Application of Culturally Responsive Teaching Through The Piil Pesenggiri Philosophy to Enhance Learning Outcomes and Cultural Interest in PKn for Fourth Grade of Elementary Students

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Abstract: By implementing culturally responsive teaching practices, the research aims to improve learning outcomes and foster cultural interest among fourth-grade elementary students in PKn. The problem in this study is the students' lack of cultural understanding, which leads to their ignorance of the cultural values present in their surroundings, particularly Piil Pesenggiri. This study employed the class action research method in one of the elementary schools in Lampung. The phases of this research consist of five stages, as follows: action planning, action implementation, observation, reflection, and evaluation. Research instruments consist of interview questions, issues, and cultural interest-raising. This research employed an interactive analysis approach. The pre-cycle results revealed a low level of student cultural interest, with a 70% achievement percentage, a 75% teacher learning activity, and an average percentage of 72.5%. Furthermore, Cycle I results were 78.84% for teacher activity and 75% for student activity, with a total Cycle I percentage of 76.92%. The teacher activity results were 94.23%, the student activity was 91.66%, and the total percentage in Cycle II was 92.95%. Furthermore, the breakdown of student learning outcomes by cycle is as follows: 12.50% had an average of 52.38 for pre-cycles, 59.09% had an average of 62.27 for cycles I, and 90.90% had an average of 81.13 in cycles II. Based on these findings, we can conclude that incorporating Piil Pesenggiri's philosophical values into culturally responsive teaching can help students learn more about their own and other cultures and become more interested in PKn. It is hoped that the findings of this research can contribute to knowledge related to culturally responsive learning about the spirit of nationalism and fostering inter-ethnic tolerance as a basis for further research, such as R&D.

INTRODUCTION

The enhancement of interest in PKn is a critical objective in internalizing the spirit of nationalism, fostering inter-ethnic tolerance, and cultural responsiveness for the nation and the state. The disposition of nationalism and tolerance can be characterized by an individual's sense of motivation and loyalty towards their country and nation (Maulani et al., 2022). Learning interest correlates with motivation, thereby ensuring that learners will be actively engaged and enthusiastic in studying the subject matter, thus enhancing their academic achievement. However, learners often encounter challenges in developing their interest in learning, especially in PKn. These challenges arise because certain cultural superiorities influence students' confidence in their culture. So, culturally responsive teaching emerges as a concept that can help enhance learners' interest in teaching. Stavenhagen (1986: 21) reinforces the idea that cultural heterogeneity in social interaction, both horizontal and vertical, necessitates open, inclusive, tolerant, and pluralistic educational tools, including culturally responsive learning. In addition, teacher

activities are the foundation of PKn models; they create instructional materials by incorporating the values of the philosophy of local wisdom into learning contexts to attract student cultural interest (Noor & Sugito, 2019). This approach acknowledges that each learner possesses and brings unique life experiences and cultural backgrounds into the classroom, which can influence their learning interests. (Jacobsen et al., 2009: 262).

Culturally responsive teaching refers to a collection of strategies aimed at leveraging students' cultural and linguistic backgrounds during the process of teaching and learning (Cruz et al., 2020). The implementation of Culturally Responsive Teaching can create a multicultural learning environment that respects and integrates learners' cultural experiences, values, norms, and backgrounds into the instructional process. Supported by (Tilaar, 2004), Culturally Responsive Teaching is an expression of multicultural education. This approach enables learners to see the relevance and meaning of the subject matter in their own life experiences, thus fostering higher interest and engagement. In the context of PKn learning interest, Culturally Responsive Teaching can involve using examples and case studies relevant to learners' cultures, introducing PKn concepts through different cultural perspectives, and empowering learners to acquire PKn knowledge through exploration and understanding of their cultural realities.

One of the elementary schools in Lampung's cultural reality relates to the Lampung people's identity, also known as Piil Pesenggiri. Unlike the majority of Sumatran ethnic groups, the indigenous community of Lampung is highly receptive to visitors from outside the region, despite the fact that they share robust characteristics and a distinct language. Piil Pesenggiri can be used as a cultural asset to build the character of Lampung society as a whole and improve citizens' understanding of multicultural literacy awareness (Assidiqi et al., 2023). The education system should help society internalize Piil Pesenggiri's values. The relationship between the education system and life philosophy values can be described as follows: 1) Every community or nation has an ideal value system considered 'right.' 2) These values must be maintained as part of the community's worldview or philosophy of life. 3) These values must be passed down to the next generation to ensure they are continuously preserved. 4) Education is crucial in ensuring conservation efforts through coherent inheritance. 5) To align education with the content contained in the values of the worldview (philosophy of life), education programs must systematically place values as the main foundation and goals to be achieved in education. The internalization process can be achieved by incorporating Piil Pesenggiri values into PKn. Piil Pesenggiri's values broadly depict personal and interpersonal skills. In more detail, Piil Pesenggiri's values consist of self-esteem, independence, religion, cooperation, and tolerance. These values are interpretations derived from the meaning of the Piil Pesenggiri principle. The principles of Piil Pesenggiri consist of being respectful, being hospitable, being involved, and being community-minded (Assidiqi et al., 2023). These principles originated with the Lampung community's ancestors and are highly respected by the indigenous community.

Furthermore, the implementation of culturally responsive teaching approaches based on the philosophy of sculpture in PKn instruction is expected to make learners feel acknowledged, heard, and respected in the classroom. Based on the results of class observations, One of the elementary schools in Lampung was chosen for class 4 because of the cultural diversity among the students. Within class 4, there are differences among students, including cultural differences, intellectual differences, and differences in learning styles. Many factors influence an individual's characteristics and abilities: cultural factors, child-rearing practices, and family background (Subini, 2012: 24; Yamin, 2013). This can provide learners with an enjoyable, engaging, and meaningful learning experience, motivating them to be more active and interested in PKn learning. In this research, we will delve deeper into the application of culturally responsive teaching to enhance learners' interest in PKn. With a deeper understanding of how the culturally responsive teaching approach can influence learners' interest in PKn, we can identify the best strategies and practices to be implemented in the educational context to achieve this goal.

METHOD

Research Design

The study employed the methodology of classroom action research, which involves teachers conducting research in their classrooms or schools to improve the learning process and practice

(Arikunto, 2013: 135). The class action research in this study utilizes qualitative data bolstered by research instruments that have undergone statistical validation. The validated research instrument is a cultural interest questionnaire with a double-choice question. Furthermore, the study collects data from interviews, observations, and learning result tests. In qualitative research, the diversity of data sources used as part of data triangulation to prove the data's reliability (Creswell, 2012). Classroom Action Research has three main objectives: (1) to improve teacher performance, (2) to foster teachers' professional attitudes, and (3) to enhance the situation in which the practice takes place (Sanjaya, 2013: 150). Collaboration is key to this collaborative action research. Collaborative action research involves multiple parties, including teachers, researchers, and students, each with their tasks, responsibilities, and interests (Rachman, 2015: 299). In this context, teachers aim to enhance their teaching abilities, researchers aim to develop knowledge, and students aim to improve learning outcomes.

The Planning, Data collection, Data analysis, and interpretation process

The research method used is the method developed by Kemmis & Taggart (1988), known as the spiral method. Kemmis and Taggart's planning involves action planning, acting, observing, reflecting, and evaluating. Planning in Class Action Research stages is described in Figure 1.
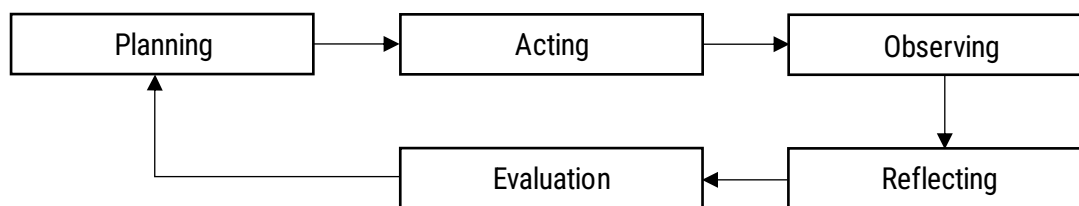

Figure 1. Phase Planning Research Class Action

Below is a detailed breakdown of each stage involved in the process of doing classroom action research: 1) Preparation Phase, as follows: a) Requesting permission from the school principal and the curriculum team of One of the elementary schools in Lampung; b) Observing to gain an initial understanding of the classroom environment and teaching activities, particularly in PKn in class 4 at One of the elementary schools in Lampung; c) Identifying issues in PKn teaching and learning in class 4 at One of the elementary schools in Lampung based on the initial observations conducted. 2) Planning Phase: a) Developing a series of action implementation activities through culturally responsive teaching through Piil Pesenggiri in PKn learning; b) Designing research instruments, including teaching modules, observation sheets, cognitive tests, and questionnaires. 3) Implementation or Action Phase, activities carried out in this classroom action research include: a) Conducting teaching activities according to the designed teaching modules; b) Observing students in a naturalistic setting; c) Conducting evaluation through cognitive tests and questionnaires; d) Making improvements or refinements to actions if the learning process and outcomes are unsatisfactory. 4) Observation Phase: Aspects to be considered in observation are: a) Data collection, b) Data sources; c) Critical friends in research, and d) Data analysis. The steps in observation are as follows: a) Conducting observations; b) Recording all observation results in observation sheets; c) Discussing with the teaching and observing teachers (as critical friends) regarding the observation results after the learning process is completed; d) Drawing conclusions from the observation results. 5) Reflection Phase: this phase involves reviewing and considering the results or impacts of actions against various criteria, which form the basis for subsequent implementation. Data obtained from observations are then discussed between teachers and researchers to determine: a) Whether the actions align with the plan and achieve success indicators; b) Progress made by students, particularly their understanding of cultural values and learning outcomes.

Evaluation steps are also necessary to measure student progress. The evaluation steps in this research are as follows: a) Preparing evaluation tools; b) Conducting evaluation after the learning process is completed; c) Analyzing the evaluation results; d) Criteria for action success. This research cycle is repeated until successful action is achieved.

Instrument

a. Questionnaire

The study used a questionnaire used by Bujuri et al. (2023) to measure the Listening Shadow at the elementary school level. These indicators are outlined in Table 1.

Table 1. Questionnaire indicators

No	Teacher learning activities	Student learning activities	Questionnaire Numbers
1	Teacher apply the piil pesenggiri	Students know the piil pesenggiri	1, 2, 3, 4, 5, 6,
2	The environment is used to apply the values of Piil Pesengiri in shaping the Teacher character	The environment is used to apply the values of Piil Pesengiri in shaping student character	7, 8, 9, 10, 11, 12
3	The teacher used piil pesenggiri values applied in the building of student character	The piil pesenggiri values applied in the building of student character	13, 14, 15, 16, 17, 18
4	Teacher understanding of piil pesenggiri values	Students understanding of piil pesenggiri values	19, 20, 21, 22, 23,
5	Teachers have experienced in applying the piil pesenggiri	Students have experienced in applying the piil pesenggiri	24, 25, 26, 27, 28, 29,
6	Teacher applying piil pesenggiri values in building the student's character on environment	Students respond to environment-based learning implemented by the teacher	30, 31, 32, 33, 34, 35

b. Piil Pesenggiri indicators on Multiple-choice Questions.

The study uses cognitive test instruments validated by expert lecturers. Table 2 contains Piil Pesenggiri indicators for multiple-choice questions.

Table 2. Piil Pesenggiri Indicators

No	Piil Pesenggiri	Question Numbers
1	Nemui Nyimah	1, 2, 3, 4, 5, 21, 22, 29
2	Nengah Nyappur	6, 7, 8, 9, 10, 23, 24, 30
3	Sakai Sambayan	11, 12, 13, 14, 15, 25, 26
4	Bejuluk Beadok	16, 17, 18, 19, 20, 27, 28

c. Validity of Instrument

Item validity is used to determine whether the questions to be tested are valid. Thus, only questions that are deemed valid are suitable for testing. Testing the validity of items requires a formula, namely using the product moment correlation formula. The validity test of multiple-choice items uses the point biserial correlation (Arikunto, 2013: 93). After calculating r, it is compared with the r-table (point biserial r) with a significance level of 5%; if the calculated r > r-table, then the item is considered valid. The results of the validity test calculation of item items in Table 3.

Table 3. Results of Item Validity Instrument Test

Item validity	Criteria
1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 17, 19, 22, 23, 24, 25, 29, 30	Valid

d. Reliability of Instrument

The reliability of multiple-choice questions is conducted using the KR-21 formula with coefficient intervals as shown in table 4. Based on the reliability analysis results, it is concluded that the reliability test value is 0.87, which falls into the category of very high.

Table 4. Interval Coefficient of Correlation Levels

Interval Coefficient of Correlation Levels	
0.000 – 0.200	Very low
0.200 – 0.400	low
0.400 – 0.600	Moderate
0.600 – 0.800	High
0.800 – 1.000	Very High

Source: Budiyono, 2003: 72

Accomplishment Indicators

The accomplishment indicators in this classroom action research as follows:

a. Cultural interest enhancement, with at least an 80% increase in the percentage of student cultural interest in the class based on the tested questionnaire results.

b. The teacher is able to implement culturally responsive teaching through Piil Pesenggiri in PKn instruction to improve learning outcomes to achieve 80%

RESULT AND DISCUSSION

Result

Output Data of Pre-Cycle

In general, upon observing the conditions of the fourth-grade class, both in terms of teaching methods employed by the teacher and the learning process of the students, it can be noted that there is a tendency towards repetitive teaching methods in each meeting, as observed during the pre-cycle phase by the researcher or teacher. Furthermore, the researcher also assessed teaching and student learning activities through observation sheets. The PKn learning activities in the fourth-grade class at One of the elementary schools in Lampung during the pre-cycle phase can be evaluated based on the percentage of scores as follows:

Table 5. Learning activities in pre-cycle

No	Indicator	Score (%) pre-cycle
1	Teacher learning activities	75 %
2	Student learning activities	70 %
3	Average	72,5 %

After researchers obtained observation data and preliminary interviews from peers, they obtained some diagnoses of problems in the learning process of PKn in class IV. The diagnosis in pre-cycle as follows:

a. Students
   1) Consideration that the subjects of the CPN are very difficult to understand.
   2) In mastering the material in the subject, the student depends only on the explanation given by the teacher.
   3) Average student cultural interests are low, with average students in class IV not meeting the criteria of achievement of learning objectives (KKTP). This is proven by the inspector's evaluation before starting the cycle. The evaluation results showed that 77.27% of the fourth grade students have not qualified from the CCTP, which is by achieving a score below 70.

Next, reinforced by pre-cycle learning outcomes in Table 6, as follows:

Table 6. Learning Results in Pre-Cycle

No	Information	Total
1	complete	5
2	incomplete	17
	Number of students	22

b. Teacher
1) Teachers can master the class so that the class atmosphere is conducive and calm, but teachers find it difficult to apply the approach that is constantly repeated in class IV. One of the elementary schools in Lampung to subjects PKn. At the time of learning, the students showed an attitude that they did not know their culture and misbehaved towards their friends. This is due to a lack of learning innovation. Thus, teachers need innovative approaches or teaching in PKN learning to improve learning outcomes.
2) Teachers experience difficulties in repeatedly applying the approach in class IV. The pupils have not yet had cultural awareness because they are ashamed to reveal their identity as Lampung people and somebody who comes from outside Java or from a mixture of Java or Lampung, better known as "*pujakesuma.*"
3) Learning of unaccompanied cultural material to increase student cultural interest. Based on the results of observations and interviews conducted by colleagues as well as the head of the school against researchers on pre-action when teaching in class, the researchers plan to use the material of Piil Pesenggiri philosophy to increase students' cultural interest

Output Data of Cycle I

The observation results of the student's learning activity on this cycle I are quite good even though they have not reached the target. Presentation of the value of the cultural interest of students in the application of the PBL model with culturally responsive teaching in PKN learning on the implementation of Cycle I action, i.e., 75%. Based on the observation of learning activities of teachers in teaching and student learning activities, obtained the application value of the model of PBL with culture-responsive learning in PKn learning as follows:

Table 7. Culturally Responsive Teaching Learning Activities in Cycle I

No	Indicator	Score (%) Cycle I
1	Teacher learning activities	78,84%
2	Student learning activities	75 %
3	Average	76,92 %

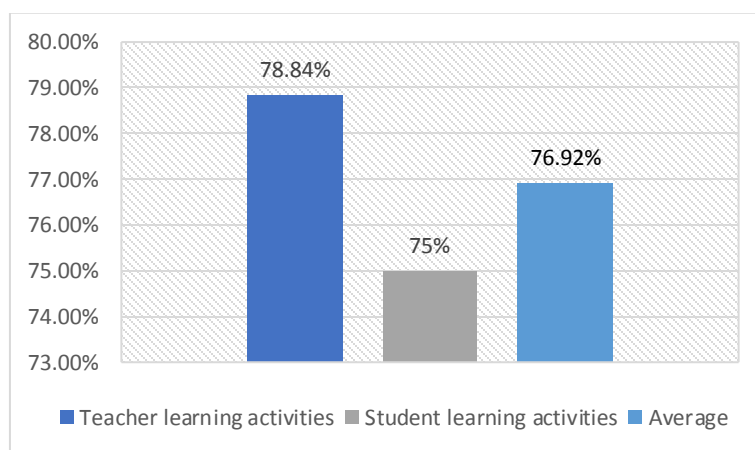Based on Table 4.3 above, it can be described by a bar diagram, as follows:

Figure 2. Chart of Learning Activities in Cycle I

Based on Table 7. and Figure 2, the results obtained from the calculation of the value of learning activity in the classroom at cycle I have achieved an average score of 76.92% with details of student learning activity access 75% and teacher teaching activity access 78.84%. Student activity in learning is a benchmark for evaluating student interest in Culturally responsive teaching. Next, researchers and teachers use tests to measure students' learning outcomes. Table 8 shows an average score of 62.27 with a classical accuracy of 59.09%, or 13 out of 22 students have not reached the KKM. Then the next

cycle is the second cycle.

Table 8. Learning Results in Cycle I

No	Category	Cycle I
1	High score	90
2	Low score	30
3	Average score	62,27
4	Classical completeness	59,09 %

Output Data of Cycle II

Based on the observation of the learning activities of teachers in teaching and student learning activities, obtained values of application of culturally responsive teaching with the material of the philosophy of Piil Pesenggiri in PKn learning, as follows:

Table 9. Learning Activities in Cycle II

No	Indicator	Score (%) Cycle II
1	Teacher learning activities	94,23%
2	Student learning activities	91,66%
3	Average	92,95%

Base on Table 9. learning activity in cycle II is described with a bar diagram, as follows:
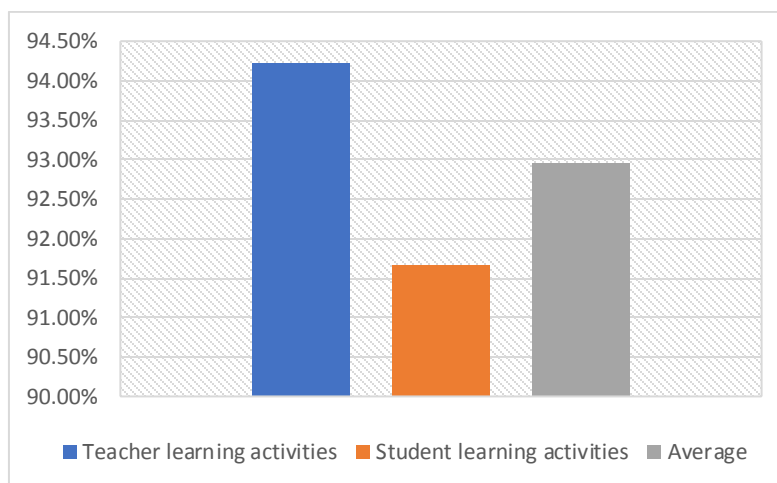

Figure 3. Chart of Learning Activities in Cycle II

Based on Table 4.5 and Figure 4.3, the calculation results of learning activity values in the classroom during Cycle II indicate an average score of 92.95%, with detailed achievements of student learning activities at 91.66% and teacher teaching activities at 94.23%. These results are considered to be excellent.

The researcher and teachers utilized tests to measure learning outcomes. The following are the student learning outcomes in Cycle II.

Table 10. Learning Outcomes in Cycle II

No	Category	Cycle II
1	High score	90
2	Low score	60
3	Average score	81,13
4	Classical completeness	90,90 %

The table above illustrates an average score of 81.13 with a classical mastery rate of 90.90%,

indicating that 2 out of 22 students have not yet reached the Minimum Completion Criteria (KKTP). These observations demonstrate that the implementation of culturally responsive teaching in the PBL model, with the subject of Piil Pesenggiri philosophy in PKn during this second cycle, has met the targeted mastery rate of 80% within one class. Furthermore, the cultural interest achievement of fourth-grade students at One of the elementary schools in Lampung has also been successfully fulfilled in accordance with the learning outcomes. Therefore, it can be stated that the implementation of culturally responsive teaching in the PBL model, with the subject of Piil Pesenggiri philosophy in PKn, has the potential to enhance student learning outcomes and cultural interests in the fourth-grade class at One of the elementary schools in Lampung.

Discussion

The Application of Culturally Responsive Teaching with Piil Pesenggiri Philosophy Can Enhance Cultural Interest

Research conducted by Blazar (2021) explains that culturally responsive teaching can increase cultural interest in the students' surroundings. According to Adams & Farnsworth (2020), cultural interest is influenced by the cultural similarities between teachers and students. However, this can be overcome by enhancing the professional competence of teachers as a national standard of professional teaching based on nationalism (Muñiz, 2019). Based on observations and analysis during the implementation of teaching in Cycle I, Cycle II, interview results, and documentations of student achievements from both cycles, the results of this research can be outlined, as follows:

a. The learning center has shifted to being student-centered rather than teacher-centered.
b. Students are highly interested in culturally responsive teaching, making them active and willing to collaborate despite their cultural differences with other students in finding and solving problems.
c. Pill Pesenggiri can help improve students' ability to acquire new knowledge so that the teaching-learning process becomes more active, interactive, and positive.
d. Students are very interested in culturally responsive teaching, always wanting to know and find out the positive values that can be obtained from such teaching.

The continuously increasing learning outcomes and cultural interest in each cycle indicate that culturally responsive teaching with Piil Pesenggiri philosophy on the topics of "Diversity of physical characteristics of Indonesian society according to social, cultural, and customary backgrounds (physical body characteristics, traditional houses, traditional clothing, typical foods, etc.)" and "Diversity of non-physical characteristics of Indonesian society (customs, traditional ceremonies, language, and typical arts) according to social, cultural, and customary backgrounds," up to the topic of "Examples of attitudes and

Grade IV at One of the elementary schools in Lampung has been successful. This is evidenced by the increased cultural interest among students until the end of Cycle II. Based on the teaching activities of the teacher, which increased from 75% in the pre-cycle to 78.84% in Cycle I and further increased to 94.23% in Cycle II. The indicator of student learning activities increased from 70% in the pre-cycle to 75% in Cycle I and increased again to 91.66% in Cycle II. Thus, it can be said that there is an increase in both teacher and student activities in each cycle. The improvement in teacher and student learning activities indicates that students' interest in culturally responsive teaching increases in each cycle. This proves the researcher's question that the implementation of culturally responsive teaching with Piil Pesenggiri philosophy can be carried out effectively and can enhance cultural interest, as evidenced by the continuously increasing learning activities of students in Grade IV at One of the elementary schools in Lampung.

The Implementation of Culturally Responsive Teaching with Piil Pesenggiri Philosophy Can Improve Students' Learning Outcomes

The implementation of culturally responsive teaching can enhance students' abilities and learning

outcomes (Portes et al., 2018). According to Bloom, as cited by (Arikunto, 2013: 130), learning outcomes are distinguished into three aspects: cognitive, affective, and psychomotor. Cognitive learning outcomes assessment was conducted intensively at the beginning of the research and the end of each cycle. Data from this research indicate that students' learning outcomes in Cycle I were better than in the pre-cycle but had not yet reached the predetermined benchmark. In Cycle I, 12 out of 22 students had met the Minimum Completion Criteria (KKTP), while 10 students had not, with an average of 62.27. In Cycle II, there were 20 students who had met the KKTP, with an average of 81.13, and 3 students still had not met the KKTP. The following data show the increase in students' learning outcomes in each cycle shows as shows in Table 11.

Table 11. Comparison of Student Learning Outcomes in Each Cycle

No.	Criteria	Pre-Cycle	Cycle I	Cycle II
1.	Classical Mastery	12,50%	59,09 %	90,90 %
2.	Avarage	52,38	62,27	81,13

From the data of increased scores achieved by students, the teacher has been able to create teaching modules with culturally responsive teaching in the PBL model and implement them accordingly. The improvement in the learning outcomes of Grade IV students at One of the elementary schools in Lampung has exceeded 70% KKTP, reaching 90.90%. Thus, the second question has proven that applying culturally responsive teaching with Piil Pesenggiri aspects can improve students' learning outcomes.

Limitation and Recommendation

Culturally responsive teaching in PKn learning has several advantages, among them: 1) improving the understanding of 4th-grade students related to Piil Pesenggiri; 2) inviting the interest of students about Piil Pesenggiri, which consists of 4 aspects: *namui nyimah* (friendly in welcoming guests), *nengah nyappur* (easy to blend in society), *sakai sambayan* (please help and mutual cooperation), and *bejuluk beadok* (honor); 3) increasing cultural interest, nationalism, and tolerance to other cultures.

Several recommendations are proposed to improve the effectiveness of culturally responsive teaching equipment. First, consider the cultural diversity of a student in a classroom. The students' cultural diversity will help to facilitate the implementation of culturally responsive teaching strategies. Furthermore, culturally responsive teaching is a response to students' inability to reveal their daily culture or the dominance of a particular culture during the classroom learning process. Secondly, we recommend expanding the four aspects of the lesson into other lessons. These recommendations include incorporating culturally responsive teaching into lessons to raise students' awareness of history. Thirdly, innovation in learning media can support the optimization of culturally responsive teaching.

CONCLUSION

Based on the research findings and discussions, it can be concluded that: first, PKn learning through culturally responsive teaching can improve the learning outcomes of Grade IV students at one of the elementary schools in Lampung. The evidence of improved student learning outcomes in the PKn learning process after using this teaching method was measured through cognitive tests to evaluate the learning process. Based on the research findings, it can be concluded that there was an increase in the average student learning outcomes that met the Minimum Completion Criteria (KKTP) by 70. The pre-cycle average was 52.38, showing an increase of 9.89 to 62.27 in Cycle I and a further increase in Cycle II by 18.86 to 81.13. Second, PKn learning through culturally responsive teaching can increase the cultural interest of Grade IV students at One of the elementary schools in Lampung. The evidence of increased cultural interest among students in the PKn learning process after using this teaching method was measured through student activity tests conducted in each cycle. Based on the research findings, it can be concluded that there was an increase in the percentage. The pre-cycle percentage was 12.50%, showing an increase of 46.59% to 59.09% in Cycle I and a further increase in Cycle II by 31.81% to 90.90%. Based on the results of the above research, it can be concluded that culturally responsive teaching in PKn Learning using Piil Pesenggiri can enhance students' cultural interest and learning outcomes. For future

research, we recommend developing a learning medium that explores the potential of Piil Pesenggiri in the educational environment.

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