



## BREAKING BARRIERS IN MERDEKA CURRICULUM IMPLEMENTATION THROUGH CULTURALLY RESPONSIVE TEACHING

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### Abstract:

This study aims to analyze the implementation of Culturally Responsive Teaching in improving the development of 21st century skills through adjusting teaching methods to students' cultural contexts. This study uses a qualitative method with a case study at SDN 3 Nogosari Pujer Bondowoso, involving interviews, observations, and documentation. The results of the study indicate that the integration of mother tongue and local culture in the curriculum improves students' understanding, engagement, and motivation, and strengthens their cultural identity. Family involvement also contributes significantly to students' academic achievement and social development. Overall, the implementation of Culturally Responsive Teaching in the Merdeka Curriculum shows great potential in improving learning outcomes, strengthening cultural identity, and supporting students' emotional development. This approach not only meets academic needs but also considers the social and emotional aspects of students' learning experiences, and makes a positive contribution to diversity and preservation of local culture.

**Keywords:** *Independent Curriculum, Culturally Responsive Teaching, SDN 3 Nogosari.*

### INTRODUCTION

Education is the basis for the growth and progress of a nation (Aminuddin et al., 2021; Nurliana & Ulya, 2021; Saputra, 2021). The efforts of the Ministry of Education, Culture, Research, and Technology to improve the quality of education by issuing the 24th Episode of the Merdeka curriculum which is aimed at realizing holistic and contextual learning (Ariga, 2023; Arman, 2023). The implementation of the independent curriculum which emphasizes the development of 21st century skills does not only focus on the integration of soft skills. However, in its implementation it also requires responsive teaching (Culturally Responsive Teaching). One of the main aspects of the Merdeka Curriculum is its ability to adapt teaching methods to the cultural context of students (Muktamar et al., 2023; Sarnoto, 2024; Siagian et al., 2023). With a responsive learning method, Culturally Responsive Teaching not only pays attention to language differences but also includes local cultural elements in the curriculum. This includes aspects of incorporating relevant cultural values, traditions, and perspectives. A responsive approach is an approach that can develop the potential of student diversity by exploring students' academic and psychosocial abilities. In practice, culturally responsive teaching seeks to integrate students' experiences, languages, and cultural contexts in the learning process, making teaching materials more relevant and acceptable to students from various backgrounds..

According to (Khalisah et al., 2023) the application of Culturally Responsive

Teaching is implemented through learning materials that are adapted to reflect local stories, customs, and history that are known and appreciated by students (Andriana, 2024; Arman, 2023; Samingan, 2024). These results are supported by research results (Juaini et al., 2024; Sari et al., 2023; Waruwu & Bilo, 2024) which explain that this approach not only enriches students' learning experiences but also helps them feel more accepted and appreciated in the learning environment. This is important to build an emotional connection between students and learning materials, which in turn can increase their motivation and involvement in the learning process (Endawan & Yati, 2021; Hariyono et al., 2024; Nasarudin et al., 2024). In addition (Muktamar et al., 2023; Wibowo, 2023; Zaeni et al., 2023) argue that this approach supports more inclusive learning by ensuring that the curriculum reflects students' cultural diversity, not just as an additional element, but as a core part of the learning experience.

By acknowledging and celebrating students' cultures, Culturally Responsive Teaching serves to strengthen their cultural identities and enrich their understanding of the world. This has the potential to reduce educational disparities and ensure that all students have the opportunity to succeed in an environment that supports and empowers them. Overall, the adjustment of teaching methods according to the cultural context of students in the Independent Curriculum through Culturally Responsive Teaching offers a holistic and adaptive approach, which not only meets academic needs but also takes into account the social and emotional aspects of students' learning experiences (Farhana, 2023; Hattarina et al., 2022; Lembong et al., 2023).

This study aims to analyze how Culturally Responsive Teaching can improve the development of 21st century skills that focus on the integration of soft skills by adapting teaching methods to the cultural context of students. Culturally Responsive Teaching is a responsive teaching method to students that not only pays attention to language differences but also integrates local cultural elements into the curriculum. This includes incorporating cultural values, traditions, and perspectives that are relevant to students' lives into teaching materials and teaching methods (Idhayani et al., 2023). This study will explore the extent to which the application of the Culturally Responsive Teaching approach is conveyed to students. By examining the implementation of Culturally Responsive Teaching at Sdn 3 Nogosari, this study aims to provide practical recommendations that can improve students' competitive abilities through teaching according to the cultural context of students in the Merdeka Curriculum that can meet academic needs and pay attention to the social and emotional aspects of students' learning experiences.

## **RESEARCH METHODS**

This study uses a qualitative research method with a case study type (Assyakurrohim et al., 2022). This method was chosen to reveal a phenomenon as a school response to obstacles experienced by students. Data collection techniques are presented in the form of interviews, observations and documentation (Setiawan et al., 2021). In order to obtain accurate data, researchers conducted interviews with several teachers, guardians and students. This study was conducted at State Elementary School 3 Nogosari Pujer Bondowoso in order to determine the teacher's strategy in implementing culturally responsive teaching to hone students' abilities.

## **RESULTS AND DISCUSSION**

The responsive curriculum is an educational initiative in Indonesia that aims to provide flexibility to teachers in developing learning processes that are appropriate and relevant to students' needs (Rahmafritri et al., 2024). This has begun to be implemented through the development of 21st century skills that do not only focus on the integration of soft skills. However, in its implementation, the Independent Curriculum also demands the implementation of teaching that is responsive to Culturally Responsive Teaching, especially for disadvantaged schools.

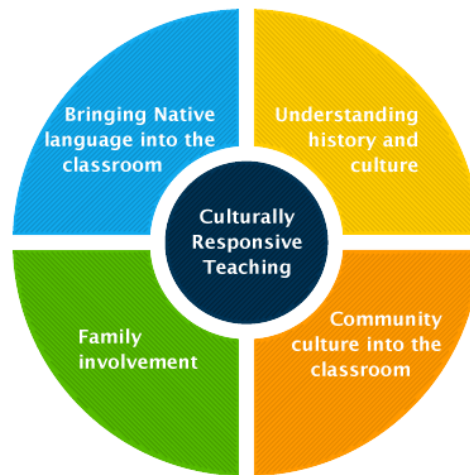


Figure 1. Responsive Learning

### **Bringing Native Language into the Classroom**

Integrating mother tongue into the classroom learning process has been recognized as a highly effective approach in increasing student engagement and understanding, especially in schools located in areas with diverse linguistic and cultural backgrounds. According to the statement from the interview results of the Principal of Sdn 3 Nogosari, *“Integrating mother tongue into the classroom learning process is indeed a very effective approach, especially in our school which is located in an area with diverse linguistic and cultural backgrounds. At SDN 3 Nogosari, we see a significant increase in student engagement and understanding.”* Mrs. Rani, one of the teachers at the school, also supports the statement above, *“The application of mother tongue in education not only facilitates understanding of teaching materials but also has a positive impact on student motivation and self-confidence. Students feel more connected to the teaching material when it is delivered in the language they use every day at home. This makes them more comfortable and helps them to follow the lessons better, reducing the gap between the language of instruction and their mother tongue. The use of mother tongue also helps reduce student anxiety and increase their self-confidence. When students can communicate in their native language, they feel more comfortable participating in class discussions and activities. This reduces feelings of isolation and increases their confidence in actively contributing during lessons.”* Likewise, the results of interviews with parents who stated that *“I hope more schools implement learning through the application of mother tongue in education. This is not only about facilitating the understanding of teaching materials, but also about supporting students' emotional and social development and preserving local culture.”* In addition, this also supports students' social and emotional development which has a positive impact on students' motivation and self-confidence.

Responding to the results of interviews with various school stakeholders, concluded that the integration of mother tongue into the learning process in the classroom has proven to be a very effective approach in increasing student engagement and understanding, especially in schools located in areas with diverse linguistic and cultural backgrounds. The use of mother tongue not only facilitates the understanding of teaching materials but also has a positive impact on student motivation and self-confidence. so they are more comfortable and can follow the lessons better, reducing the gap between the language of instruction and their mother tongue. The use of mother tongue also helps reduce student anxiety and increase their self-confidence, so that they are more active in participating in class discussions and activities. In addition to academic benefits, mother tongue integration also supports students' social and emotional development. Parents of students also see these benefits and hope that more schools will implement learning through the application of mother tongue. They

emphasize that the use of mother tongue not only facilitates the understanding of teaching materials but also preserves local culture and supports students' emotional and social development. Overall, the implementation of mother tongue in SDN 3 Nogosari has contributed positively to improving learning outcomes, emotional development, and preserving local culture. The implementation of mother tongue in the classroom, as implemented in SDN 3 Nogosari, has been proven to significantly increase student engagement.

There are several indicators that can be obtained from the results of teaching through the mother tongue. One of the main indicators is the success of bringing the native language into the classroom is the increased understanding of concepts among students. The use of the native language allows students to more easily understand the subject matter because they can relate it to everyday experiences and local culture. For example, at SDN 3 Nogosari, the use of Javanese in explaining mathematical and scientific concepts helps students relate abstract theories to real practices in their lives. Thus, students not only memorize concepts, but also understand and apply them, which is evident through increased test scores and active participation in class discussions. The second indicator is increased student involvement and participation in the teaching and learning process. When the native language is used as a medium of instruction, students feel more comfortable and confident to participate in class discussions. They do not feel hindered by language barriers and can express their ideas and opinions more freely. In schools in remote areas such as SDN 3 Nogosari, this is especially important because many students may have limited mastery of the Indonesian language. By using the native language, teachers can encourage active involvement from all students, which ultimately improves the quality of discussions and interactions in the classroom. The third indicator is the strengthening of identity and cultural pride among students. The use of native languages in teaching not only serves as a means of communication, but also as a way to preserve and appreciate local cultural heritage. When students hear and use their native language in an academic environment, they feel valued and recognized. At SDN 3 Nogosari, the integration of Javanese into the curriculum has helped students develop a sense of pride in their own culture. It also encourages them to better appreciate the cultural diversity around them and develop a positive attitude towards preserving local languages and traditions. The use of the mother tongue in teaching materials and daily interactions at SDN 3 Nogosari also has a positive impact on student understanding. When students learn in a language they understand well, they are able to understand the concepts taught more deeply. This not only facilitates better understanding but also strengthens students' emotional connection to the subject matter. In this way, students can feel more involved and excited in the learning process, which in turn increases their motivation and participation in class.

Bringing local languages into the classroom has a significant impact on the learning process, especially in schools in remote areas (Rahmi & Syukur, 2023). The use of native languages as a medium of instruction can improve students' conceptual understanding because they can relate the subject matter to their daily experiences and cultural contexts. In addition, it also increases students' engagement and participation in class discussions, as they feel more comfortable and confident in expressing themselves (Mulya et al., 2024). Furthermore, the integration of native languages strengthens students' cultural identity and pride, which in turn encourages them to appreciate and preserve local cultural heritage. Thus, the use of native languages not only facilitates more effective learning but also supports the preservation and appreciation of cultural diversity.

### **Integrating Understanding of history and culture**

When teachers at SDN 3 Nogosari integrate local history and culture into the curriculum, the impact is very significant for students' understanding. In this school, which is located in a disadvantaged area, the use of teaching materials related to local history and culture helps students gain a deeper understanding of the lessons. For example, by including local stories and traditions in history lessons, students not only

learn historical facts, but also understand the cultural context that influenced the events. This makes the learning material more relevant and easier to relate to their daily lives.

The use of local cultural context in the curriculum at SDN 3 Nogosari also serves to increase students' interest and engagement in the learning process. When the subject matter is directly related to their experiences and cultural backgrounds, students tend to be more interested and excited to learn. For example, activities involving local folklore, customs, or cultural practices provide opportunities for students to see the direct relevance of the lessons they receive. This also helps them feel more connected to the teaching material, which increases their motivation and active participation in class.

Understanding local history and culture at SDN 3 Nogosari provides a richer context for students, making learning more meaningful. By connecting lessons to aspects of their everyday lives, students can see clear connections between what they are learning and their own experiences. For example, lessons about village history or local figures who played a role in their community help students understand how historical events shaped their society today. This helps them appreciate the subject matter in a more profound and relevant way.

In addition, this approach supports the formation of identity and pride in their cultural heritage. By learning and celebrating local history and culture, students at SDN 3 Nogosari develop a strong sense of identity and value their cultural heritage. This contributes to the development of a sense of self-esteem and community, and strengthens the connection between classroom learning and their personal identity. Through understanding and appreciating their own culture, students feel more connected to their community and are more motivated to contribute positively to society.

### **Integrating Local Culture into the Classroom**

Integrating local history and culture into the curriculum has a significant impact on students' understanding. Interview with teacher Mr. Hadi "Implementing local culture is very important to do, especially in schools located in remote areas such as SDN 3 Nogosari. By incorporating local cultural elements into the lessons, we can make students feel more connected to the material being taught. This also helps students understand the importance of preserving their cultural heritage. In our school, we have held a weekly program where students learn about traditions, folklore, and the Javanese language." school staff "In my daily teaching, I often use Javanese to explain concepts that are difficult for students to understand. In addition, I also integrate local folklore and traditions into Indonesian and history lessons. For example, when teaching about moral values, I use stories from Javanese culture that are full of moral messages. This not only makes the lessons more interesting, but also helps students relate these values to their daily lives" In this school, which is located in a remote area, the use of teaching materials related to local history and culture helps students gain a deeper understanding of the lessons. For example, by incorporating local stories and traditions into history lessons, students not only learn historical facts but also understand the cultural context that influenced the events. This makes the subject matter more relevant and easier to relate to their daily lives.

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### **Family Involvement**

Family involvement in the educational process has shown a significant positive impact on student learning outcomes. Mrs. Lestari, I always make sure my child has regular study time at home. In addition to helping them with homework, I also invite them to discuss what they are learning at school. I feel this is important so that they know that education is a priority. I also regularly attend parent-teacher meetings at school to find out about my child's progress. Furthermore, an interview with Mr. Azis, a guardian of a grade 3 student, stated, "I always support my child in all school activities, both academic and non-academic. I often take part in mutual cooperation activities at school and participate in school events such as competitions and art performances. I am also involved in the school committee that helps organize extracurricular activities. I believe that active parental involvement can provide additional motivation for children to be more enthusiastic about learning and being active at school." A representative of teachers at SDN 3 Nogosari said that "Family involvement has a very positive effect on student development. Students who receive full support from their families tend to have better academic achievements and are more active in school activities. This support also helps build their self-confidence and independence. In my class, students whose parents are actively involved in their education are usually more prepared and enthusiastic about their lessons. They also demonstrate better social behavior, such as being more sociable and cooperative with their peers. When families are actively involved in school activities and provide support for learning at home, students often show better progress in both academic and behavioral aspects." At SDN 3 Nogosari, family involvement in the form of home learning assistance, participation in school events, and regular communication with teachers can help students feel more motivated and supported, which in turn improves their academic performance and behavior at school.

Integrating family involvement in student education at SDN 3 Nogosari is also important to create a productive partnership between home and school. This partnership creates a consistent learning environment, where values and expectations about education are aligned between parents and educators. When parents are actively involved, they can reinforce lessons taught in the classroom with additional support at home, which helps students better understand and apply academic concepts. With an agreement between home and school, students receive more holistic support in their learning process.

Family involvement also promotes better communication between parents and teachers, which is a critical factor in identifying and addressing challenges that students may face. At SDN 3 Nogosari, effective communication between parents and teachers allows for early detection of academic or behavioral problems, which facilitates quick and appropriate intervention. When parents and teachers work together, they can share important information and strategies that can be implemented to help students overcome difficulties, improving their overall learning experience.

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overcome difficulties, improving their overall learning experience. In addition, family involvement in education also plays a role in motivating students to reach their full potential (Khotimah & Zulkarnaen, 2023). When students see that their parents care and are involved in their education, they tend to feel more valued and encouraged to try harder. Family support in the form of moral encouragement, study supervision, and participation in school activities can inspire students to commit to their education and develop a positive attitude towards learning (Shunhaji & Amamu, 2024). By creating a supportive and caring environment both at home and at school, SDN 3 Nogosari can help students achieve better results and develop their full potential.

## CONCLUSION

This study examines the implementation of the Merdeka Curriculum through the Culturally Responsive Teaching approach at SDN 3 Nogosari, focusing on the integration of mother tongue, local culture, and family involvement in education. The results showed that this approach was effective in improving student understanding and engagement. The integration of mother tongue in the learning process has been shown to improve conceptual understanding because students can relate the subject matter to their daily experiences, which also increases their motivation and self-confidence. The use of local languages in the classroom helps students feel more connected to the teaching material, reduces anxiety, and strengthens their cultural identity. In addition, the integration of local history and culture in the curriculum enriches students' understanding of the subject matter and increases their engagement, making it more relevant and interesting.

Family involvement also has a significant impact, increasing students' motivation and academic achievement through consistent support at home and active participation in school activities. Parents who are actively involved can reinforce lessons taught in the classroom and help identify and address academic or behavioral challenges. The agreement between home and school creates a more coherent and supportive learning environment, facilitating students' academic and social development.

Overall, the Culturally Responsive Teaching approach in the Merdeka Curriculum at SDN 3 Nogosari shows great potential to improve learning outcomes, strengthen cultural identity, and support students' emotional development. This implementation not only meets academic needs but also takes into account the social and emotional aspects of the learning experience, making a positive contribution to diversity and preservation of local culture.

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