

Improving Indonesian Language Learning Outcomes Through a Cultural Responsive Teaching Approach and the Secret Cards Game Method

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Abstract

This research aims to improve student learning outcomes in Indonesian language subjects using the CRT (Cultural Responsive Teaching) approach and the Secret Cards Game method. This approach is a culture-based approach by linking the material taught. This learning highlights the background and culture that suits the student's profile. The goal is to create fun learning. The subjects of this research were 39 students (18 male students and 21 female students) in class VIII SMP. This classroom action research is reflective and collaborative. The implementation was carried out over two cycles. The results of this research show that the application of the CRT (Cultural Responsive Teaching) approach and the Secret Cards Game method can improve Indonesian language learning outcomes for class VIII SMP students. This can be seen from the increase in the percentage of the average value of observations in cycle 1, namely the completeness value was 55% and the average value was 73%. Of the 39 students, 23 students have achieved the KKM score. Meanwhile, in cycle 2 there was a very good increase with a percentage of 85% and the average value in this cycle reached 87.5%. There were 34 students whose learning outcomes improved. So, using the Cultural Responsive Teaching learning approach and the Secret Cards Game method in learning Indonesian has had an impact on improving the learning outcomes of class VIII students at SMPN 2 Mataram.

Keywords: *Learning Outcomes, Cultural Responsive Teaching, Secret Cards Game method.*

INTRODUCTION

At junior high school (SMP) level, many students face obstacles in understanding the subject matter taught during the learning process. This difficulty in understanding can be caused by various factors, such as differences in learning styles, lack of student involvement, and limited learning resources (Tamu, 2017). In overcoming this challenge, schools and teachers continue to make efforts to improve understanding of the material in various ways. One way is to choose teaching approaches and methods that suit students. In developing and implementing the learning approach or method, it must also be varied. Teachers must also strive to create a learning atmosphere that accommodates diverse learning styles, uses educational technology, and provides relevant learning resources.

Through these efforts, it is hoped that students can understand and master the material more easily, can create a learning environment that is inclusive and responsive to their learning needs[2]. When carrying out the teaching and learning process, teachers have goals that must be achieved. However, in the field, especially in Indonesian language subjects, students' level of understanding of the material is still low[3].

This is caused by students' dependence on direct explanations from teachers which shows the dominance of the teacher-centered approach. As commonly used teaching methods such as lectures and textbooks tend to make learning less interesting for students. This condition shows the need to transform learning approaches towards strategies that are more interactive and student-centered.[4].Therefore, efforts are needed to stimulate student interest by utilizing learning approaches and methods that are more creative and interesting, and relevant to students' lives. Through this change, it is hoped that students can be more actively involved in the learning process, improve their understanding of the material, and achieve the desired learning goals [5].

Students are the main subject in the learning process. In other words, the learning that is designed must be oriented towards all students' learning needs and activities in order to obtain better learning outcomes, especially cognitive aspects[6]. There are two ways to determine student learning success, namely directly and indirectly. Student activity can be observed directly through discussions and work on assignments, while students' activity can be observed indirectly through emotional and mental means. This learning success was proven

due to understanding concepts, mastery of the material, and conducting learning evaluations with significant results[7].

One learning approach that is expected to increase student activity is the Cultural Responsive Teaching (CRT) approach. CRT is a learning approach that is student-centered and respects students' cultural diversity. This approach emphasizes the importance of building positive relationships between teachers and students, creating an inclusive learning environment, and using learning materials that are relevant to students' culture. According to Gay (2010), CRT is an educational practice that connects education with socio-cultural dimensions, emphasizing the importance of the culture of students and their communities. The aim is to bring students closer to the learning context and increase their awareness of their own cultural identity.

Apart from the learning approach, there are other components that can support the success of the learning process, one of which is the use of learning methods that provide innovation in the learning process [8]. In supporting the learning process, it is also necessary to use interesting and fun learning methods. Learning methods are an important factor in improving learning outcomes. One of them is the Secret Cards Game. The Secret Cards Game method is a card game that can be used to practice various Indonesian language skills, such as vocabulary, grammar and reading comprehension. This learning method is not just an information intermediary, but also a powerful tool to arouse students' interest and motivation to learn, thereby influencing learning outcomes. Choosing the right learning method is the key that can improve the quality of the teaching and learning process, which ultimately leads to improving learning outcomes and student achievement. Through the use of this method, the learning process becomes fun and interactive so that it can help students to learn more effectively and efficiently, so that they can achieve optimal learning results and achievements. Therefore, diverse and interesting learning methods can arouse students' curiosity, interest and enthusiasm for learning (Heinich, Molenda, & Russell, 2001).

Thus, substantial learning success is not only reflected in a deep understanding of concepts and mastery of the material, but also in students' ability to evaluate learning which results in significant changes.[9].

METHOD

This research is a type of classroom action research which aims to improve the quality of learning practices in the classroom. Classroom action research is also reflective and collaborative research which consists of four stages, namely planning, implementation, observation and reflection[10]. The method used in conducting Classroom Action Research is through 2 cycles. The steps are as follows:

1. Pre Cycle

At this stage, learning planning is carried out. The approach used in learning is the CRT (Cultural Responsive Teaching) approach using the secret cards game learning method. The choice of topic or problem is adjusted to the Indonesian Language Subject.

2. Cycle 1

This cycle includes: (1) Implementation: Conducting learning by adopting the CRT approach and the Secret Cards Game method, as well as using materials that respect students' cultural diversity and offer problem-solving challenges that actively involve students. (2) Observation and data collection: Observing student interactions, participation and learning outcomes during the implementation of the learning approach. Data is collected through observation, tests, field notes, or other assessment tools. (3) Data analysis: Evaluate the collected data to assess student learning outcomes and activity, using qualitative and quantitative analysis such as thematic analysis or descriptive statistics. (4) Reflection: Reviewing the results of data analysis to assess the effectiveness of the CRT approach and the Secret Cards Game method in increasing motivation and learning outcomes. and student activity, as well as identifying strengths, weaknesses and aspects that need improvement.

3. Cycle 2

This second cycle includes: (1) Repair and enhancement: This stage makes improvements and improvements to the results of reflection and evaluation that have been carried out in the first cycle in implementing the learning approach. Adapting learning strategies and materials to be more responsive to student needs and diversity, (2) Implementation of the second cycle: Implementing learning by implementing planned improvements and enhancements. Supervise and collect data as done in the first cycle, (3) Second cycle data analysis: Analyze data on learning outcomes and student participation in the second cycle. Comparing the data in the second cycle with the data in the first cycle to determine whether there has been an improvement, (4) Final reflection: Reflecting on the results of data analysis from the second cycle. Draw conclusions about the effectiveness of the CRT approach and the Secret Cards Game method in increasing learning motivation and student learning outcomes in Indonesian Language Subjects.

LocationThe research was conducted at SMPN 2 Mataram. The subjects of this research were students in class VIII.G of SMPN 2 Mataram for the 2024/2025 academic year, totaling 39 students. The analysis used in this research is quantitative descriptive data analysis. This analysis is an analysis that refers to the assessment of the emergence of activities that reflect student learning motivation.

Motivational

presentation=

$$\frac{\text{Jumlah siswa tuntas/belum tuntas}}{\text{Jumlah siswa keseluruhan}} \times 100\%$$

According to Mulyasa (in Safitri et al, 2024: 204) learning can be said to be successful and of high quality if all or at least around 75% of students are actively involved in the learning process.

Indonesian language subjects in class VIII of SMPN 2 Mataram. The aim is to identify the problems students face during learning. The results of initial observations show that the majority of students in class VIII.G are still less actively involved and pay less attention to the learning process.

1. Cycle 1

a) Planning

At the planning stage, namely preparing the teaching module Chapter 6 Writing Speech Texts. The approach used in this teaching module is the CRT (Culturally Responsive Teaching) approach. Apart from that, the secret cards game learning method, learning resources, LKPD, assessment instruments, and tools for collecting data on observation sheets and research questionnaires are also used.

b) Implementation

Cycle 2 learning activities were carried out on Wednesday 24 April 2024 with a time allocation of 2 JP. The material explained is Chapter 6 Writing Speech Texts. OnIn this learning, the approach used is CRT with the media used being learning videos about Indonesian culture and students providing responses to the videos shown, with material related to recognizing and understanding speech texts and their structure. In this lesson, students have the task of determining the structure of a speech text in an Indonesian cultural speech text.

c) Observation

Based on observations, the learning outcomes of class VIII.G students at SMPN 2 Mataram in cycle 1 can be seen in the following table.

Table I.Percentage of Completeness of Student Learning Abilities in Cycle 1

RESULTS AND DISCUSSION

Before the research was carried out, observations were made on the learning of

Information	The number of students	Percentage
Complete	23	57.5%
Not finished yet	17	42.5%
Amount	39	100%

This table shows the results of the evaluation of the completeness of students' learning abilities in Cycle 1. Of the total of 39 students observed, 23 students (57.5%) succeeded in achieving completeness in learning, while 17 other students (42.5%) had not yet achieved the level of completeness. which are expected. This percentage reflects variations in student learning outcomes in achieving predetermined competencies. It should be noted that learning in Cycle 1 provides an initial picture of students' level of understanding and mastery of the material, which can be a basis for further improvement and development in an effort to improve the quality of learning in the future. Thus, the average score obtained by students in cycle 1 was 73%.

d) Evaluation

In implementing cycle 1 learning, there are shortcomings that need to be used as material for reflection. First, lack of motivation to learn and lack of confidence to express their opinions. so students. Second, there is not much application of the CRT approach so that in the next cycle examples of speeches related to Lombok and Balinese culture will be added according to the student profile. Third, there is a lack of cultural ornamentation in the design of the secret cards game learning method. The aim is to increase students' interest in the learning process.

2. Cycle 2

a) Planning

At the planning stage, namely preparing the teaching module Chapter 6 Writing Speech Texts. The approach used

in this teaching module is the CRT (Culturally Responsive Teaching) approach. Apart from that, the secret cards game learning method is also used to support the learning that will be carried out, then learning resources, LKPD, assessment instruments, and tools for collecting data on observation sheets and research questionnaires.

b) Implementation

Cycle 2 learning activities were carried out on Monday 29 April 2024 with a time allocation of 3 JP. The material explained is Chapter 6 Writing Speech Texts. In this study, the approach usednamely CRT with the media used being learning videos about Indonesian culture and students providing responses to the videos shown, with material related to the introduction and understanding of speech texts and their structure. In this lesson, students have the task of determining the structure of Lombok and Balinese cultural speech texts using the secret cards game method which has been designed to be more interesting with cultural ornaments.

c) Observation Stage

Based on observations, the learning outcomes of class VIII.G students at SMPN 2 Mataram in cycle 2 showed success. The value obtained is the average of student learning outcomes is 87.5%. Below are the percentages of student learning outcomes.

Table II.Percentage of Complete Learning Ability of Students in Cycle 2

Information	The number of students	Percentage
Complete	34	85%
Not finished yet	5	12.5%
Amount	39	100%

The table shows the percentage of completeness of students' learning abilities in cycle 2. There were 34 students or 85% of the total students who

succeeded in reaching the level of completeness. Meanwhile, there were 5 students, or 12.5% of the total number of students, who had not reached the completion level in that period. These results reflect a significant number of students who have succeeded in understanding and mastering the learning material, while a small number of students still require special attention to achieve the desired level of completeness. This evaluation provides an overview of the effectiveness of the learning process in cycle 2 and needs to be considered for developing more effective learning strategies to support the achievement of mastery for all students.

d) Reflection Stage

In the data table on student learning outcomes carried out in cycle 2, it can be seen that learning Indonesian using the CRT approach and supported by the application of the secret cards game method can improve the learning outcomes of students in class VIII.G SMPN 2 Mataram.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of research regarding the application of the CRT (Cultural Responsive Teaching) approach using the secret cards game method to improve student learning outcomes in class VIII Indonesian Language Learning at SMPN 2 Mataram, it can be concluded that this approach and method are effective in increasing the achievement of learning outcomes. Cycle 1 showed that 73% of students had reached an adequate level of understanding, while in cycle 2, this percentage increased to 87.5%. This shows a significant increase in student learning outcomes.

Suggestion

For further research, it is recommended to test the effectiveness of this approach in other subjects and in different classes, as well as look at its impact over a longer period of time to understand the sustainability of improvements in student learning outcomes.

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