

***Improving Student Learning Outcomes in Learning Descriptive Texts by Applying the Culturally Responsive Teaching (CRT) Approach Through Flashcard Media in Grade VII SMPN 51 Surabaya***

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***Abstract***

*This research aims to improve the learning outcomes of Indonesian descriptive text material in the hope of increasing the learning completeness of students. This research is a collaborative classroom action research carried out in two cycles, with the stages of planning, acting, observing, and reflecting activities, which are repeated until the second cycle and end with a conclusion. Based on the results of the study, there was a significant increase in learning outcomes. The results showed that in cycle 1 the percentage of student completeness was 63%, while in cycle 2 the percentage of completeness increased to 89%. Thus, it can be concluded that the application of the Culturally Responsive Teaching (CRT) learning approach through Flashcard learning media can improve the learning outcomes of students in grade VII D at SMP Negeri 51 Surabaya.*

**Keywords :** *Culturally Responsive Teaching (CRT) approach; Flashcard learning media; descriptive text; classroom action research (PTK); learning outcomes.*

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**Introduction**

Seeing Indonesia from education and the progress of a country is very closely related to developments in the world of education. Changes continue to be made, including changes to the current curriculum, to ensure excellence in education. Rephrase The curriculum has been adjusted to the development of the times and the learning process now uses its own curriculum. The Independent Curriculum is applied to develop a resilient character, uphold the values of Pancasila, and maintain the nation's identity (Fadillah & Listiawan, 2024). The Independent Curriculum has been implemented in many schools, both elementary and junior high schools. One of them is SMP Negeri 51 Surabaya which has introduced the Merdeka curriculum to its students. 7th graders also need to adjust their curriculum as they transition from elementary to high school. Seventh-grade students or known as Generation Alpha are a generation that is

directly connected to the digital world. Therefore, education must adapt to the times. This learning paradigm is in accordance with Ki Hajar Dewantara's idea: education that liberates students. This means that it must be able to provide learning that is in harmony with the nature of nature and time (Dinila et al., t.t.).

The Independent Curriculum is a curriculum with diverse in-curricular learning, with optimized content to ensure students have enough time to understand concepts and strengthen skills. Teachers have the freedom to choose various materials to adjust learning to the needs and interests of students. The project to improve the performance of Pancasila student profiles will be developed based on specific themes identified by the government. This project is not related to the content of the subject because it does not aim to achieve specific learning performance goals (Macassar, 2023). Indonesian Language is one of the mandatory subjects that students must learn and master. (Anditasari & Andajani, t.t.) stated that learning Indonesian is a series of activities that students do to acquire certain language skills. According to a paper by Sundari et al. from the National Education Standards Agency (BSNP) (2022), the scope of Indonesian subjects includes elements of linguistic and literary skills, including aspects of listening, speaking, reading, and writing. When learning Indonesian, there are many materials that encourage students to think critically, such as expository texts. Descriptive texts provide details about an object, situation, or event so that the reader can clearly imagine what the writer wants to convey.

This text aims to create a visual picture in the reader's mind so that the reader can feel and understand what is expressed in words. Teachers must be able to develop a variety of engaging and interactive teaching strategies and techniques to help students become more motivated, interested, and actively participate in learning activities. Thus the learning process becomes more dynamic, fun and effective in achieving the expected educational goals (Indah Fitri et al., t.t.). One approach to connecting learning with student culture is culturally responsive teaching (CRT). This approach utilizes students' cultural knowledge, experiences, and learning styles to encourage more meaningful learning (Inayah et al., t.t. The student learning process should be able to increase students' interest and understanding as well as the learning media.

One approach is culturally responsive teaching (CRT), or teaching that is culturally relevant and takes into account students' cultural differences. The CRT approach respects cultural diversity and creates a learning environment tailored to each student's level of understanding. Culturally responsive teaching in schools helps create an inclusive, stimulating, and relevant learning environment for all students (Firanata et al., 2024). When implementing a culturally responsive teaching approach, teachers play a role in creating a learning environment that is engaging, culturally appropriate, and connected to the subject matter. This makes learning more meaningful because it connects it with the culture and customs of students, making it easier for students to understand the material. This approach also aims to make students feel listened to and respected without discriminating against their background (Riapratami et al., 2024). The use of learning media that supports good learning outcomes can also create a comfortable teaching and learning atmosphere.

In this study, the researcher uses flashcard-type learning media. Flashcards are a medium that helps students memorize and repeat topics such as definitions, terms, symbols, foreign spellings, and formulas (Afrilia & Siagian, t.t.). This flashcard media is in

the form of a card with a cultural image on each card. Learning media plays a role in helping teachers convey what they want to learn, such as understanding expository texts (Education and Counseling, n.t.).

Based on observations made on 27 grade VII students of SMP Negeri 51 Surabaya, when teaching Indonesian, some students tend to play and chat with their friends rather than paying attention to the teacher. This also has an impact on the performance of students who perform poorly. Poor learning outcomes can be influenced by two main factors, namely the students themselves and the learning environment. Factors related to students include cognitive ability, interest, motivation, and desire to learn. Learning environment factors include facilities and infrastructure, teacher capacity, learning resources, teaching methods, and other factors such as the social and family environment (Riaprata et al., 2024). Therefore, this study seeks to explain the effectiveness of the culturally responsive teaching (CRT) approach in improving Indonesian learning outcomes in grade VII expository text material.

## Method

The method used in this study is Classroom Action Research (PTK) or Classroom Action Research. According to John Elliot, this research consists of four stages: planning, implementation, observation, and reflection (Riaprata et al., 2024).

This study aims to determine the improvement of student learning outcomes by using the culturally responsive teaching (CRT) approach using flashcard learning media. Twenty-seven seventh-grade students participated in the study. This research was conducted in the odd semester of the school year at SMP Negeri 51 Surabaya. The techniques used are observation, testing, and documentation. The stages of this class action research are shown in Figure 1.

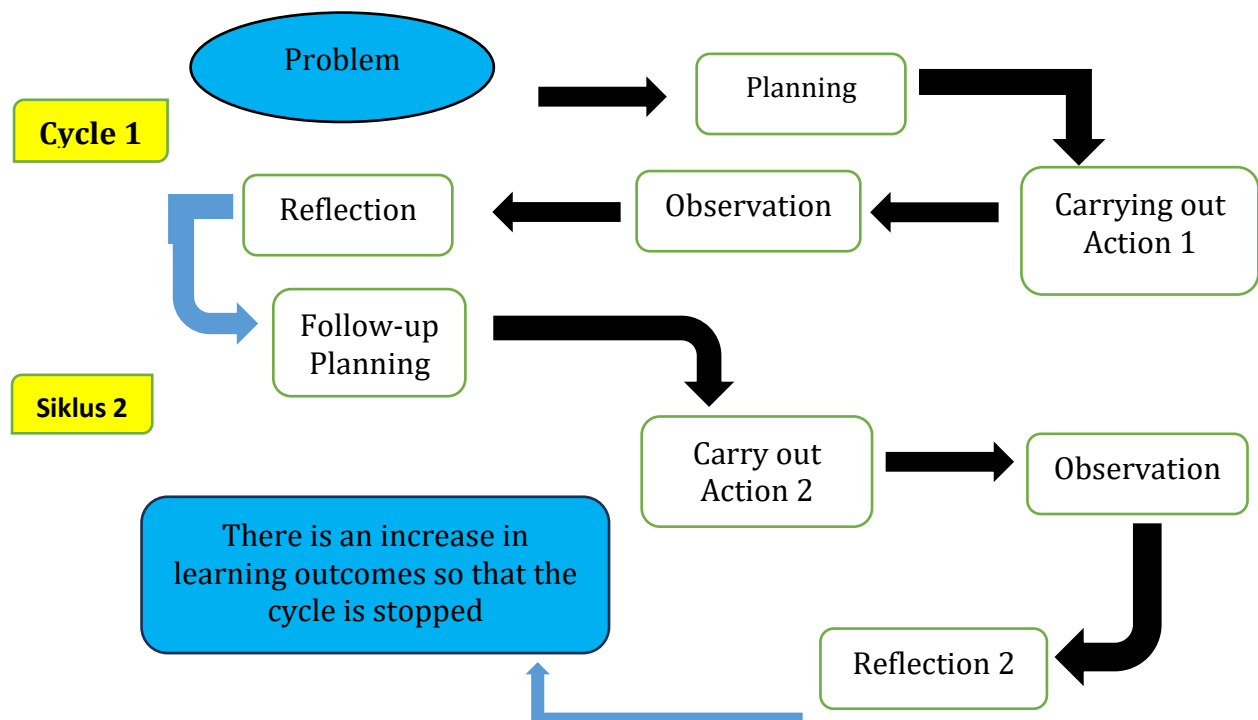


Figure 1. Research Procedure  
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The research data consists of learning outcomes obtained through the final assessment (question test). Data collection is carried out by observation, test, and documentation methods. Meanwhile, the minimum completeness criterion (KKM) at SMPN 51 Surabaya is 80. Data analysis was carried out using the equation:

$$P = \frac{f}{N} \times 100\%$$

(Arikunto, 2006)

Information:

$Q$ : percentage of scores obtained.

$F$ : the total score obtained.

$N$ : maximum number of scores.

## Results and Discussion

This research was carried out in two cycles, namely cycle I and cycle II, with each consisting of two meetings. The purpose is to find out that the Culturally Responsive Teaching approach with the help of Flashcard learning media can improve Indonesian Language learning outcomes in descriptive text material. It is hoped that, by using this approach and the help of Flashcards, every learner can be responsible for the assigned tasks and achieve satisfactory results. The learning approach is our viewpoint or perspective on the learning process (Makassar, 2023). Before starting the first cycle, students of class VII D at SMPN 51 Surabaya conducted a cognitive diagnostic assessment on the description text material to find out the extent of students' understanding of the description text. The learning outcomes of students in class VII D in Indonesian Language lessons with descriptive text material using the Culturally Responsive Teaching (CRT) approach with the help of Flashcard learning media in cycle 1 and cycle 2 can be seen in the following table 1:

Table 1. *Student Learning Outcome Data*

No.	Student's Name	Assessment Results (Evaluation)		Achievement Level	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2
1.	AES	70	80	Incomplete	Complete
2.	AGZ	70	80	Incomplete	Complete
3.	AZDA	90	100	Complete	Complete
4.	AJS	80	90	Complete	Complete
5.	AHA	80	90	Complete	Complete

6.	BRT	60	75	Incomplete	Incomplete
7.	DKBW	90	100	Complete	Complete
8.	DMS	90	100	Complete	Complete
9.	FFR	80	90	Complete	Complete
10.	KHBS	90	100	Complete	Complete
11.	KIA	90	100	Complete	Complete
12.	KPW	90	100	Complete	Complete
13.	LVJ	75	80	Incomplete	Complete
14.	MGDA	70	80	Incomplete	Complete
15.	MSE	85	90	Complete	Complete
16.	MFESPPH	70	80	Incomplete	Complete
17.	MFT	90	100	Complete	Complete
18.	MSA	90	100	Complete	Complete
19.	MAFS	90	100	Complete	Complete
20.	NS	60	75	Incomplete	Incomplete
21.	PRP	90	100	Complete	Complete
22.	PJAS	90	100	Complete	Complete
23.	PAR	70	80	Incomplete	Complete
24.	QNA	70	80	Incomplete	Complete
25.	RFT	60	75	Incomplete	Incomplete
26.	RAA	85	90	Complete	Complete
27.	YADM	90	100	Complete	Complete

Based on table 1 above, in cycle 1 there are 17 students who have achieved complete learning results and 10 students who have not completed it. Meanwhile, in cycle 2 there was an increase, with 24 students achieving complete learning results, while 3 other students have not completed it. In cycle 1, this is a benchmark for learning activities that will be carried out by improving the way teachers teach, based on the weaknesses that occurred in cycle 1 so that later it will undergo changes in cycle 2 (Alawia, 2019). So that the following results can be obtained:

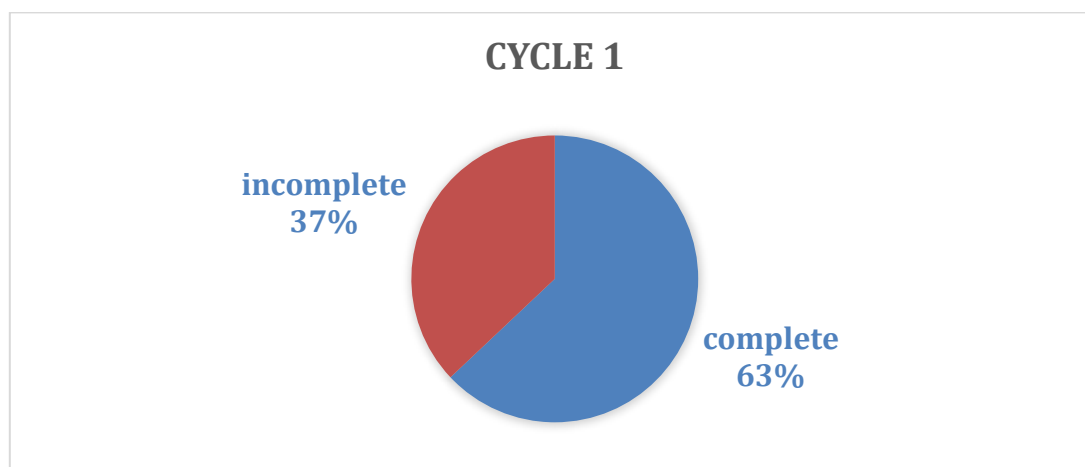


Figure 2. *Percentage of Completeness of Class VII D Cycle 1*

Based on figure 1, it is known that the percentage of student completion is 63%. In cycle 1, learning consists of 4 stages: planning, implementation, observation, and reflection. At the planning stage, teachers prepare teaching modules based on Culturally Responsive Teaching with Flashcard learning media, teaching materials, LKPD, and student learning outcome test questions. At the implementation stage, teachers carry out learning according to the modules that have been designed. At the observation stage, the teacher collects data in the form of student learning outcomes and reflects on the learning that has been carried out to determine whether it is necessary to take the next action, namely cycle 2. The learning results in cycle 1 showed that only 17 out of 27 students achieved a complete score, while the other 10 were not completed. Therefore, it is necessary to carry out cycle 2 learning with the Culturally Responsive Teaching approach with the help of Flashcard learning media.

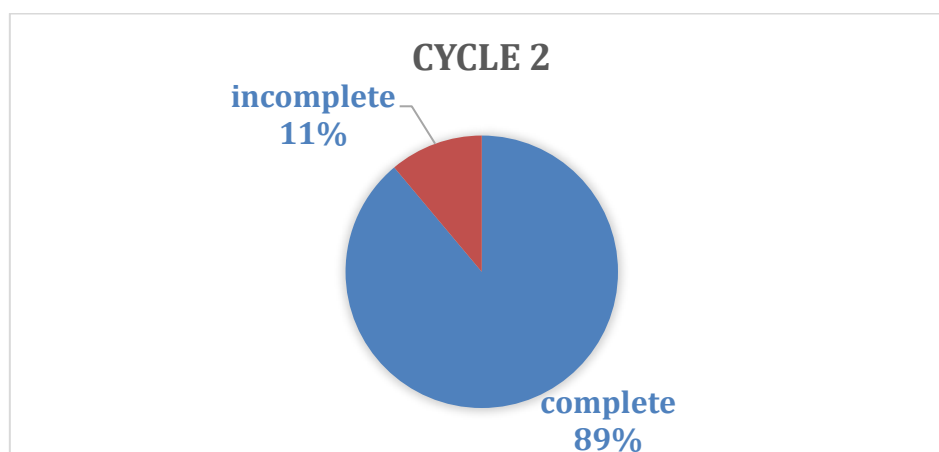


Figure 3. *Percentage of Completeness of Class VII D Cycle 2*

Based on figure 2 above, it is known that the percentage of completeness of students in class VII D is 89%. Cycle 2 is also carried out through 4 stages: planning, implementation, observation, and reflection. The learning results in cycle 2 showed that 24 students reached the completion score, while the other 3 students had not completed

it. There is a difference in learning outcomes between cycle 1 and cycle 2, which is caused by teachers who have not fully implemented learning in accordance with the modules that have been designed in cycle 1. In cycle 2, teachers have corrected the shortcomings of cycle 1, which has a positive impact on student learning outcomes. Based on student learning outcome data in cycle 1 and cycle 2, there was an increase in student learning outcomes as follows:

*Table 2. Improving Student Learning Outcomes*

No.	Student's Name	Assessment Results (Evaluation)		Information
		Cycle 1	Cycle 2	Cycle 1
1.	AES	70	80	Increase
2.	AGZ	70	80	Increase
3.	AZDA	90	100	Increase
4.	AJS	80	90	Increase
5.	AHA	80	90	Increase
6.	BRT	60	75	Increasing, Not Yet Complete
7.	DKBW	90	100	Increase
8.	DMS	90	100	Increase
9.	FFR	80	90	Increase
10.	KHBS	90	100	Increase
11.	KIA	90	100	Increase
12.	KPW	90	100	Increase
13.	LVJ	75	80	Increase
14.	MGDA	70	80	Increase
15.	MSE	85	90	Increase
16.	MFESPPH	70	80	Increase
17.	MFT	90	100	Increase
18.	MSA	90	100	Increase
19.	MAFS	90	100	Increase
20.	NS	60	75	Increasing, Not Yet Complete



21.	PRP	90	100	Increase
22.	PJAS	90	100	Increase
23.	PAR	70	80	Increase
24.	QNA	70	80	Increase
25.	RFT	60	75	Increasing, Not Yet Complete
26.	RAA	85	90	Increase
27.	YADM	90	100	Increase

Based on table 2 above, it is known that there is an increase in student learning outcomes. This is evidenced by the learning outcomes of 24 students who have improved and achieved completeness, 3 students who have improved but have not yet completed. However, overall, learning in grade VII D with the Culturally Responsive Teaching approach with the help of the Flashcard learning model succeeded in improving student learning outcomes.

In learning with the Culturally Responsive Teaching approach, teachers use Flashcard learning media so that the material presented is easier for students to understand because the material is related to their real situation. Learning with the Culturally Responsive Teaching approach is designed based on the principles of constructivist learning, where knowledge is built by the learners themselves (student-centered), while the teacher acts as a facilitator and mediator (Nyoman et al., 2017). Thus, learning becomes more meaningful and student learning outcomes increase. This is in line with the findings (Riapatami et al., 2024), which states that the application of the Culturally Responsive Teaching approach can improve student learning outcomes. Another thing is also in line with research (Afrilia & Siagian, t.t.), which states that the application of Flashcard learning media can also improve students' learning ability in Indonesian subjects of descriptive text material.

The culture referred to in the Culturally Responsive Teaching approach includes the daily habits of students who are connected to the subject matter. (Riapatami et al., 2024) explained that culture can be interpreted as the traditions that exist around students, their characteristics, and their learning styles. The Culturally Responsive Teaching approach integrated with Flashcard learning media is implemented by paying attention to several aspects, such as the learning context, student characteristics, and classroom atmosphere, to create meaningful and enjoyable learning for students.

## **Conclusion**

Based on the results of the research, the application of the Culturally Responsive Teaching (CRT) approach with the help of Flashcard learning media can improve the learning outcomes of Indonesian descriptive text material for students in grade VII D SMP Negeri 51 Surabaya. This is due to a learning approach that connects subject matter with students' habits, thus making learning more meaningful and fun. The increase in student



completeness is evidenced by the percentage of completeness of 63% in cycle 1 and 89% in cycle 2. Thus, the Culturally Responsive Teaching (CRT) approach in learning Indonesian descriptive text material has been proven to improve student learning outcomes, as well as contribute to improving the quality of education.

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