

Building Students' Cultural Identity Through Culturally Responsive Teaching: A Systematic Literature Review (Slr) In Secondary Education

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Abstract : This study aims to systematically examine the implementation of Culturally Responsive Teaching (CRT) in the context of secondary education and its contribution to the formation of students' cultural identity. Using the Systematic Literature Review (SLR) approach, 13 scientific articles were analyzed thematically to identify CRT strategies, their impacts on students, and challenges and limitations in their implementation. The results of the study indicate that CRT strategies, such as the integration of culture-based curriculum, reflective learning on social issues, and the use of contextual teaching materials, contribute positively to increasing students' sense of belonging, cultural awareness, and academic and social engagement. On the other hand, challenges such as limited teacher training, a centralized curriculum approach, and the lack of locally-based teaching materials, are obstacles to the effective implementation of CRT in Indonesia. This study recommends the integration of CRT in the Merdeka Curriculum through teacher training, the development of locally-based teaching materials, and inclusive education policies to support education that is responsive to cultural diversity.

Keywords— Culturally Responsive Teaching, Cultural Identity, Secondary Education, Independent Curriculum, Cultural Inclusivity, Systematic Literature Review

1. INTRODUCTION

Indonesia in the 21st century is also experiencing the era of globalization. A time when territorial boundaries are no longer an obstacle to the exchange of information. Globalization accelerates fundamental improvements in the way people live, and forms a mindset that tends towards progress. The implication is that science and technology have also experienced significant growth. This has a huge impact on the economy, politics and especially culture. Culture can freely come and go and influence the younger generation. The impact of globalization is very complex on the one hand, it brings benefits such as easy access to information, increased creativity, and broader cultural interactions. On the other hand, globalization also poses challenges in the form of a tendency to standardize culture, fading local identities, and unequal access to technology (Jadidah, 2023). Therefore, a strategy is needed to maximize positive impacts and minimize negative impacts with education that fosters awareness of local and global cultures, as well as international collaboration in maintaining and advancing cultural diversity.

Education plays an important role in shaping individual and collective identities, including students' cultural identities. Cultural identity is not just a social attribute, but rather an important dimension in students' self-development that includes understanding their origins, values, language, social practices, and affiliation to a particular community. In the context of a multicultural society, education is not only required to transmit knowledge, but must also be able to

become a space for recognition and empowerment for the diversity of students' cultural identities.

However, many education systems, including in Indonesia, are still dominated by a homogenizing approach that emphasizes a single cultural narrative and ignores the complexity of local cultures. This causes students from minority or marginalized cultural backgrounds to feel unrepresented in the learning process. In addition, globalization and the penetration of foreign cultures through media and technology also accelerate the erosion of local cultural values. This situation raises concerns about the loss of cultural roots and independence of students' identities amidst the demands of the modern world (Suneki, 2012). Nurul Hafizah (2023) emphasized that globalization has an influence on the character and culture of the younger generation, including the emergence of a consumer lifestyle and foreign cultures that shift local values. In line with this, Jadidah et al. (2023) highlighted that globalization in the digital era contributes to the marginalization of local culture through the dominance of foreign cultures spread through the media, economy, education, and global mobility. They warned that the loss of local cultural identity could be a serious threat if society, especially the younger generation, does not have the awareness to maintain their own cultural heritage. In response to these challenges, the *Culturally Responsive Teaching* (CRT) approach emerged, namely a teaching strategy that consciously incorporates students' cultural elements into all aspects of learning, from the curriculum, teacher-student interactions, to assessment methods. CRT not only encourages inclusivity and relevance in learning, but also has the potential to shape students'

cultural identities that are stronger, more reflective, and more participatory. This approach was first introduced by Ladson-Billings (1994) and further developed by multicultural education experts such as Geneva Gay (2010), who emphasized that education should be a liberating space that values diversity and social justice.

In Indonesia, efforts to develop culturally relevant learning have begun to be seen through the presence of the Independent Curriculum, which provides more flexible space for teachers and schools to develop contextual teaching materials. However, the application of approaches such as CRT has not been studied in depth, especially in the context of secondary education. In fact, this level of education is a critical phase in the formation of adolescent identity, including their cultural identity. A study by Aisyah et al. (2024) which examined the implementation of multicultural education in a secondary school in Indonesia showed that learning approaches that respect diversity, such as cultural celebrations, interfaith discussions, and instilling values of tolerance, were able to create an inclusive learning environment and strengthen solidarity between students. Although not explicitly implementing the CRT framework, these practices reflect the principles of culturally responsive pedagogy. The study also highlighted important challenges such as limited teacher understanding, the unavailability of contextual teaching materials, and weak institutional support for diversity in schools. These findings confirm that although space for the development of diversity-based learning is beginning to open up, a more focused and systematic approach such as CRT is still needed to address the complexity of students' cultural identities in secondary schools.

One of the fundamental challenges in Indonesian education, which currently has more than 1,300 tribes, is the lack of an optimal education system that responds to cultural diversity adaptively and contextually. Globalization demands an education system that is able to absorb global values, but also maintains local cultural roots as a filter for foreign culture and the characteristics of a nation. However, the curriculum approach used in Indonesia still tends to be uniform and less responsive to the socio-cultural context of students. The national curriculum is often developed with a homogenization perspective, without providing enough space for local cultural diversity to be integrated into the learning process (Banks: 2015). This also has an impact on the crisis of identity and local culture among students (relevance of the high school context).

Access to digital technology, social media, and global popular culture has accelerated the process of cultural blending, but has also given rise to symptoms of identity crisis, namely the confusion or alienation of individuals towards their own cultural roots. Students feel that their local culture is outdated or irrelevant. They also identify more with foreign cultural lifestyles and values (e.g., K-Pop culture, Western lifestyle). This is exacerbated by the lack of contextual learning methods that link local culture to global challenges, the lack of reinforcement of historical values, and

the lack of teacher role models in actively appreciating local culture in learning.

Amidst the challenges of globalization that have the potential to erode local cultural identity and accelerate the homogenization of values through global education flows, the application of contextual and inclusive pedagogical approaches is very important. *Culturally Responsive Teaching* (CRT) is present as an educational strategy that not only responds to cultural diversity in the classroom, but also strengthens students' identity through the integration of their life experiences into the learning process. CRT offers a pedagogical approach that brings students closer to their cultural heritage, strengthens their sense of belonging, and at the same time equips them to actively participate in a pluralistic world. In the context of Indonesian secondary education, this approach is relevant to bridge the need for local cultural preservation and the demands of the national curriculum, as well as being a response to the challenges of cultural erosion caused by the flow of globalization of information and culture. Therefore, it is important to review how Culturally Responsive Teaching (CRT) plays a role in the formation of students' cultural identity at the secondary education level and what are the effective Culturally Responsive Teaching (CRT) strategies to foster nationalism and local history literacy, will describe a systematic review of the literature on the relationship between CRT and the formation of cultural identity in secondary education. In addition, it is also expected to be able to provide a conceptual and practical basis for teachers and policy makers, as well as offer recommendations for the integration of Culturally Responsive Teaching (CRT) in the Curriculum in Indonesia.

2. RESEARCH METHODS

This study uses the Systematic Literature Review (SLR) approach to comprehensively review the literature that discusses the role of *Culturally Responsive Teaching* (CRT) in building students' cultural identity at the secondary education level. SLR was chosen because it is able to provide a synthesis of findings from various studies that have been conducted systematically, transparently, and can be replicated (Kitchenham, 2007). Petticrew and Roberts (2006) also stated that emphasizing the importance of transparency, repeatability, and accuracy in compiling a systematic literature review in the social sciences. The stages that must be found and compiled in *Culturally Responsive Teaching* (CRT) refer to Kitchenham's principles (2007) including: 1) objective (determining the purpose of the research/study); 2) determining inclusion criteria; 3) search strategy (data search strategy/study selection); 4) data collection; 5) study quality; and 6) data synthesis results.:

2.1 Determining the Purpose of the Study

This systematic review aims to provide an in-depth understanding of the role of *Culturally Responsive Teaching* (CRT) in shaping students' cultural identity at the secondary education level. Specifically, this study is directed to achieve the following three main objectives:

- *Culturally Responsive Teaching (CRT)* strategies applied in the context of secondary education.
- Analyze the contribution of these strategies to the formation of students' cultural identity.
- Explores the findings and limitations of each study to support recommendations for culturally inclusive educational policies and practices.

2.2 Determining Inclusion and Exclusion Criteria

This review was conducted including the process of identification, selection, feasibility assessment, and final inclusion of relevant articles with the following criteria:

Table 1 : Table of Inclusion and Exclusion Criteria

Kategori	Kriteria Inklusi	Kriteria Eksklusi
Topik	Studi yang membahas <i>Culturally Responsive Teaching</i> dan identitas budaya siswa	Studi yang hanya membahas multikulturalisme tanpa keterkaitan dengan CRT
Jenjang Pendidikan	Fokus pada pendidikan menengah (SMP/SMA atau ekuivalen internasional)	Studi yang terbatas pada pendidikan anak usia dini atau tinggi saja
Jenis Publikasi	Artikel jurnal ilmiah yang telah ditinjau sejauh (<i>peer-reviewed</i>)	Disertasi, opini, blog, dan dokumen kebijakan tanpa tinjauan ilmiah
Bahasa	Bahasa Indonesia dan Inggris	Bahasa selain Indonesia dan Inggris
Tahun Terbit	Tahun 2012-2024	Sebelum 2012

2.3 Data Search Strategy

The article selection process is carried out in several steps as follows:

- Initial Identification: Initial searches were conducted through international and national journal databases such as Scopus, Web of Science, ERIC, Google Scholar, and Garuda.
- Title and Abstract Screening: From the total articles found, screening is carried out based on topic suitability and education level.
- Full Content Screening: Relevant articles were then read in their entirety to assess compliance with the inclusion criteria.
- Finalization and Data Entry: Articles that pass the selection are entered into the literature data analysis table for further analysis.

Data from each article was coded and analyzed using a thematic analysis approach, with the following steps:

- Information Extraction: The information extracted includes authors, year, title, country/region of study, level of education, CRT strategies, contribution to cultural identity, main findings, and limitations of the study.
- Theme Categorization: Data were categorized into several major themes: (a) CRT strategies, (b) contributions to cultural identity, and (c) challenges or limitations.
- Thematic Synthesis: The themes were analyzed to find patterns, relationships, and differences between studies.

2.4 Determining Inclusion and Exclusion Criteria

After the article selection stage was carried out systematically through screening of titles, abstracts, and complete contents, 13 scientific articles were selected for further analysis. These articles were considered to meet all the inclusion criteria that had been set and were relevant to the main focus of the study, namely the *Culturally Responsive Teaching* (CRT) strategy in the context of secondary education and its contribution to the formation of students' cultural identity.

To support a systematic and transparent analysis process, data extraction was carried out from each article using a specially prepared literature analysis table. This table contains several key components that are considered important in evaluating the relevance and contribution of each study to the study objectives, as follows:

- Article Identity: Basic information about the articles, such as title, author names, year of publication, and country of origin, is collected to provide an initial picture of the geographical diversity and context of the publications. This is important for understanding where and under what circumstances CRT strategies are developed and implemented.
- Research Objectives and Context: The main objectives of each study are identified, including the problem to be solved and the socio-cultural setting in which the research is conducted. This helps to understand the motivations behind the implementation of CRT as well as the secondary education context in which it is focused.
- CRT Strategies Used: This component includes identifying pedagogical practices that are categorized as part of *Culturally Responsive Teaching*. For example, the integration of culturally based curriculum, the use of instructional materials that reflect students' backgrounds, or reflective approaches that promote social awareness and justice.
- Research Methodology and Design: The approach used in the study whether qualitative, quantitative, or mixed methods is noted along with the data collection techniques (such as interviews, observations, surveys) and research design (case study, experimental, longitudinal, etc.). This is used to assess the validity and depth of the findings.
- Contribution to Students' Cultural Identity: This section reviews how the implemented CRT strategies impact the formation of students' cultural identity. It includes indicators such as increased sense of belonging, understanding of one's own culture, openness to differences, and active involvement of students in the learning process.
- Limitations and Recommendations: The studies reviewed were also analyzed based on limitations acknowledged by the researchers or identified during the analysis process. Recommendations provided by each study were recorded to see the tendency of

proposed improvements or developments in the future, both in terms of educational policy and teaching practices.

Overall, this data collection process was conducted to ensure that each article analyzed was not only topically relevant, but also contributed to an in-depth understanding of how CRT is implemented and influences the dynamics of students' cultural identities in secondary schools.

2.5 Determining Inclusion and Exclusion Criteria

Evaluation quality studies in review This done in a way systematic for ensure that only literature that meets standard high scientific and relevant with the objectives of the study included in analysis end. Assessment quality done based on five criteria the main thing that is formulated for identify reliability, relevance, and contribution of each article to Topic *Culturally Responsive Teaching (CRT)* and the formation of identity culture students at the level education medium.

- 1) Clarity Focus and Objectives of Research. Good article show formulation clear problem as well as objective directed research. Incoming research in this study must in a way explicit highlight related issues with diversity culture, inclusive education, and strengthening identity culture student.
- 2) Compliance Methodology with the Study Objectives. The methodology used in studies must in line with the desired goal achieved. This study prioritize article with design adequate research, both qualitative, quantitative, and mixture, which allows exploration deep to implementation of CRT strategies and their impact on students.
- 3) Clarity Data Analysis and Interpretation. Articles must presenting a transparent data analysis process and logical arguments. Research results must delivered with clear, including support from relevant empirical data. Interpretations that are not deep or nature speculative without strong data support under consideration as indicator quality low.
- 4) Relevance of Results to Formation Identity Culture Students. Only articles that show connection direct between implementation of CRT strategy and formation identity culture retained students in this study.
- 5) Credibility Source Publication. Credibility factor journal or place publication become consideration important. Only published articles in journal reputable, indexed, and scientific through a selected peer -review process. This is done For ensure validity scientific and objectivity studies analyzed.

Articles that are not fulfil One or more the above criteria considered own quality low and issued from stage analysis end. Filtering process This produced 13 articles quality used as base in synthesis findings and discussion study.

2.6 Determining Inclusion and Exclusion Criteria

The process of data synthesis in study This done with approach analysis thematic, which aims for organize and interpret findings from various studies in a way systematic and in-depth approach. This chosen Because his ability in to reveal meaning, patterns, and tendencies from qualitative data cross studies that have focus similar However diverse approaches. Stages synthesis done through a number of step main as following :

- Initial Coding. Every articles that have been fulfil criteria selection analyzed with highlight elements important, especially the *Culturally Responsive Teaching (CRT)* strategy implemented and the findings main related identity culture student.
- Identify Key Patterns and Themes. After the encoding process is carried out identification to patterns and relationships between data.
- Grouping Findings to in Four Main Dimensions. For make it easier analysis and presentation results, data that has been coded and grouped Then arranged to in four dimensions thematic as following:

General Profile of the Study: includes distribution geographic, range year publications, and levels education that becomes focus.

CRT Strategy Used: review approaches applied by teachers and schools for respond diversity culture student.

Contribution to Identity Culture Student: evaluate the impact of CRT on aspect psychosocial student such as sense of belonging, price self, and affiliation culture.

Findings and Limitations of the Study: summarize results significant from each study as well as identify limitations methodological or contextual.

- Synthesis Holistic. The ultimate goal from synthesis This is For give description comprehensive (holistic) about How CRT practices have applied in context education middle class in different countries and how practice the contribute to development identity culture student.

With approach this, study capable describe landscape CRT practices that are not only varies in a way geographical and contextual, but also has potential big in create room an inclusive, fair and conscious class culture.

3. RESULTS AND DISCUSSION

3.1 General Profile of the Study

Profile general from this study covering distribution geographic, range year publications, and levels education is the focus of the study. This matter is description from results review against 13 articles selected found of the 34 articles analyzed, so can describe underlying conditions behind the study. So that get results comprehensive analysis about role

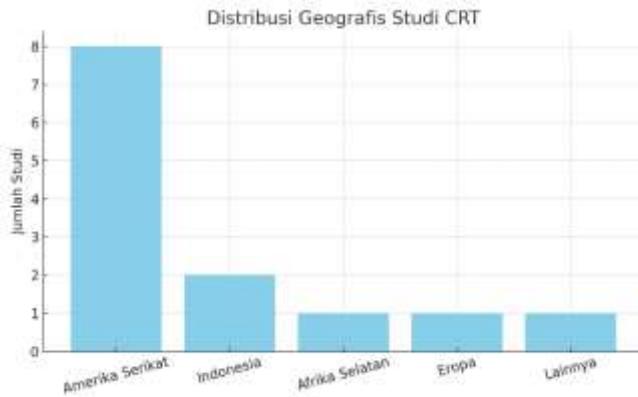
Culturally Responsive Teaching (CRT) in build identity culture students at the level education medium.

Table 2 : Table of Findings of Selected Articles

Geographical Distribution

Most of the studies analyzed in this study originate from the United States, namely as much as eight from three twelve articles ($\pm 62\%$). Dominance This show that discourse about *Culturally Responsive Teaching* (CRT) has develop Enough strong in the environment American education, especially as response to challenge multiculturalism, segregation racial, and inequality education that is still become issue structural in the country (Rodríguez, 2014; Parkhouse et al., 2023). Apart from the United States, there are studies from other countries such as Indonesia (Abdul Halim, 2021), South Africa (Msila, 2014), and the European region. Diversity This give perspective cross culture about CRT implementation, although inequality geography also becomes indicator limited research based on Southeast Asian context or developing countries. Distribution This consistent with Petticrew and Roberts' (2006) findings that in review systematic in the field social, often occurs concentration geographically reflecting domination academic certain, so that important for identify potential research gap from other areas that have not been Lots represented.

Chart 1 : Distribution Chart Geographical CTR Study

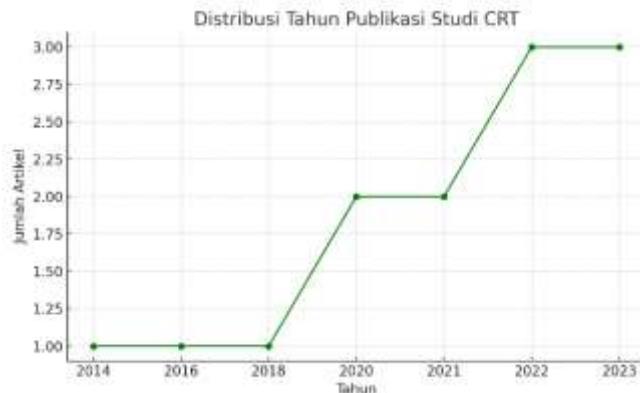


Publication Year Range

Articles analyzed published in range time between 2014 to 2023. Range time This chosen for covers One decade Lastly, where is the issue justice social and education

multicultural the more become highlight main in global education. In quantitative, occurs improvement amount publication since 2020, which is likely big influenced by the increase awareness will importance approach fair and inclusive pedagogical. Publication patterns This support view that CRT is not only become approach pedagogical alternative, but has develop become part from current main in education reform, especially in areas that have diversity high racial and ethnic (Ladson-Billings, 2014).

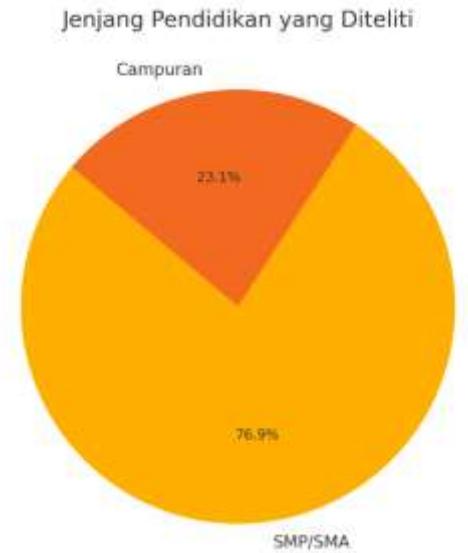
Chart 2 : Distribution Chart Year CTR Study Publication



Levels of Education Analyzed

Focus main from all over article selected is at the level education middle school (equivalent to junior high school and high school), both in a way exclusive and also as part from coverage education elementary-intermediate. As many as 10 of the 13 articles ($\pm 77\%$) were explicit researching implementation of CRT at the junior high/high school level, while the rest covers higher level wide However still relevant in context teenagers. This is reflect importance phase education intermediate as a critical period formation identity social and cultural students (Lee & Herner-Patnode, 2025; Gay, 2010). Important noted that in the phase teenagers, students experience transition significant identity Good in personal identity matters as well as Affiliation culture. Therefore that is, a responsive teaching strategy to background culture student become very important in support development psychosocial and involvement they are at school.

Chart 2 : Chart of Educational Levels Studied



3.2 Culturally Responsive Teaching (CRT) Strategy in Secondary Education

Based on results review against 13 articles selected, found various the form of *Culturally Responsive Teaching* (CRT) strategy that is implemented in context education medium in various countries. These strategies generally classified to in three category main: (1) integration values and content culture local to in teaching materials, (2) learning reflective and critical to structure social (3) use relevant teaching materials in a way culture and (4) teacher empowerment through training and awareness culture. In terms of general, CRT strategy in education intermediate more Lots emphasize learning contextual, recognition to diversity background behind students, as well as participation active student in the learning process. This is show existence shift from approach pedagogy traditional towards a more advanced learning model transformative and humanistic.

Based on results synthesis of the 13 articles reviewed, it was found that educators and researchers apply various *Culturally Responsive Teaching* (CRT) strategies with varying approaches, depending on the context social, cultural, and educational in each country. However Thus, there are four consistent main strategy pattern appear in various study and become foundation CRT implementation in context education medium.

Curriculum Integration Based on Culture Student

The most dominant strategy is integration content and values culture local to in curriculum and materials learning. Approach This involving adaptation teaching materials, readings, assignments and discussions to reflect diversity background behind ethnicity, language, and experience life students. For example, Rodríguez (2014) studied impact use book relevant child in a way culture in bilingual environment, and find that representation culture student in teaching materials improve interest read, feel proud to identity, and

connections emotional student to school. In Indonesia, Abdul Halim (2021) emphasized that curriculum national Still too centralized and homogeneous, and not enough give room for representation culture local. Therefore that, integration culture local to in curriculum become a key strategy for strengthen the sense of belonging student to environment social.

Learning Reflective and Critical to Structure Social

CRT strategies also include approach pedagogical that encourages student for in a way critical reflect position they in structure social, as well as understand inequality and injustice that arise from difference race, class social, and cultural. Parkhouse et al. (2023) show that learning that is of a nature reflective and contextual capable build awareness sociopolitical students and teachers, as well as increase empathy cross culture. This is in harmony with the view of Ladson-Billings (2014), which states that CRT is not only question confession culture, but also a tool for transformation social and justice education.

Use of Relevant Teaching Materials in a way Culture

Many studies also show importance use source learning that reflects reality and experience students. Relevant teaching materials in a way culture help student see self they in a way positive in narrative education. This strategy no limited to text readings, but also includes videos, music, folklore, and practices local raised as source learn. With thus, the learning process become more contextual and meaningful.

Teacher Empowerment through Training and Awareness Culture

A number of studies for example Lee & Herner-Patnode (2025) emphasize that the success of CRT depends largely on the teacher's readiness to operate approach this. Teachers need to empowered through training professional who is not only equip they with technical strategies, but also develop awareness culture and reflection critical on position social they in room class. Research show that the teacher who has awareness will diversity and ability build strong relationship with student tend more succeed in create environment fair, inclusive and responsive learning in a way culture (Gay, 2010).

3.3 Culturally Responsive Teaching (CRT) Strategy to Identity Culture Student

Findings important from this study show that implementation of CRT strategy contributes significant to formation and strengthening identity culture students. An approach that recognizes diversity ethnicity, language and values culture proven capable increase confidence self, pride to origins, and awareness critical student to position socio-cultural in society. Some studies highlight that students who feel involved in a way culture in the learning process show improvement in participation class, achievement academic, and connectedness emotional with school. Strategies such as discussion cross culture, development curriculum based on community, as well as involvement family in the educational process become factor Supporter in grow an inclusive and reflective identity. However, there are also warnings from a

number of literature that if no done in a way sensitive and consistent, CRT practices can become symbolic mere or even cause resistance, especially in a context dominated by narrative culture majority or homogeneous nationalism. From the results synthesis of the 13 articles reviewed, it was found that the CRT strategy provides significant impact to various dimensions identity students, good in personal aspects and social. Four form contribution the main thing that stands out in literature among others:

Increased Sense of Belonging , Self-Esteem, and Affiliation Culture

Studies show that students involved in learning based on culture feel more recognized and appreciated in environment school. When identity ethnicity, language, or practice culture they represented in a way positive in curriculum and interaction class, they show improvement in a sense of trust self and connectedness social. Rodríguez (2014), in studies about Latinx students, notes that use book a story that reflects experience culture student capable strengthen the sense of belonging and form pride to identity they. In the context Another, Msila (2014) highlighted that CRT can become means for oppose narrative dominant which often pushes aside culture minority, so that student feel identity they validated by the system education .

Awareness against the Cultural and Historical Background of the Community

CRT no only emphasize representation, but also encourages student for recognize origin them and understand history community. The studies reviewed disclose that students who are invited discuss in a way reflective about history local, struggle community, and role culture in life they, show awareness more identity high. Parkhouse et al. (2023) illustrates how teachers use issues social in learning history and language for to awaken awareness historical and political student to context they myself. Approach This in line with principle education critical, which places identity culture as tool for grow Power think reflective and autonomous student in navigate reality social they.

Reception to Diversity Culture in the Classroom

CRT creates room an inclusive class, where differences are culture No only tolerated but valued as riches together. Some article take notes that when teachers apply CRT strategies such as discussion intercultural, collaboration based on background behind students, or enrichment material from various tradition happen improvement in connection between student from background behind different. This has implications for the reduction of discrimination and increasing empathy between group. Gay (2010) emphasized that room CRT-based learning tends to strengthen solidarity cross culture Because student used to see other people's perspectives as valid and valuable.

Development Awareness Social and Justice

More contributions deep from CRT is his ability for push student develop awareness social and values justice. Studies by Lee & Herner-Patnode (2025) and Ladson-Billings (2014) emphasize that CRT can functioning as instrument liberation, because equip student with ability for recognize injustice

structural and thinking critical to system dominant. Through reflective dialogue, the project based on community, and learning participatory, students become more aware will position they in public as well as importance take role active in create change social.

3.4 Key Findings and Limitations of Previous Studies

Analysis more carry on to the studies reviewed show that part big CRT research in education intermediate conducted in the United States and other English-speaking countries. English, with context specific culture and politics. This is indicates the need development literature more local contextual, especially in the Southeast Asia region, including Indonesia. Common limitations reported in these studies includes: lack of teacher training in CRT approach, challenges in integration curriculum, as well as resistance from system education that is still tend standard and centralized. Several studies also show limitations methodological like size sample small, design studies qualitative without data triangulation, and not existence evaluation term long to the impact of CRT on identity student.

Impact Positive CRT against Academic Achievement and Engagement Student

Based on results synthesis literature, one of the findings main from implementation *Culturally Responsive Teaching* (CRT) is his contribution to improvement achievement academic and engagement student in the learning process. Approach relevant pedagogical in a way culture proven strengthen connection student with material lessons, improve motivation learn, and reduce obstacle psychosocial like a sense of alienation or not enough believe self. Studies by Gay (2010) and Rodríguez (2014) show that student from group minority taught with the CRT strategy experiencing improvement significant in participation class and achievement academic, compared with method teaching conventional which is not consider background culture them. Improvement involvement is also visible in form activity in discussion, spirit finish tasks, and interest to material lessons that reflect experience life they. This is show that CRT does not only impact in a way affective, but also giving results real in achievement cognitive student.

Challenge Implementation: Lack of Top-Down Teacher Training and Curriculum

Although CRTs are promising Lots benefits, the studies reviewed also revealed a number of challenges that hinder its implementation optimally in the environment education medium. The most frequent challenges appear is lack of training professional for teachers to understand and apply principles of CRT. Many teachers have not equipped with knowledge and skills for develop responsive learning to diversity culture students. This is exacerbated by the lack of module training special in teacher education programs (Lee & Herner-Patnode, 2025). In addition, the approach curriculum that is still centralized and top-down, as is the case in Indonesia and several other countries, limits teacher flexibility in integrate teaching materials based on culture local. In case this, teachers often only become executor

curriculum national which is not sensitive to diversity background behind students, so that room for development of CRT into narrow (Abdul Halim, 2021).

Limitations Methodology in the Study

Besides the challenges practical, a number of limitations methodological also identified in articles reviewed. Some studies nature explorative with design descriptive-qualitative which has not been supported by longitudinal data, so that not yet capable describe change identity culture student in a way sustainable. In addition, many research based perception, good from teachers and students, without strong data triangulation, so that validity findings become limited. Petticrew and Roberts (2006) emphasize that in systematic studies in the field knowledge social, important for review quality methodology in a way critical for the resulting synthesis unbiased or solely representation from view subjective respondents. So from that, the results obtained in this study must understood in framework limitations the.

3.5 Implications of the Study

Implications for Secondary Education in Indonesia

systematic studies This show that implementation *Culturally Responsive Teaching* (CRT) can give contribution big to strengthening identity culture students, especially at the level of education medium. In Indonesia, the context This become very relevant remember diversity very high culture and the existence of need for build education that values plurality.

Comparison Condition Culture and Curriculum

In a global context, many studies analyzed originate from the United States, where diversity culture responded to through relatively curriculum and policies open to approach multicultural. In Indonesia, although reality culture is also very diverse, the approach education Still tend nature centralized and homogeneous. Curriculum national in a way historical emphasize identity national single and sometimes not enough give room for representation culture locals living in various area (Abdul Halim, 2021). This is cause potential tension between identity culture local with narrative dominant national, as well as create room underclass relevant for student from community certain areas, especially those in certain areas marginalized in a way geographical and also social.

Potential Integration of CRT Principles in Independent Curriculum

The presence Independent Curriculum as approach new in system Indonesian education provides opportunity big for integrate CRT principles. Curriculum This emphasize learning differentiated, contextual, and student-centered principles that are in line with spirit of CRT. With give freedom to schools and teachers in compile learning module based characteristics local, Independent Curriculum potential can become ideal container for implementation of CRT. Teachers have room For choose relevant material in a way culture, building reflection critical, and create environment inclusive learning.

3.6 Challenges and Opportunities

Teacher and Taker Awareness Policy

One of challenge main in the implementation of CRT in Indonesia is low awareness critical teachers and decision makers policy to importance responsive education culture. Many teachers have not get training that provides they for recognizing cultural bias in teaching, understanding background behind culture students, or use approach reflective and fair pedagogy in a way culture. In addition, stakeholders policy education tend more focus on achievement academic and indicators numeric, while dimensions identity culture student often overlooked in evaluation success education. Therefore that, is needed change paradigm that places diversity as power, not challenge.

Availability of Learning Materials Based on Local Culture

Challenge other is lack of teaching materials that describe values and practices culture local in a way representative and contextual. National textbooks that are uniform not yet fully capable reflect diversity social and historical local. In fact, students will more involved in learning if they see self and community represented in curriculum. However thus, the opportunity still open width. Development source Study based on community and collaboration between school, teacher, figure society, and perpetrator culture local can become solution for bridge emptiness this.

Recommendation Implementation of CRT in Local Context

Based on findings and analysis that have been done, there is a number of recommendation implementative for integrate CRT in system education middle in Indonesia:

- Training and Development Teacher Professionalism. Teacher training programs must enter component awareness culture, analysis social, and pedagogical strategies inclusive. Teachers need to equipped ability for read dynamics diversity in the classroom and designing relevant learning with experience life student.
- Strengthening Curriculum Contextual. Government and developers curriculum need push use contextual teaching materials that reflect values, history, and wisdom local. Thematic modules based on culture area can become example concrete from CRT approach.
- Supportive Policies Inclusivity Culture. Need There is regulations and policies education that encourages school for value diversity, not only in form of a slogan, but in practice learning, assessment, and culture school.
- In-depth Local Research. Required studies further in the Indonesian context for evaluate CRT practice, developing indicator its success, as well as answer question specific about how CRT works in public multicultural like Indonesia.

4. CONCLUSION

This study confirm that *Culturally Responsive Teaching* (CRT) is approach effective pedagogical in build identity culture students at the level education medium. Through strategies such as integration mark culture local in curriculum, learning reflective, and engaging student in a way active in discussion cross culture, CRT is capable increase confidence self, affiliation culture, and awareness social students. On the other hand, the challenges implementation like low teacher awareness, homogeneous curriculum, and lack of source study contextual, to be obstacle real in practice.

Findings This relevant in context transformation Indonesian education, especially with presence The Independent Curriculum is open room for a more approach contextual and inclusive. Therefore that, research This recommend strengthening teacher training based on culture, revision policy more curriculum flexible, and development teaching materials that reflect diversity local. With step said, CRT can become a key strategy in build more education fair, inclusive, and rooted in culture nation.

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