

Implementation of Culturally Responsive Teaching to Explore Social Character in Elementary School Students

Penerapan *Culturally Responsive Teaching* untuk Mengeksplorasi Karakter Bermasyarakat pada Siswa Sekolah Dasar

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Abstract

This study was motivated by a government programme called the 7 Great Habits of Indonesian Children in Primary Schools, one of which is social skills. One way for students to understand the character values inherent in social skills is through a culturally responsive teaching approach. The concept of culturally responsive teaching can accommodate and nurture the character values of a social system. The purpose of this study is to describe the application of culturally responsive teaching in exploring community values and implementing them in elementary school students. The approach used in this study is a descriptive qualitative one, involving interviews with four teachers and observations conducted with students at SDN Mulyoagung, which were analysed using a thematic approach. The results of this study indicate that the application of culturally responsive teaching in primary school learning enables both teachers and students to explore their surrounding culture and incorporate it into social values such as mutual assistance, mutual respect, tolerance, justice, equality, environmental responsibility, and joy. This is because, in its implementation, learning integrated with culturally responsive teaching enables students to interact more with their peers and environment and integrate various diversities into a harmonious whole.

Keywords: *Culturally responsive teaching, social character, primary school.*

Abstrak

Penelitian ini di latar belakang oleh adanya program pemerintah yaitu gerakan 7 kebiasaan hebat anak Indonesia di sekolah dasar, di mana salah satunya adalah bermasyarakat. Salah satu cara agar siswa mampu memahami nilai-nilai karakter yang ada pada sikap bermasyarakat adalah melalui pendekatan *culturally responsive teaching*. Padahal dalam konsep *culturally responsive teaching*, mampu mengakomodasi dan menumbuhkan nilai karakter sistem bermasyarakat. Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan *culturally responsive teaching* dalam mengeksplorasi nilai-nilai bermasyarakat dan mengimplementasikan ke siswa sekolah dasar. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif deskriptif, melibatkan wawancara kepada 4 guru dan observasi yang dilakukan dengan para siswa SDN Mulyoagung dan dianalisis dengan menggunakan pendekatan tematik. Hasil penelitian ini menunjukkan bahwa dengan diterapkannya *culturally responsive teaching* dalam pembelajaran di sekolah dasar dapat membuat guru maupun siswa mengeksplorasi budaya di sekitarnya dan mengakomodasinya dalam nilai-nilai bermasyarakat yang meliputi gotong royong, saling menghormati, toleransi, keadilan, kesetaraan, tanggung jawab terhadap lingkungan, dan kegembiraan. Hal ini disebabkan karena dalam proses penerapannya, pembelajaran yang diintegrasikan dengan *culturally responsive teaching* mampu membuat siswa lebih berinteraksi dengan teman sebaya dan lingkungannya serta mengintegrasikan berbagai keberagaman dalam sebuah harmoni.

Kata Kunci: *Culturally responsive teaching, karakter bermasyarakat, sekolah dasar.*

1. Introduction

Education can be characterized as a systematic effort that aims to change individual behavior, increase knowledge, and enrich life experiences, so that learners can develop into more mature individuals (Devianti et al., 2023). In today's globalization, technology has become a very accessible part of all circles, including children, not just adults. Technology in education is currently essential because it can support and facilitate the learning process and the development of science. In addition, technology serves as a powerful tool to facilitate communication between educators and students, increasing the level of interaction in the teaching and learning experience. Teachers and students can interact more effectively by utilizing various technology platforms and tools, encouraging a more dynamic and collaborative educational environment (Nurfadhillah et al., 2021; Wulandari et al., 2023).

However, technology has various impacts, both positive and negative in education. The emergence of various cases such as cyberbullying, conflicts between students, as well as violence and sexual abuse against children, reflects weaknesses in the formation of national character (Ulfah, 2020; Anisah et al., 2024; Hajar et al., 2024). In addition, globalization, which is characterized by wider interactions between cultures, often has the potential to erode existing national identities and values (Fikri & Akmaluddin, 2024; Maharani & Jauhari, 2024). Therefore, shaping and educating a good national character early on is crucial. In this case, teachers, through schools, can instill positive traits and behaviours in the younger generation, which in turn can help reduce the previously mentioned problems.

The Ministry of Education and Culture (MoEC) launched the 7 Habits of Great Indonesian Children movement as part of the government's plan to improve human workforce development. The program is part of the 4th Asta Cita, which is part of the vision of the administration of President Prabowo Subianto and Vice President Gibran Rakabuming Raka. It is designed to develop the character of Indonesian children, ensuring they grow into a generation that is smart, healthy and has good character (Anwar & Mulya, 2025; Hamzah & Cahyadi, 2025; Sinulingga, 2025). One of the goals of the promoted habit is to strengthen the character of social habits.

Children in the primary school age range, which is between 6 and 12 years old, experience significant development in various aspects of personality, social, emotional, cognitive, language, and religious morals (Undari, 2023; Setiana & Eliasa, 2024; Yuliarsih, Santosa & Mutiansi, 2024). Children are exposed to a new environment at school that helps them adapt and socialize with society, albeit on a smaller scale (Lesmana, 2022; Astari et al., 2024). At this age, children begin to show the social attitudes needed to interact with others (Apsari et al., 2021; Hidayah & Khadijah, 2023).

The social attitudes shown by children in the process of interaction and socialization include the ability to behave honestly, tolerant, disciplined, cooperative, polite, responsible, caring, and confident when interacting effectively with students' social environment (Efendi et al., 2022; Luneto, 2023). In the context of community life, students have the opportunity to learn various values, such as respecting the rights and obligations of others, obeying social rules, being polite, and appreciating the work and achievements of others. In addition, children can improve their social skills by interacting with peers. They gain insights from their friends' experiences, play together, and share activities such as eating and drinking with each other (Yuliana et al., 2022). This process is crucial to help children understand social dynamics and foster positive relationships with those around them.

However, many students still struggle to manage their social behaviours effectively within their groups. This is often due to students' inability to complete developmental tasks that should

be achieved (Jalal et al., 2022; Lesmana, 2022; Rohyana, 2024). This gap indicates that the learning process and social experiences that students experience greatly influence their ability to interact well in groups. Therefore, in forming students who are able to blend in with the community (socializing), the role of the teacher is to explore the values that exist in the student's environment and apply them in the learning process.

Culturally Responsive Education (CRT) is an educational strategy emphasizing accommodating students' cultural backgrounds in every learning experience. This strategy is one approach that can be used to incorporate societal values into students (Hutchison & McAlister-Shields, 2020; Johnson, 2022; Caballero, 2024). The main goal of this model is to actively engage students from different cultural backgrounds by valuing and enriching students' cultural identities and life experiences during the classroom learning process (Abdalla & Moussa, 2024; Ghaemi & Boroushaki, 2025). Culturally responsive teaching aims to create a more inclusive and effective educational environment, which can integrate all students, thus encouraging a sense of belonging and active participation in their learning process (Abdulrahim & Orosco, 2020; Cruz et al., 2020). Therefore, this method concentrates on academic achievement and developing students' character and identity in a broader context.

Integrating culturally responsive teaching (CRT) with community character can foster a sense of tolerance in students. The relationship between community character and culturally responsive teaching (CRT) is significant in the context of inclusive and diverse education that is suitable for Indonesia, which has cultural diversity. By incorporating community character into CRT, teachers can create a more inclusive learning environment where students feel valued and recognized for their cultural identity. Students feel more motivated and engaged because of this. It also helps them learn social skills for interacting with people from different backgrounds. In addition, this method makes students more open and appreciative of differences, which helps strengthen social cohesion in a multicultural society. Implementing culturally responsive teaching (CRT) in the classroom will make students better understand the meaning of diversity, which will make students more sensitive to situations in school, which will later apply outside of school.

Several studies have shown that culturally responsive teaching can increase student engagement, encourage inclusivity, and support moral development by creating a learning environment that is more relevant to people's lives (Cruz et al., 2020; Howard, 2021; Eden et al., 2024). In addition, culturally responsive teaching allows students to develop morals by encouraging critical thinking about social justice and equality (Howard, 2021; Meléndez-Luces & Couto-Cantero, 2021; Huda & Bakar, 2024). Culturally responsive teaching also provides students with national insights that foster a sense of appreciation for other ethnicities and the emergence of multiculturalism (Meléndez-Luces & Couto-Cantero, 2021). However, some of these studies have not discussed culturally responsive teaching in exploring social character for elementary school students.

This study aims to describe culturally responsive teaching as one of the models for exploring community character values for elementary school students. The primary focus of this research is how culturally responsive teaching is applied in the classroom through cooperative learning models integrated with the values of community character desired by the government through the 7 Habits of Great Indonesian Children Movement program. This research also examines how by students understanding each other's cultural background, it can make students more active in social life and have intercultural tolerance character.

2. Literature Review

This research builds on several previous studies. Culturally-dependent education can increase student engagement, promote inclusion and support moral development. This can be achieved by creating more relevant and supportive learning environments (Cruz et al., 2020; Hutchison & McAlister-Shields, 2020). Culturally responsive teaching enhances character education by integrating students' diverse backgrounds, increasing engagement, and promoting moral growth. This method uses culturally significant content and viewpoints, building a learning atmosphere where every student feels valued and empowered (Meléndez-Luces & Couto-Cantero, 2021; Eden et al., 2024).

In addition to these values, culturally responsive teaching encourages critical thinking about social justice and equality, transforming pedagogical practices for diverse learners (Howard, 2021; Anyichie et al., 2023). Culturally responsive teaching also encourages students to be proactive in the learning process, especially regarding equality, multiculturalism, and actual practice to solve societal cultural problems (Yeh et al., 2022; Guan et al., 2023). This aligns with the wishes of the Seven Great Habits of the Indonesian Children movement, which wants social values to be taught in culturally responsive teaching. These values include gotong royong, mutual respect, tolerance, justice, equality, environmental responsibility, and joy (Center for Character Strengthening, 2025; Utami et al., 2025). The research in this article is different from previous research, which focuses on how culturally responsive teaching can explore societal values and instill them in students through learning in schools.

The relationship between character education and culturally responsive teaching (CRT) is deep and complex, as both approaches aim to create an inclusive and supportive educational environment that recognizes students' diverse backgrounds. Character education, especially community character, focuses on cultivating essential ethical and moral values such as cooperation, respect, tolerance, justice, equality, environmental responsibility and joy. On the other hand, culturally responsive teaching emphasizes recognizing and valuing students' cultural identities and integrating cultural knowledge into the learning process to create a more engaging and relevant educational experience. Combining these two approaches, teachers can create a classroom atmosphere that encourages character development and affirms and celebrates students' cultural diversity, resulting in a more harmonious and effective learning environment.

In addition, the integration of culturally responsive teaching presents opportunities and challenges for teachers especially in integrating community attitudes into learning. While the common goal of creating a respectful and inclusive environment is clear, teachers must be equipped with the necessary skills and understanding to effectively apply the concept of diversity and different student backgrounds into a unified sense of tolerance. With facilitation and collaboration between teachers, families and communities, schools can create a support network that reinforces the values of civility. This holistic approach enriches students' educational experiences and prepares them to become balanced individuals who can adapt and contribute positively in an increasingly diverse society.

3. Research Methods

This study used descriptive qualitative methodology to investigate and understand the significance given to social or humanitarian issues by specific individuals or groups (Wijaya, 2020). Formulating research questions and methodology, collecting directed data from participants, analyzing the data inductively to uncover recurring themes, refining these into distinct themes,

and interpreting the significance of the findings (Salam, 2023; Wijaya, 2020). The researcher served as the main instrument for data collection in this study and played an important role in the data collection process in the field.

This research occurred at Mulyoagung State Elementary School, Balen sub-district, Bojonegoro district. The elementary school was chosen because it has strengthened students' social character and attitudes through culturally responsive teaching (CRT) well and consistently. Primary and secondary data are two different data sources used in this qualitative research. Primary data, also referred to as direct data, comes from documents, observations, and interviews conducted during the character-strengthening program through the Seven Great Habits of Indonesian Children at SDN Mulyoagung. Meanwhile, secondary data was obtained from books, articles, journals, photo archives, habits that have become a culture at SDN Mulyoagung, and other documents that are considered relevant and related to the research topic. In this study, researchers interviewed four teachers who had conducted learning based on Strengthening Community Character and social attitudes in the classroom. Table 1 shows the interview instruments for classroom teachers.

Table.1. Interview Instrument for Classroom Teachers at SDN Mulyoagung Primary School

No.	Question	Category
1.	How have the 7 Habits of the Great Indonesian Children movement been implemented at school?	Implementing the 7 Habits of the Great Indonesian Children Movement and cultivating social attitudes.
2.	What programs have been implemented in the 7 Habits of Great Indonesian Children movement?	
3.	What have you done to support the school's 7 Habits of Great Indonesian Children program?	
4.	How do teachers instil social attitudes in students?	
5.	What are the supporting factors in instilling social attitudes in students?	
6.	What are the difficulties you experienced in instilling social attitudes in students in learning?	
7.	Do you apply culturally responsive teaching in the learning process?	Application of culturally responsive teaching in instilling social attitudes
8.	How do you apply culturally responsive teaching in the learning process?	
9.	Does the teacher give any special learning material in implementing culturally responsive teaching?	
10.	Does applying culturally responsive teaching in learning impact students' social attitudes?	
11.	Are there any difficulties when applying culturally responsive teaching in cultivating social attitudes?	

The data analysis process was conducted through an interactive framework involving several key stages, including data collection, reduction, presentation, conclusion drawing or verification. The stages of data analysis are described as follows:

3.1. Data Collection

At this stage, the researcher conducted interviews with four elementary school teachers at SDN Mulyoagung who had implemented community-oriented character development and social attitudes in elementary students. These four teachers were classroom instructors for grades III, IV,

V, and VI during the same academic year. They had applied both community-oriented values and culturally responsive teaching approaches in IPAS (Integrated Thematic Science) and Pancasila Education subjects. In addition to the interviews, the researcher also conducted classroom observations from March 3 to March 21, 2025. The interviews were conducted gradually with each teacher, following the interview instrument outlined in [Table 1](#).

3.2. Data Reduction

The process of data reduction involved several stages:

- a. Data was transcribed, and the recorded interviews with the four teachers were converted into written notes. During this stage, the researcher ensured that all details of the participants' responses were accurately documented.
- b. Re-reading the transcripts, where the research team reviewed the transcripts multiple times to comprehend the content fully;'. This process was accompanied by listening to the original recordings to increase accuracy.
- c. Identify relevant segments by highlighting quotations and specific parts directly related to key aspects of multicultural education, such as methods used to integrate culturally responsive teaching into instruction, types of resources utilized, and challenges encountered in promoting social attitudes and applying culturally responsive teaching.
- d. Eliminating irrelevant data, where content not directly related to social attitudes or culturally responsive teaching was excluded to narrow the focus of the analysis.
- e. Categorizing the data, in which the marked segments were organized into thematic categories such as "The Seven Habits of Excellent Indonesian Children", "Learning Models", "Culturally Responsive Teaching", and "Community-oriented Attitudes". This categorization enabled the researchers to compress a large volume of information into a set of focused themes that represented the collective experiences and insights of the participating teachers.

3.3. Data Presentation

Once the interview data had been reduced, it was presented in an organized and structured format to facilitate clearer understanding. At this stage, the researcher displayed the results of the categorization process in a table, linking the previously formulated keywords to provide coherent analysis.

3.4. Drawing Conclusions or Verification

In the final stage, the researcher drew conclusions based on the formulated focus areas, namely the cultivation of community-oriented attitudes, the implementation of culturally responsive teaching, and the integration of both within the instructional practices at SDN Mulyoagung.

4. Results and Discussion

4.1. Research Results

4.1.1. Cultivating Societal Attitudes Through the 7 Habits of Great Indonesian Children Movement Program

The Seven Habits of Great Indonesian Children movement is a strategic effort designed to shape a generation that achieves academic excellence and has a strong character, which is the

foundation for the nation's future success. The movement aims to foster positive character traits and habits among Indonesian children. It focuses on seven essential habits: waking up early, worshipping, exercising, consuming healthy and nutritious food, cultivating a love of learning, being socially active, and taking short breaks (Anwar & Mulya, 2025). By adopting these habits, it is hoped that Indonesian children will grow into individuals who succeed in their academic achievements and exemplify traits such as empathy, integrity, and the ability to impact their community and nation positively. The seven Habits of the Great Indonesian Children movement plays an important role in shaping a brighter future for the country, where children are not only the future leaders of the nation but also agents of change, ready to face the challenges of the world constructively and positively.

Table.2. Summary of Interview Results Regarding the Implementation of the 7 habits of great Indonesian Children Movement and the Cultivation of Social Attitudes

Source	Interview Results
Informans 1	Implementing the 7 Habits of Great Indonesian Children movement in our school is quite good, even though it has just been implemented. The program that has just been implemented is exercising through morning gymnastics activities, loving learning through the learning process, and socializing through social activities and classroom learning. I connect these attitudes to the learning process to support the program. Then, I usually cultivate social attitudes in civic education and social studies materials. The supporting factor in my class is that the students are quite conducive when working on group assignments. The difficulties may be because students are used to playing on phones at home, so students lack empathy when given case studies about the phenomena around them.
Informans 2	Implementing our school's 7 Habits of Great Indonesian Children movement has shown positive results. Activities include morning gymnastics for exercise, interesting learning methods to increase the spirit of learning. I relate these attitudes in every learning session, especially in civic education materials. The supporting factor in instilling social attitudes in my class is that there are group assignments in the module and package book, so I can make it a way to do assignments. However, the challenges faced are students' individualistic habits and students' different family backgrounds.
Informans 3	Implementing the 7 Habits of Great Indonesian Children movement at school is going well through activities such as being fond of learning, exercising, and socializing. I support by giving examples, teaching social values such as cooperation and mutual respect through learning and group activities. The supporting factors are parental support and a conducive school environment, parental support, but the difficulties I face include lack of student awareness, the influence of the outside environment, and limited learning time.
Informans 4	The Implementation of the 7 Habits of Great Indonesian Children movement at school has been carried out through various programs such as exercising with gymnastics and socializing. As a teacher, I provide examples of good attitudes and instil social values such as cooperation and mutual respect. The supporting factors are students who play an active role in learning. The difficulty factor is that students do not understand their rights and obligations in community life.

The results of interviews conducted with 4 classroom teachers of SDN Mulyoagung found that the school has made efforts to cultivate social attitudes through the 7 Habits of Great Indonesian Children Movement program. These interviews showed the supporting factors and challenges experienced by teachers when cultivating social attitudes. The main problems that teachers often experience include (see Table 3):

Table.3. Supporting Factors and Challenges in Implementing Societal Attitudes through the 7 Habits of Great Indonesian Children Movement Program

Challenge	Supporting Factors
Students lack understanding of the concept of social responsibility and concern for others, and are still individualistic.	Students are conducive to the learning process.
Students come from various family backgrounds, which can affect how they see and interact with society	Parents are supportive of the process of cultivating social attitudes.
Students generally have different interactions due to the influence of technology and social media, which results in a lack of empathy.	The existence of supporting teaching materials such as modules and textbooks

4.1.2. Application of Culturally Responsive Teaching in Instilling Social Attitudes

Culturally responsive teaching (CRT) is practical, especially in character education (Kurniawan et al., 2024; Yuliana, 2024). Integrating students' cultural backgrounds, culturally responsive teaching aims to create an inclusive learning environment, increase students' participation, and encourage their moral development. Culturally responsive teaching also has an important role in instilling character education by emphasizing its ability to increase student engagement, create an inclusive classroom atmosphere, and strengthen moral development.

Table.4. Interview Results on the Application of Culturally Responsive Teaching in Embedding Social Attitudes

Source	Interview Results
Informans 1	I apply it in the classroom, but only in specific subjects and materials. For example, in IPAS subjects, I will integrate it when the material requires students to understand the surrounding culture. Usually, I will introduce students to the cultures in the surrounding environment and then discuss them in class. <i>Culturally responsive teaching</i> impacts students' social attitudes, because they can understand the various unique cultures around them. The difficulty is greater because students have not explored the surrounding culture evenly, so many study the same problem.
Informans 2	I apply it in IPAS subjects, especially social studies because students must understand various phenomena around them. I give students the freedom to list or choose one of the local wisdom in their area and explain it in the book. For its impact, it may help more students understand the meaning of local wisdom. Limited resources and teaching materials make it sometimes difficult to teach it to students.
Informans 3	I have applied some of it during the IPAS subject in the story material about my region, and Indonesia is rich in culture. Because the material requires students to know the cultural wealth around them, I will assign students to observe when traditional ceremonies or cultural activities occur. Then, later, they will explain it

	in class. The impact is very positive because they will then participate in social activities and the community, even if only briefly. Actually, one time, I wanted to make all my students observe a cultural performance directly, but the lack of facilities prevented us from doing so.
Informans 4	I apply it to every subject. I usually create small groups consisting of various students who have different backgrounds. I hope they will have a high social spirit by interacting with their peers. In addition, sometimes, I give them the task of observing the uniqueness of the culture around their environment. Because by knowing the richness of the culture, they will understand the values of why it is done and later it will impact their habits in the social environment. The challenge is that many students are still fixated on information on social media, so they only focus on looking for it on the internet and not observing directly.

The results of interviews conducted with 4 classroom teachers at SDN Mulyoagung found that the school has integrated culturally responsive teaching into the learning process and is cultivating social attitudes. Generally, teachers will apply it to the IPAS subject, which contains material that allows students to explore various cultures around them. Teachers will generally give assignments to observe local wisdom in their area in groups, and later, students will explain it in class. In addition, there are also obstacles experienced by teachers, including 1) a lack of cultural exploration that has not been widespread, 2) limited resources, both in terms of facilities and teaching materials, 3) dependence on the internet and social media make some students not make direct observations to the field. In the application of culturally responsive teaching in the classroom, there are some differences between teachers regarding the variations of its application and the challenges that occur during learning (see [Table 5](#)).

Table.5. Variations of Use and Challenges in Implementing *Culturally Responsive Teaching*

Variation of Use	Challenges
This allows students to study any culture in the surrounding environment, not limit it specifically, and then discuss it in class.	Many students discuss the same issues, so a lack of variety exists.
Giving students the freedom to choose from various sources or textbooks.	Limited sources and teaching materials from the themes discussed by students.
Students will observe the Implementation of cultural activities at or outside school and explain it later in class.	Minimal facilities when the teacher wants to invite students to observe a cultural event.
Creating groups from different backgrounds requires studying the surrounding culture and determining what values can be applied.	Students depend on information on social media and do not observe the surrounding environment.

4.2. Discussion

4.2.1. Societal Attitudes in School Learning

Being social means living together in a group or community, where individuals interact, collaborate, and carry out their social roles to build a harmonious life ([Utami et al., 2025](#)). Social attitudes are related to human existence both as individuals and as members of society; inherently, humans cannot develop without engaging in interactions with each other. Social attitudes are necessary for humans to live and fulfil students' basic needs ([Desmet & Fokkinga, 2020](#); [Pirson, 2020](#); [Rogers, 2020](#)). As an organized social group, society has various dynamics and undergoes

diverse changes. This also has an important role in social life in Indonesia, where having a variety of diversity requires wise attitudes.

Social attitudes have several aspects that need to be instilled by (Utami et al., 2025). the first is gotong royong, or cooperation, a principle highly valued in social life. This concept says students should live together to help ease each other's burdens (Puspitasari, 2022; Mooduto & Ota, 2023). Students can achieve common, challenging goals through cooperation if they only rely on individual efforts. Second, we must respect diversity regarding beliefs, cultures, and values. This emphasizes the importance of tolerance in creating a harmonious society, especially in Indonesia, which has complex diversity and where every student can live peacefully despite differences. This respect for differences not only enriches society but also fosters an attitude of tolerance. In this case, teachers at SDN Mulyoagung try to give assignments in groups by categorizing students based on various backgrounds. This provides various perspectives and opinions that the students can later conclude.

The third is fair treatment, which every student has the right to have as part of society. Everyone is entitled to fair treatment, without discrimination, and has equal opportunities (Zega, 2021; Riswandie, 2023; Utami et al., 2025). This principle maintains social balance, reduces inequality, and builds individual trust. The fourth is an increased sense of responsibility for the environment. Each individual is responsible for their welfare and must also care about the common welfare and environmental sustainability (Alwasi et al., 2023; Suryanto et al., 2024). Teachers at SDN Mulyoagung carry out this aspect by giving assignments to students in the field so that they are more sensitive and can interact well with the surrounding environment. Finally, teachers create excitement with a cheerful atmosphere, creative activities, and an inclusive approach to encourage participation and build closer relationships between students at Mulyoagung State Elementary School.

Teachers hold a vital and strategic position in instilling character values in students, especially at the primary school level, where the foundations of their personality and social behavior begin to form (Fadil, 2023; Kamila, 2023). In the role of teachers as mediators, motivators, evaluators, role models, mentors, and facilitators, teachers do not only have to deliver lessons. Teachers also share new information to increase students' understanding of various ethical and moral principles needed in everyday life (Parnawi & Ridho, 2023; Widayawati & Sukadari, 2023; Ani, 2025). In this case, teachers serve as role models who can inspire students to internalize positive values, such as responsibility, honesty, and empathy. Therefore, teachers at SDN Mulyoagung strive to provide good examples and any values that students can study from a cultural event. Then, these values will be applied in class so that later, students will get used to it and be able to do it outside the classroom.

Teachers of SDN Mulyoagung also do simple activities such as increasing group-based learning activities based on student cooperation. This will allow students to interact with each other and respect each other's opinions to achieve a goal. Teachers can also create or integrate cooperative learning models with games, simple discussions, social services, or visits to social places such as orphanages (Utami et al., 2025). This is what the teachers of SDN Mulyoagung do: collaborate in innovative learning models such as project-based learning and problem-based learning. These models can make students interact, study the surrounding culture, and communicate it in class. By making students visit places outside the school, it will make students have empathy and character and later will make students better understand the social values around them.

Teachers can also accustom students to ethical behavior when interacting with teachers, students, and parents. This can be started by setting a good example, such as saying greetings when meeting or a teacher who speaks softly to his students, as well as other positive actions. Teachers can also familiarize students with worshipping together with other students. This is to instil a sense of appreciation, mutual care, and respect for others.

The study results show that the teachers of SDN Mulyoagung have tried to instil social attitudes in the learning process. This is done by integrating learning with discussions and cooperation between students. This activity is expected to give students a sense of respect, tolerance, and respect for other people's opinions. However, re-evaluation is still needed in its application because many students are still dependent on social media, so when interacting, they are not as active as their friends.

4.2.2. Application of Culturally Responsive Teaching to Explore Social Character

Applying the culturally responsive teaching approach and using learning resources that focus on issues around the student environment will encourage the formation of a sense of cooperation (Rahmawati et al., 2020; Hasibuan et al., 2024). This is based on each student's cultural background in solving various problems around him. Every environment in elementary schools has various challenges, along with the development of science and technology that continues to advance. For example, around Mulyoagung State Elementary School, students depend on cell phones, which impacts the lack of social interaction processes between people. This requires special attention for schools as one of the formal institutions that provide education to students.

Culturally responsive teaching is essential for investigating societal character values. During the learning process, selecting the approach is crucial as the right approach can indicate how well the learning objectives are achieved. To determine the appropriate approach, it is important to consider the characteristics of the material being taught and the characteristics of the students involved. The primary focus in implementing culturally responsive teaching is the learning process relevant to students' daily lives (Rahmawati et al., 2020; Fitriah et al., 2024). Therefore, teachers at SDN Mulyoagung will generally use learning models, allowing students to discuss and solve cultural problems around them.

In addition, by applying the culturally responsive teaching method, teachers can allow students to connect with the actual surrounding environment of Mulyoagung State Elementary School. Teachers provide collaborative tasks or activities that involve cultural activities around Mulyoagung State Elementary School. Students can directly participate in these events and interact with the community by getting to know the cultural activities around them. In addition, involvement in these activities will foster a sense of empathy among students, as they will work together and collaborate with various community members. Students will gain a deeper understanding and contribute to preserving their culture by participating in cultural events. This is shown by students who are more active when learning takes place.

The results of interviews and observations show that students are more involved in the learning process. This is evidenced by teacher interviews, which show that students who are grouped in small groups and given a project or problem will be more proactive. Providing opportunities for students to explore their environment also makes learning more contextualized, because students learn theoretically and apply it in the field. This is reinforced by the results of an interview with teacher 3, who stated that "Since implementing culturally responsive teaching to apply social attitudes in the classroom, students are more active in learning. Because students can

see directly what culture they want to study and feel that the learning is more contextual than in the classroom, which is only theoretical".

However, despite having positive opportunities, teachers have problems related to limited resources and teaching materials. Teacher 2 explained that "Giving students the freedom to choose topics is very helpful to increase student activeness, but when we need feedback from the teacher, we will find it difficult. because not everything students discuss has information in books or the internet." This means teachers have to make more effort to collect other sources through cultural practitioners or articles on the internet.

This is in line with previous research, which shows that culturally responsive teaching can increase students' understanding of the culture in which they live (Udmah et al., 2024; Yaasmin, 2024). In addition, students will think more critically about cultural learning by implementing culturally responsive learning (Safirah et al., 2024; Surayya & Patonah, 2024). Moreover, by incorporating this approach into the learning process, social values such as respect for diversity, collaboration, multiculturalism, and justice can be effectively instilled by findings from previous studies (Gist et al., 2019; Guberina, 2023; Pratama et al., 2023; Hasibuan et al., 2024).

In addition, students of SDN Mulyoagung as the next generation, must acquire 21st-century abilities, especially critical thinking skills, high curiosity, and the ability to think analytically, innovatively and creatively, through the use of culturally responsive teaching approaches (Setyowati et al., 2023; Munandar et al., 2024). This has led teachers at SDN Mulyoagung to integrate the latest information on the internet with sources that students can use to study their chosen cultural theme. This approach is also designed to improve students' ability to collaborate and work effectively with others. This is in line with social behavior expectations that require students to interact with each other, collaborate and work together.

Educational methods referred to as culturally responsive teaching (CRT) are effective when students can foster mutual respect for backgrounds and circumstances, regardless of individual status or power (Solas & Kamalodeen, 2022; Guberina, 2023; Idrus & Sohidi, 2023). This achievement is also reflected in students' belief that they, including individuals from minority cultures, have equal rights to fair opportunities in growth and development. Teachers of SDN Mulyoagung implement this aspect by forming groups with different backgrounds. It is intended that students at SDN Mulyoagung can respect each other's opinions. This method aligns with community values emphasizing diversity, equality, and justice (Utami et al., 2025).

5. Conclusion

Implementing culturally responsive teaching in instilling social attitudes at Mulyoagung State Elementary School shows that it has a relatively positive influence. It is shown from the results of interviews and observations that applying these two aspects makes students more active in learning. Students are also able to understand the cultural diversity around them. In addition, students can be grouped in small groups with various backgrounds. This activity aims to enable students to have an attitude of tolerance for differences in perspective and have a sense of tolerance for each other. In addition, learning uses a cooperative model, so that it can make learning more contextual. For future research, it is recommended that experimental trials be conducted to assess the real impact of the relationship between culturally responsive teaching (CRT) and social attitude development. The research can focus on integrating culturally responsive teaching (CRT) in IPAS subjects and prove its influence on social attitudes or community attitudes.

6. References

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