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## The Culturally Responsive Teaching Approach (CRT) In Learning Observation Report Texts Based on Local Culture at SMP Negeri 8 Palembang

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### Abstract

Education plays an important role in preserving the richness of local culture, including the culture of Palembang City which is rich in arts, Limas houses, culinary, and traditions. In the era of the independent curriculum, learning needs to be linked to the local context to be more meaningful and able to foster a love for one's own culture. The purpose of this community service is to improve students' understanding and skills in compiling observation report texts through the application of the Palembang culture-based Culturally Responsive Teaching (CRT) approach at SMP Negeri 8 Palembang. The solution is carried out through community service activities in the form of training and mentoring teachers in designing and implementing observation report text learning that integrates local cultural elements. The methods used include socialization of the CRT approach, assistance in preparing lesson plans and open modules, and direct assistance in implementing learning in the classroom. The activities are carried out collaboratively with teachers and students of grade VIII, with a focus on observing Palembang cultural objects and compiling culture-based observation reports. The outputs obtained are teaching modules for observation report texts based on Palembang culture, improved teacher skills in designing contextual learning, and increased motivation, participation, and students' abilities in compiling observation report texts. This community service also succeeded in fostering students' appreciation of local culture through relevant and enjoyable learning.

**Keywords:** approach, CRT, learning, observation result report text

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### INTRODUCTION

Education plays a crucial role in preserving and transmitting Indonesia's rich cultural heritage by integrating it into the learning process. To ensure the nation's unique values are not lost to modern development, implementing culture-based pedagogies becomes essential. Culture and education are inherently interconnected—education aims to cultivate knowledge and character, while culture encompasses the arts, beliefs, and spiritual dimensions of human life (Indriyana, Ulfiyani, Naviatun, & Ulumuddin, 2024). The current Indonesian independent curriculum paradigm emphasizes localized, contextually relevant teaching that grants educators autonomy in curriculum design, thereby creating opportunities for culturally responsive pedagogical innovations (Budiwati et al., 2023).

Culturally Responsive Teaching (CRT) is a pedagogical approach that integrates learning materials with students' cultural contexts and identities. In this approach, teachers embed cultural content into instructional materials, enabling students to

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understand their own culture while appreciating others' cultural backgrounds. CRT recognizes that learning extends beyond academic achievement to encompass the maintenance and strengthening of students' cultural identities. Emphasizing culture in education not only connects students with their learning context but also serves as a bridge to fostering cultural awareness and pride (Larasati, Sunarti, et al., 2023).

Observation report text writing represents a critical skill in Indonesian language education. This genre trains students to document observations systematically using proper Indonesian language conventions while adhering to factual accuracy. Through observation report text instruction, students develop active writing competencies applicable to daily life, particularly in academic and professional documentation contexts (Yulistio, Utomo, et al., 2021). Despite its pedagogical importance, observation report text instruction frequently remains decontextualized from students' lived cultural experiences, potentially limiting engagement and meaningful learning.

Despite the growing emphasis on culturally responsive pedagogy and the documented benefits of CRT in various educational contexts, significant gaps remain in the Indonesian context. First, existing literature predominantly focuses on CRT implementation in Western educational settings, with limited empirical studies examining its application within Indonesian secondary education, particularly in language arts instruction. Second, while observation report text writing is a standard component of the Indonesian language curriculum, research exploring the integration of cultural elements into this specific genre remains scarce. Third, previous studies have not adequately addressed how CRT can be systematically operationalized in Indonesian language classrooms to simultaneously develop students' writing competencies and cultural consciousness. Finally, there is insufficient documentation of practical CRT implementation frameworks tailored to the unique socio-cultural contexts of urban Indonesian schools such as SMP Negeri 8 Palembang.

This study addresses these gaps through three distinctive contributions. First, it provides empirical evidence of CRT application specifically in teaching observation report texts to eighth-grade students at SMP Negeri 8 Palembang, documenting a culturally grounded pedagogical model for Indonesian language instruction. Second, the research develops an integrated framework that bridges CRT principles with the observation report text genre, demonstrating how cultural content can be systematically embedded into technical writing instruction without compromising linguistic and rhetorical learning objectives. Third, this study offers practical insights into operationalizing CRT within the independent curriculum framework, providing educators with concrete strategies for designing culturally relevant observation report text activities that honor students' diverse cultural backgrounds while meeting national curriculum standards. These contributions fill critical gaps in Indonesian language pedagogy literature and offer actionable guidance for educators seeking to implement culturally responsive practices in writing instruction.

This study aims to examine the implementation of the Culturally Responsive Teaching (CRT) approach in observation report text learning among eighth-grade students at SMP Negeri 8 Palembang. Specifically, the research investigates how CRT principles can be applied to enhance students' cultural awareness and writing competencies simultaneously, and to determine the extent to which culturally based observation report text instruction provides meaningful learning experiences that connect academic skills with students' cultural identities.

## RESEARCH METHODS

The qualitative descriptive method used is appropriate to describe the application of the *Culturally Responsive Teaching approach (CRT)* naturally in the eighth grade of SMP Negeri 8 Palembang. Data collection techniques through observation, interviews, and documentation formed triangulation that strengthened the validity of the findings, as is common in similar *CRT studies*. Data analysis followed the systematic Miles and Huberman model (reduction, presentation, conclusion) to reveal improvements in student motivation in depth. The results of qualitative research emphasize meaning rather than generalization (Ulfiyani & et al., 2024).

## RESULTS AND DISCUSSION

The results of the study showed that the application of the *Culturally Responsive Teaching (CRT)* approach in observation report texts in class VIII of SMP Negeri 8 Palembang increased motivation, enthusiasm for learning, and active participation of students. During the learning process, students appeared enthusiastic and active in discussing and observing texts that highlight Palembang local culture, so that learning became more contextual and meaningful for them.

Observations revealed that students were able to accurately and precisely observe and identify objects in the report text, reflecting Palembang culture. The interaction between the teacher and students was dynamic and interactive, fostering a fun and inclusive learning environment. Interviews with students indicated that they found the material easier to understand and enjoyed the implementation approach because it directly connected to their cultural context.

Documentation in the form of videos and photos of the learning also showcases the implementation of the CRT approach, which successfully integrates local cultural values into the learning materials. Teachers visualize Palembang culture through observational report texts, allowing students to not only learn to write but also to recognize and appreciate their own culture. This approach also boosts students' self-confidence because they feel valued and listened to in the learning process.

Overall, the research findings and discussion confirm that the CRT approach effectively increases student engagement and learning achievement in observational report texts, and fosters an appreciation for local culture. This approach is recommended for broader application in Indonesian language learning and other subjects to support inclusive, contextual, and culturally relevant learning.

## CONCLUSION

The Culturally Responsive Teaching (CRT) approach in learning observation report texts among eighth-grade students at SMP Negeri 8 Palembang has been proven effective in increasing learning motivation, enthusiasm, and active participation of 36 students through the integration of local cultural elements such as Kemaro Island and limas houses. The qualitative descriptive methodology employing triangulation of observations, interviews, and documentation robustly supports the findings that this approach creates

an inclusive, dynamic, and meaningful learning environment. Students demonstrated enhanced abilities to recognize and appreciate Palembang's cultural heritage while simultaneously mastering essential writing competencies, transforming observation report text instruction from a purely technical exercise into a culturally affirming pedagogical practice.

This study yields several important pedagogical implications for Indonesian language instruction. First, the successful implementation of CRT demonstrates that culturally grounded teaching materials can significantly enhance student engagement without compromising academic rigor. Second, teachers require professional development focusing on identifying and embedding culturally relevant materials that resonate with students' backgrounds while meeting curriculum standards. Third, school administrators should establish support mechanisms for teachers in developing culturally responsive lesson plans, including resource repositories of local cultural artifacts and community partnerships. Finally, teacher education programs should incorporate CRT principles into preservice training to prepare future educators for implementing culturally responsive pedagogies effectively in diverse classroom contexts.

While this study provides valuable insights into CRT implementation, several limitations warrant acknowledgment. The study's reliance on a relatively small sample of 36 students from a single school limits the generalizability of findings. Additionally, the exclusively qualitative approach, though rich in descriptive detail, does not provide quantitative measures of learning outcomes such as standardized writing assessments or statistical analyses of academic achievement gains.

Future research should address these limitations through several directions. First, larger multi-site studies across diverse geographical regions should examine how CRT effectiveness varies across different cultural contexts within Indonesia. Second, mixed methods design incorporating pre-post assessments and standardized writing rubrics would quantify CRT's impact on writing quality and cultural knowledge retention. Third, research should investigate CRT implementation across other text genres beyond observation reports, such as argumentative essays and narrative texts. Fourth, longitudinal studies tracking students' sustained engagement would illuminate long-term effects of CRT approaches. Finally, comparative studies examining CRT across different school types (urban versus rural, public versus private) and exploring integration with educational technologies would deepen understanding of culturally responsive teaching in Indonesian educational contexts.

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