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Implementation of Culturally Responsive Teaching Approach of Sikambang Arts Through Plane Shapes Learning in Grade V of Elementary School

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Abstract: This study is a qualitative descriptive study conducted at SDN 153007 Sorkam, Tapanuli Tengah Regency, with the aim of describing the effectiveness of electricity use in teaching and learning activities and the application of the Culturally Responsive Teaching approach to flat geometry material using Sikambang Art in grade V. Data were collected through observation and interviews, which were then analyzed to obtain an overview of the learning conditions and student involvement. The results of the observation showed that the learning environment in this school was quite conducive, with facilities that supported the learning process. In implementing the local cultural approach, teachers introduced flat geometry through the Sikambang Art element, which succeeded in increasing students' interest and understanding of the material. Interviews with teachers revealed that this approach was effective in deepening students' understanding, although there were several challenges such as limited cultural-based teaching materials. Overall, this study shows that a local cultural-based approach can enrich the mathematics learning process and foster students' appreciation of their own culture, thereby increasing the effectiveness of learning in the classroom.

Keywords: culturally responsive teaching, sikambang art, flat geometry, culture-based learning

INTRODUCTION

Education is an integral component for human development to always stand in the face of changes and developments of the times. Education is certainly something that must be felt by all mankind at this time, because education is what provides answers to questions and doubts in the abstract future. Mathematics is one of the important subjects to learn (Savriliana et al., 2020). Mathematics provides an important foundation in critical thinking, problem solving, and understanding the world around us. Understanding mathematical concepts helps train the ability to identify, analyze, and solve problems with a systematic approach (Sarwoedi et al., 2018).

In order to foster an atmosphere that is close to the lives of students in learning, with the hope of being able to apply the CRT (Culturally Responsive Teaching) approach to students in mathematics subjects, namely flat shapes, one of which can be done by involving the culture of the student's place of residence. Education and culture have a very important role in fostering and developing the noble values of our nation, which have an impact on character formation based on noble cultural values (Nurliastuti et al., 2018). Therefore, a learning approach is needed that links local culture in mathematics learning which is then called Culturally Responsive Teaching (Aning Fathonah, 2023). Culturally Responsive Teaching (CRT) learning is a responsive-existential learning approach to the cultural diversity experienced by students (Kerrigan, 2020). This approach can be applied by committed teachers. CRT (Culturally Responsive Teaching) is also a learning approach where teachers position themselves as facilitators who are tasked with eliminating inequalities that arise in the classroom due to the diversity of backgrounds, traditions, ethnicities and other differences of each student (Abadi and Muthohirin, 2020). This culturally responsive teaching method allows students to actively participate, communicate and collaborate with their peers. Here, students can develop

21st century skills that they can learn through a culturally oriented teaching approach (Arif et al., 2021).

The diversity of students in a class is a challenge for teachers to unite academic abilities, culture, and community needs in future community life. However, teachers do not reflect diversity in classroom learning. Teachers should pay attention to student diversity. Teachers must apply the Culturally Responsive Teaching (CRT) approach to students so that they are able to compete in an era that is constantly changing. This means that teachers must apply the Culturally Responsive Teaching (CRT) approach to Sikambang art.

Culture is all the results of the work, feelings and creations of society to master the surrounding nature, and to meet their needs. Feelings include the soul and realize all the benefits and values of society that are very much needed to regulate problems that arise in society. Culture is a sentence that comes from the word culture. Culture is part of the behavior that is usually described in human life. This also applies to every ethnic group in the archipelago, including the coastal ethnic group in Tapanuli Tengah Sibolga Regency, such as the coastal ethnic culture in Sorkam, one of which is the Sikambang Dance art. Sikambang dance is one of the traditions that has been preserved from generation to generation to welcome joy and has good meaning for the community, due to the increasingly sophisticated changes in the era, sikambang dance is rarely known by young people. For that, it is necessary to reintroduce the sikambang tradition to young people, especially elementary school children and teenagers, so that they can understand, recognize and preserve the sikambang dance tradition which is their own village culture.

In mathematics learning, the Culturally Responsive Teaching (CRT) approach will link to the art of Sikambang Sorkam, in which the author will link Sikambang art to mathematics learning, namely flat shapes in class V of SDN 153007 Sorkam. Adjusting or linking to the Culturally Responsive Teaching (CRT) approach, researchers are interested in implementing the Culturally Responsive Teaching (CRT) approach to Sikambang Art in the Sorkam or Sibolga area through flat shape learning. According to the Big Indonesian Dictionary (2005), culture means common sense, culture can be interpreted as a way of life that exists in a group of humans, which develops and is passed down from generation to generation. Likewise with the Sorkam or Sibolga culture, the Sorkam or Sibolga culture is a habit or culture that was born from the Sorkam or Sibolga community itself. Based on the description above, the researcher will raise the title "Implementation of the Culturally Responsive Teaching Approach to Sikambang Art through Flat Shape Learning in Class V of Elementary School".

METHOD

This type of research is qualitative descriptive research. Qualitative descriptive research according to Sugiyono (2009) is a research method based on philosophy, which is used to research in scientific conditions (experiments) where researchers as instruments, data collection techniques and applications that are qualitative in nature emphasize more on meaning. This research is also often called non-experimental, because in this research the researcher does not manipulate the research variables. Descriptive research is generally conducted with the aim of systematically describing the facts and characteristics of the object or subject being studied precisely. Descriptive research is not intended to test a particular hypothesis, but only to describe what is about a variable, symptom, or condition. In descriptive research, no administration or control of treatment is required, in other words, descriptive research takes problems or focuses on actual problems encountered when the research is carried out.

RESULT AND DISCUSSION

In theoretical studies, the Culturally Responsive Teaching (CRT) approach emphasizes the importance of integrating local cultural elements to build a relevant and meaningful learning environment for students. This theory is supported by research showing that when learning materials are linked to students' culture and life experiences, their motivation and understanding of the material will increase (Gay, 2010).

Through CRT, teachers link lesson topics to cultural contexts that are familiar to students, as was done at SDN 153007 Sorkam, where Sikambang Art elements were used to study flat shapes. The results of the study showed that CRT (Culturally Responsive Teaching) applied through Sikambang Art in learning flat shapes has proven effective in improving student understanding. This is in accordance with Vygotsky's constructivist theory which states that learning becomes more effective when it involves social and cultural interactions (Vygotsky, 1978). When students are introduced to the concept of flat shapes through a cultural context, such as geometric shapes in the Payung Dance or Selendang Dance, they understand the material more quickly because it is easier to relate it to things they are already familiar with. This is in accordance with the principle of context-based learning, which focuses on the relationship between teaching materials and students' life experiences, thus making learning more effective and meaningful.

The active involvement of students, as seen in the observation, where students discussed in groups and identified the shape of the plane figure in the Sikambang Art picture, shows the application of the Cooperative Learning approach. According to the theory of Johnson and Johnson (1991), cooperative learning strengthens students' cooperation and social skills. Group discussions allow students to share their understanding and actively contribute to learning, which strengthens conceptual mastery.

However, the application of CRT (Culturally Responsive Teaching) also faces challenges, such as the limitations of culture-based teaching materials and the time needed to link culture to mathematics material. This difficulty is in accordance with Gay's findings (2010) that teachers often face obstacles in providing materials and tools that directly link local culture to the formal curriculum. Teachers at SDN 153007 Sorkam addressed these challenges by using visual aids and group-based discussion strategies, which are in line with multimodal learning theory that suggests the use of various media to support students' understanding with different learning styles (Gardner, 1983).

The interview results also showed an increase in students' sense of pride in local culture, which is in line with Tajfel's (1979) social identity theory, which states that identification with a particular social or cultural group increases students' sense of belonging and engagement in learning. By using local culture as a learning medium, students not only learn mathematics but also appreciate and recognize their cultural heritage.

Overall, the results of this study support the theory that Culturally Responsive Teaching that integrates local cultural elements can create a deeper and more meaningful learning experience for students. The application of CRT (Culturally Responsive Teaching) through Sikambang Art in learning flat shapes at SDN 153007 Sorkam not only improves students' understanding of the material but also enriches their learning experience by introducing relevant cultural aspects, resulting in a holistic and inclusive learning approach.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the conclusion of this study is that the application of the Culturally Responsive Teaching (CRT) approach through the integration of local culture, such as Sikambang Art, in learning flat shapes at SDN 153007 Sorkam has succeeded in increasing student involvement and understanding of mathematics material. By connecting the concept of

flat shapes to motifs and shapes in local dances, students feel closer and more familiar with the material being taught. This not only enriches their mathematical knowledge but also increases their appreciation of their own culture.

The results of the observation showed that a conducive school environment, strategic location, maintained cleanliness, and good communication between teachers and students are supporting factors for the success of this approach. However, there are challenges in terms of the availability of culturally based learning media and the time needed to link cultural materials with mathematics. Teachers overcome these challenges by providing additional relevant examples and providing group activities that encourage students to learn actively.

Overall, this approach has a positive impact on learning flat shapes, helping students understand mathematical concepts more easily and contextually and increasing their pride in local culture. The Culturally Responsive Teaching approach has proven effective in creating meaningful, enjoyable, and relevant learning experiences for students.

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