International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Application Of Cultural Responsive Teaching Approach In Learning To Write Text Report Observations

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Abstract

Learning to write observation report texts in high school still faces obstacles in the form of low mastery of linguistic structures and rules, weak critical thinking skills, and lack of material connection with students' experiences and culture. This study aims to describe the application of the Culturally Responsive Teaching (CRT) approach in learning to write observation report texts and analyze the responses of teachers and students to its application. The research used a descriptive qualitative design and was carried out at SMAN 1 Jawilan with 36 students in class X and one Indonesian teacher. Data were collected through participatory observation, in-depth interviews, and documentation, then analyzed using the Miles, Huberman, and Saldaña models by triangulating sources and methods. The results of the study showed that the application of CRT through the use of local cultural objects and direct observation increased student involvement, the quality of writing content, and learning motivation. Teachers and students respond positively to this approach as learning becomes more contextual, meaningful, and reflective of local cultural identities.

Keywords: Culturally Responsive Teaching Approach; Local Culture; Observation Report Text; Writing Learning.

INTRODUCTION

Writing skills are one of the essential competencies in learning Indonesian at the secondary education level. Through writing activities, students are trained to think logically, systematically,

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and critically in conveying ideas in writing. Dalman (2021) states that writing is not only the activity of pouring ideas into written language, but also a complex thought process involving planning, drafting, and editing. In the context of the Independent Curriculum, writing skills are not only directed at language skills, but also at the formation of reflective and creative thinking characters. Based on BSKAP Decree Number 046/H/KR/2025 concerning Learning Outcomes in Early Childhood Education, Basic Education, and Secondary Education, especially in Indonesian Language Phase E (class X), the writing element states that students must be able to write ideas, views, imagination, and/or metacognition knowledge in various types of texts logically, critically, and creatively as well as publish their works in various media.

One form of text that must be mastered by class X students is the text of the observation report. According to Mahsun (2014), the text of the observation report is a text that presents the results of observations on an object systematically, factually, and objectively. Theoretically, the text structure of the observation report consists of (1) a general definition, (2) a section description, and (3) a description of the benefits. Meanwhile, the linguistic rules include the use of technical terms, relational verbs, mental verbs, definition sentences, and descriptive sentences. In the context of learning the Independent Curriculum, writing the text of the observation report also requires the ability to think scientifically through the process of observing, classifying, and concluding information.

In addition to the structure and linguistic rules, the ability to write report text can be measured through ability indicators that include: (1) accuracy in determining the object and purpose of observation; (2) completeness of observation data; (3) the accuracy of the use of text structure; (4) the authorization of the use of language rules; (5) coherence and logic of content; and (6) the ability to infer information objectively (Mahsun, 2014; Kosasih, 2018). These indicators are the basis for assessing the quality of student writing in producing good report text.

However, the reality in the field shows that students still face various difficulties in writing quality observation report texts, both in terms of content, structure, and language use. This difficulty often arises due to students' low mastery of the structure of the text, lack of understanding of scientific linguistic rules, and weak students' ability to reason and organize information from observations. Students' writing tends to be superficially descriptive and does not show a critical analysis of the object. This condition can be seen from the low learning outcomes of students who are at 70, which is below the KKTP with a score range of 75–80.

This difficulty is reinforced by the results of learning observation at SMAN 1 Jawilan, which shows that learning to write observation report texts is still taking place conventionally through

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lectures and discussions. Students are not given the opportunity to make direct observations of objects so that the learning process is less contextual and does not relate writing skills to real experiences. As a result, students' writings do not reflect the scientific thinking process or relevance to their socio-cultural environment.

The results of interviews with class X Indonesian teachers also showed that students had difficulty structuring texts systematically, often copied examples from the internet, and were less able to relate their life experiences and cultural identities to writing. The teacher added that the lack of motivation of students is also triggered by topics that are not close to their lives so that learning to write becomes less meaningful.

Previous research reinforces these findings. Khalimah et al. (2021) stated that students have difficulty coming up with ideas and writing according to rules, while repetitive learning makes them less motivated. Ellza et al. (2025) found that students' ability to write report texts is still low due to improper learning models. Research by Rahmawati et al. (2024) also highlights the low motivation to learn due to the dominance of lecture methods.

Various learning innovations have been carried out to overcome these problems. For example, Puryanto et al. (2022) used project-based learning with podcasts, Rahmasari and Kusmiarti (2025) applied the Canva-assisted RADEC model, while Sipayung et al. (2025) used audiovisual media to clarify the object of observation. However, most of the research still focuses on procedural aspects and has not integrated the cultural aspects of students.

This is where the relevance of the Culturally Responsive Teaching (CRT) approach becomes important. Ladson-Billings (1995) defines CRT as a learning approach that uses student culture as the basis for developing an inclusive and meaningful learning experience. Gay (2018) added that culturally responsive learning connects the learning context with students' experiences, values, and cultural identities so that they are better able to understand the material deeply and feel valued in the learning process. In the context of writing, CRT provides opportunities for students to express their cultural identity and perspectives, while also building academic skills such as critical thinking and structuring arguments systematically.

There are several studies that have proven the effectiveness of CRT. Yeh et al. (2022) show that CRT enhances students' sense of belonging to learning and encourages the courage to express ideas through writing. Ocktavia et al. (2024) found that cultural response-based writing learning helps students relate personal experiences to local cultural values so that writing is more reflective and authentic. Nisa and Ulumuddin (2025) also proved that CRT increases creativity and the quality of student writing content.

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However, studies on the application of CRT specifically in learning to write text reports from observations are still very limited. In fact, the text of the observation report has great potential to combine scientific thinking skills with students' cultural identity because it requires direct observation of objects in the real environment.

Based on the research gap, this study focuses on the application of a culturally responsive teaching approach in learning to write observation report texts in grade X high school students. This study aims to describe the process of applying a culturally responsive teaching approach and analyze the responses of teachers and students to the application of this approach in learning. This research is expected to make a theoretical contribution in enriching the study of language learning based on cultural responses as well as practical contributions in designing writing learning that is more contextual, reflective, and meaningful.

RESEARCH METHODOLOGY

This study uses a descriptive qualitative design to describe in depth the application of a culturally responsive teaching approach in learning to write observation report texts in grade X high school students. The research was carried out at SMAN 1 Jawilan in November 2025, with the object of the learning process and the subject consisting of 36 students and one Indonesian language teacher.

The research data included primary data (participatory observation, in-depth interviews, documentation) and secondary data (teaching tools). Participants for the interview were selected using purposive sampling, namely one teacher and ten students who were active in culture-based learning.

Participatory observation was carried out with the direct involvement of researchers in classroom learning activities to see the interaction and application of cultural responsive approaches. In-depth interviews were conducted to explore teachers' and students' views on the integration of local cultures in learning. Meanwhile, documentation is carried out through the collection of physical evidence such as student writings, teaching materials, and photos of activities.

The data analysis used follows the Miles, Huberman, and Saldaña model which includes: data reduction, data presentation, and conclusion drawn. The validity of the data is maintained through triangulation of sources and methods by comparing the results of observations, interviews, and documentation (Miles et al., 2014).

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RESULT

This section presents research findings regarding the application of a culturally responsive teaching approach in learning to write observation report texts in grade X high school students. The analysis is directed to answer two main focuses, namely the process of implementing a culturally responsive teaching approach and the response of teachers and students to the application of this approach.

1. The Process of Applying the Culturally Responsive Teaching Approach in Learning to Write Text Reports Observations

The application of a culturally responsive teaching approach is carried out in response to the low quality and motivation of students to learn due to conventional and less contextual learning methods. At SMAN 1 Jawilan, this approach changes the dynamics of the classroom by placing student culture as a learning resource. The implementation process includes three main aspects: planning, implementation, and analysis of student written products.

Learning Planning

The planning stage is an important foundation to ensure culturally responsive learning runs effectively. At this stage, teachers develop learning objectives, teaching modules, and LKPD that lead students to observe objects that are authentic and relevant to the local culture.

(1) Contextualization of Objects of Observation

Teachers conduct local cultural mapping as the first step in designing culturally responsive learning. This mapping covers a variety of cultural potentials in the student environment, such as traditional culinary (*Sate Bandeng, Angeun Lada, and Rabeg*), arts and customs such as Rampak Bedug and Mapag Penganten, local crafts such as Bamboo Weaving and Banten Batik, to historical sites such as the Great Mosque of Banten, the Banten State Museum, and the Museum of Antiquities. The selection of these objects is not just a variety of materials, but a pedagogical strategy that aims to avoid students from dependence on internet information, encourage direct observation as a primary data source, and enrich the content of the text of the observation report with a real cultural context.

The Banten State Museum was then chosen as an authentic source of observation because it provides a variety of historical and cultural artifacts that allow students to make direct observations more comprehensively. This approach is fully aligned with the principles of culturally

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responsive teaching, which places culture as a medium to improve students' academic achievement. In addition, students' emotional closeness to the local culture also strengthens their involvement in the learning process, making learning more meaningful and relevant.

(2) Formulation of Learning Objectives

The formulation of learning objectives in the culturally responsive teaching approach is arranged to accommodate two important domains, namely the procedural aspect and the affective aspect. In the procedural realm, the learning objectives still focus on mastering the technical skills of writing observation report texts, such as the ability to analyze the structure of the text (general definition, section description, and benefit description) and the use of scientific linguistic rules, including technical terms, relational verbs, mental verbs, definition sentences, and description sentences. The achievement target in this domain is set in the KKTP with a range of 75 – 80.

Meanwhile, affective-reflective objectives are expanded to ensure that students are not only technically able to write, but also able to present observations that reflect local cultural values. These goals include strengthening cultural awareness, social empathy, and the ability to understand the cultural meaning inherent in the objects observed. This is emphasized by the teacher that learning is designed so that students produce texts that are not only accurate, but also culturally meaningful. The learning objective formulated is that after participating in the learning, students are able to write the text of the observation report based on the results of direct observation with a complete structure, precise scientific language rules, and show empathy and appreciation for local cultural values.

The formulation of objectives that combine cognitive and affective dimensions shows the importance of connecting learning materials with students' cultural backgrounds. The teaching module is also equipped with an assessment rubric that gives an equal portion between the content structure aspect and the contextual-cultural aspect, emphasizing that cultural integration is an important part of the final quality of the text of the observation report.

Learning Implementation

The implementation of learning based on a culturally responsive teaching approach at SMAN 1 Jawilan is designed to create an inclusive and participatory learning environment, where students' cultural backgrounds are not only recognized, but used directly as learning resources. This approach shifts the role of students from mere recipients of material to student-researchers

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who actively explore, observe, analyze, and reflect on local cultural objects in the process of writing the text of the observation report. The implementation process takes place through three main phases: pre-writing, writing, and post-writing.

(1) Pre-Writing Phase

This phase is the foundation to ensure students enter the writing process cognitively, affectively, and culturally ready. The main focus of the pre-writing stage is to build students' cultural capital, namely the knowledge, experience, and cultural values that students already have before making formal observations.

a. Reflective Pre-Observation Activity

Learning begins with an interactive discussion about local cultural objects that will be the focus of observation. At this stage, the teacher invites students to do initial reflection, which is to ask them to tell about personal experiences related to local culture. This activity gave rise to various stories. Some students who have visited the Museum of Antiquities shared stories about the collection of artifacts that caught their attention. There are also students who associate their experiences with typical culinary specialties such as Sate Bandeng or Rabeg, telling when they last enjoyed it or the knowledge that their family inherited about the food. Several other students shared their experiences following local traditions such as Rampak Bedug or Mapag Penganten.

Through this reflective activity, students are made aware that the cultural experiences they have had so far turn out to have academic value and can be an important foundation in writing observation report texts. In addition, the process of sharing stories builds emotional closeness and a sense of belonging to the task they will do, so that learning motivation increases and students feel more connected to the material learned.



Figure 1 Students Discuss and Share Experiences About Local Culture

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b. Targeted Participatory Observation

Different from conventional observation which tends to be passive, observation on the culturally responsive teaching approach is carried out in a participatory manner. Students not only observe the artifacts visually, but also engage in direct interaction with museum officers or resource persons. Thus, the data they obtain includes authentic factual, historical, and cultural information.

One student revealed that this observation felt more "lively" and meaningful because they received direct information from the museum guide about the history of the collection, the function of the artifacts, and the context of their use in the past. The results of the observations were also supplemented with short interview notes and photographs as documentation material.

This participatory observation approach allows students to better understand the "cultural story" behind the objects they observe. This also ensures that the reports students write are actually based on primary data, not internet search results.



Figure 2 Students Conduct Directed Participatory Observation

(2) Writing Phase

In this phase, students begin to compile the text of the observation report based on the field data they have collected. Teachers act as facilitators to help students organize the structure of the content, strengthen the validity of the data, and ensure the integration of local cultural values in the text.

a. Content Structure Reinforced by Cultural Context

Students are directed to write reports that are not only descriptive, but also analytical and

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reflective. Each piece of the text structure (general definition, section description, and benefit description) is emphasized in order to contain the cultural context as a whole. In the general definition section, students are invited to describe the historical background of artifacts or cultural objects before describing their physical characteristics. For example, when writing about the Ki Amuk Cannon, students should explain that the cannon is a relic of the Sultanate of Banten and has an important role in the kingdom's maritime defense.

In the benefit description or closing section, students are asked to relate cultural objects to their role in today's society's life. For example, ancient manuscripts are not only described as historical artifacts, but are also seen as symbols of the literacy traditions of the Banten people that need to be preserved to strengthen local identity. This approach makes the text of the student's observation report richer academically and more culturally meaningful.

b. Contextual Application of Language

Teachers still ensure the use of scientific language in accordance with the rules, but leave room for students to use local or historically relevant terms, such as sultanate, duchy, palace, or cannon. The condition is that each term must be explained scientifically.

This not only maintains the accuracy of information, but also serves as an effort to preserve local language and cultural terms through academic writing.

(3) Post-Writing Phase

The final phase focuses on editing activities, data verification, and improving the quality of writing through collaboration between students and teacher guidance.

a. Cultural Context-Based Peer-Review

Students conduct peer assessments to review the accuracy and completeness of the text. The peer-reviewed rubric was designed by incorporating typical indicators of a culturally responsive teaching approach, including: (1) the depth of the cultural context, i.e. the extent to which the text is able to reveal the historical information, social function, and cultural significance of the artifacts observed. (2) data authenticity, i.e. whether the information presented is really sourced from direct observations, not online search results. This peer-review process allows students to learn to provide constructive criticism, while also being aware of cultural aspects that may be missed in their writing.

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b. Data Triangulation and Member Checking

To maintain academic validity, students triangulated by comparing field observation notes, interview results, and initial draft reports. After that, the teacher does member checking by ensuring that the content of the report is in accordance with the facts obtained during the museum observation. This stage teaches students the importance of data integrity, verification processes, and academic accountability.

Through this post-writing process, students not only improve the technical aspects of writing, but also strengthen their critical and reflective thinking skills, especially related to the cultural artifacts they are researching.

2. Teachers' and Students' Responses to the Implementation of Culturally Responsive Teaching Approaches

Teacher Response

The Indonesian language teacher reported that prior to the implementation of the culturally responsive teaching approach, he faced low student motivation and increased plagiarism due to observation assignments that were generic and independent of the student's cultural context. Through the implementation of a culturally responsive teaching approach, there has been a fundamental change in the way he views culture; Culture is no longer positioned as an external factor of learning, but rather as pedagogical capital that needs to be explored.

This transformation affects two main aspects. First, the role of teachers shifts to cultural facilitators who help students find the relevance of local cultural elements in writing observation reports. Second, motivation to teach increases because students show higher engagement, actively discuss, and are more enthusiastic when working with real cultural objects. Teachers also noted a decrease in plagiarism and an increase in the quality of student analysis.

> *"My motivation to teach has increased. Students who were previously passive are now actively discussing. I see that they are more willing to work hard. This helps reduce copy-paste practices from the internet." (Quote from Teacher Interview).*

These findings are in line with Gay (2018) who stated that CRT can improve teachers' self-efficacy and the quality of learning interactions.

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Student Response

The responses of ten students interviewed showed that the culturally responsive teaching approach increased their emotional closeness to the learning material and fostered a sense of pride in local cultural identity. Through direct observation of cultural artifacts in the museum, such as the Ki Amuk cannon and ancient Banten manuscripts, students feel that learning becomes more relevant and contextual. They acknowledge that observation assignments are no longer as abstract as they used to be when they only searched for data from the internet, but turned into meaningful research activities.

> *"In the past, when I wrote LHO texts, I only searched on the internet. Now that the object is close, I can see it directly. It feels exciting because while studying also while traveling. So more enthusiastic when writing."* (Excerpt from S10 student interview)

Students also mentioned that direct observation makes the writing process easier because they understand the historical value, social function, and cultural context of the object being studied. This increase in connectivity fosters motivation to learn and a sense of ownership of the writing produced. These findings are consistent with the research of Yeh et al. (2022) and Ocktavia, Nurhadi, & Sari (2024), which suggest that CRT can strengthen the courage to express themselves and produce more authentic writing.

CONCLUSION

The results of the study show that the application of a culturally responsive teaching approach in learning to write observation report texts in class X of SMAN 1 Jawilan is able to change the learning process to be more contextual, meaningful, and centered on students' cultural experiences. The integration of local cultural objects from the planning stage to post-writing has been proven to increase engagement, depth of analysis, and the quality of the resulting texts, because students work with authentic primary data and have an emotional closeness to the object of observation. Teacher and student responses alike show that this approach encourages motivation, reduces plagiarism practices, and strengthens cultural identity through more reflective literacy practices. These findings make an important contribution to the development of a writing learning model that places culture as academic capital, not just as a learning background.

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