia, N.H., Arifin, H.M. & Istianti, T., 2021, 'Internalisasi Keberagaman Budaya dengan Pendidikan Karakter di Sekolah Dasar', *Jurnal Gentala Pendidikan Dasar*, 6(Desember), 100-111.
- Salma, I.M. & Yuli, R.R., 2023, 'Membangun Paradigma tentang Makna Guru pada Pembelajaran Culturally Responsive Teaching dalam Implementasi Kurikulum Merdeka di Era Abad 21', *Jurnal Teknologi Pendidikan*, 1(1).
- Sari, F.L. & Najicha, F.U., 2022, 'Nilai-Nilai Sila Persatuan Indonesia dalam Keberagaman Kebudayaan Indonesia', *Jurnal Global Citizen : Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 11(1), 79-85.
- Sinaga, R., 2023, 'Pengaruh Pendekatan Matematika Realistik terhadap Hasil Belajar Matematika Siswa', *Algebra : Jurnal Pendidikan, Sosial dan Sains*, 3(1).
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A.H. & Prihantini, P., 2022, 'Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar', *Jurnal Basicedu*, 6(5), 8248-8258.
- Supena, I., Darmuki, A. & Hariyadi, A., 2021, 'The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes', *International Journal of Instruction*, 14(3), 873-892.
- Taher, T., 2023, 'Analisis Keterampilan Komunikasi dan Kolaborasi Siswa Introvert dengan Pendekatan Culturally Responsive Teaching', *Jambura Journal of Educational Chemistry*, 5(1), 21-27.
- Ulhusna, M., Putri, S.D. & Zakirman, Z., 2020, 'Permainan Ludo untuk Meningkatkan Keterampilan Kolaborasi Siswa dalam Pembelajaran Matematika', *International Journal of Elementary Education*, 4(2), 130.
- Unterhalter, E., 2019, 'The Many Meanings of Quality Education: Politics of Targets and Indicators in SDG4', *Global Policy*, 10(January), 39-51.
- Wahira, Mus, S. & Hastuti, S., 2024, 'Pelatihan Pelaksanaan Pendekatan Culturally Responsive Teaching pada Guru Sekolah Dasar', *Jurnal GEMBIRA (Pengabdian Kepada Masyarakat)*, 2(1), 117-123.
- Warsah, I., Morganna, R., Uyun, M., Hamengkubuwono, H. & Afandi, M., 2021, 'The Impact of Collaborative Learning on Learners' Critical Thinking Skills', *International Journal of Instruction*, 14(2), 443-460.
- Weinberger, Y. & Shonfeld, M., 2020, 'Students' willingness to practice collaborative learning', *Teaching education*, 31(2), 127-143.
- Wulandari, A.S., 2022, 'Literature Review: Pendekatan Berdiferensiasi Solusi Pembelajaran dalam Keberagaman', *Jurnal Pendidikan MIPA*, 12(3), 682-689.