PEDAGOGI
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Application of *Culturally Responsive Teaching Approach* Assisted by Padlet Media of Traditional Game Materials to Improve Student Learning Outcomes

Triwahyudianto [1*] , **Suci Indah Susanti** [1], **Dhia Suprianti** [2]

[1] Universitas PGRI Kanjuruhan Malang, Indonesia
[2] Sekolah Dasar Negeri 2 Bandungrejosari Malang, Indonesia
* Author Correspondence

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Abstract

This research aims to improve student learning outcomes in the Pancasila Education subject of Traditional Game materials through the application of the Culturally Responsive Teaching (CRT) approach assisted by Padlet digital media. The background of this research is that there is still low student learning outcomes due to conventional learning methods that are less relevant to the local cultural context and the lack of use of interactive digital media in learning Pancasila Education in elementary schools. This research fills the gap in the study on the integration of CRT with Padlet media in Pancasila Education materials at the elementary level. The method used is the Kemmis & McTaggart model Class Action Research, carried out in two cycles which each consist of planning, action, observation, and reflection stages with 28 subjects in grade III of Bandungrejosari 2 Malang Public Elementary School. The research instruments include teaching modules, Padlet media, Student Worksheet, and evaluation tests. The results showed an increase in student learning completeness from 28% in the pre-cycle (average 45), to 57% in the first cycle (average 67), and a significant increase to 78% in the second cycle (average 80). These findings show that the application of the CRT approach assisted by Padlet digital media is effective in improving student learning outcomes. The implications of this study support the importance of using local culture-based digital media in learning Pancasila Education in the Merdeka curriculum to create a more contextual, interactive, and meaningful learning experience.

Introduction

Education has a strategic role in shaping an intelligent, characterful, and cultured generation. Law Number 20 of 2003 states that education is a conscious and planned effort to create an active, creative learning atmosphere, and be able to develop the potential of students optimally (Ministry of National Education, 2006). In line with the spirit of the Independent Curriculum which emphasizes contextual, adaptive, and needs-based learning for students, teachers are required to be able to utilize learning approaches and media that are relevant to local characters and technological developments (Rahayu et al., 2022). However, in fact, the learning process in elementary schools is still dominated by lecture methods that have minimal integration of local culture and the use of interactive digital media (Maryanti et al., 2022). One potential media alternative is Padlet, an online-based collaborative platform that facilitates students' active participation in the discussion and sharing of digital content (Jefferies & Cubric, 2015). Padlet has been proven to be effective in improving learning interactions at the junior high school and university levels, especially in project-based learning and digital literacy (Fikri et al., 2022; Wahyuni et al., 2021). Unfortunately, at the elementary school level, especially in Pancasila Education, the implementation of this collaboration-based digital media is still rarely implemented.

On the other hand, the concept of Culturally Responsive Teaching (CRT) was initiated by Gay (2000) and strengthened by cutting-edge research (Aronson & Laughter, 2016; Muhammad et al., 2023) emphasize the importance of integrating students' cultural identities in the learning process to create relevant, inclusive, and meaningful learning. Several studies in Indonesia have studied the application of CRT in science or language learning at the junior high and high school levels (Enjelina et al., 2024; Lasminawati et al., 2023), while the learning context of Pancasila Education in elementary schools is still not much touched. More specifically, there has been no research that examines the integration of the CRT approach with collaboration-based digital media such as Padlet to teach traditional game material, even though this material has strategic value in preserving local culture as well as instilling Pancasila values in students from an early age. This gap is important to fill, because the lack of integration of local culture in digital learning in elementary schools has the potential to weaken the cultural identity of the younger generation in the era of globalization.

Based on the results of initial observations at Bandungrejosari 2 Malang Public Elementary School, the learning process of Pancasila Education is still conventional, has not utilized digital media, and lacks a local cultural context. This has an impact on low student active participation and weak understanding of the nation's cultural values. Therefore, this study aims to improve student learning outcomes through the application of the Padlet media-assisted CRT approach in learning traditional game materials. This research also offers novelty in the form of a model of integration of the CRT approach with collaborative-based digital media in the contextualization of local cultural materials at the elementary school level, which has not been widely researched in the realm of elementary Pancasila Education. It is hoped that the results of this research can enrich the reference of the local culture-based digital learning model and provide practical implications for the development of a culture and technology-based curriculum in the era of the Independent Curriculum.

Method

This study uses the Kemmis and McTaggart model Classroom Action Research (PTK) design with a descriptive quantitative approach to solve real problems in the classroom through structured and systematic repetitive actions to improve the quality of student learning processes and outcomes. The research subjects amounted to 28 students in class 3A of Bandungrejosari 2 Malang Public Elementary School consisting of 14 male students and 14 female students, selected based on the results of initial observations that showed low learning outcomes of Pancasila Education, lack of active participation, and conventional teacher learning methods. The data collection technique includes learning outcome tests in the form of 10 multiple-choice questions and 3 description questions prepared based on learning indicators, observation sheets of student and teacher activities, and documentation of student activities in Padlet. The test instrument was validated by two subject matter experts and an education evaluation expert with the validity test results above 0.75 (valid category) and the KR-20 reliability test of 0.82 (high category). Quantitative data was analyzed using the formula of the percentage of learning completeness according to Supardi, while qualitative data from observation was analyzed through the stages of data reduction, data display, and conclusion drawing using coding techniques on the findings of student and teacher activities during the learning process, and documentation was analyzed in the form of student uploads in Padlet, photos of class activities, and field notes. The research procedure consists of four stages, namely planning, implementation of actions, observation, and reflection which are carried out in two cycles. Reflection is carried out with the classroom teacher after each cycle through evaluative discussions based on observation results, test results, and documentation, to determine improvement steps for the next action. Success indicators are determined if at least 75% of students achieve a score of ≥ 75 according to the applicable Minimum Completeness Criteria.

Results and Discussion
Results

This class action research was carried out in two cycles. Each cycle consists of four stages according to the Kemmis and McTaggart models, namely: planning, implementation of actions, observation, and reflection (Suharsimi, 2021). The purpose of this study is to improve student learning outcomes in class 3A of Sekolah Dasar Negeri 2 Bandungrejosari Malang through the application of the CRT approach and Padlet learning media in learning Pancasila Education with Traditional Game material.

In Cycle 1, the researchers displayed images about the application of the CRT approach and Padlet learning media in learning Pancasila Education with Traditional Game material. In the planning stage of Cycle I, the researcher compiled a learning tool consisting of Teaching Modules, Student Worksheets which were done in groups, and evaluation questions. All of these devices are arranged based on Traditional Game material in the Pancasila Education subject for class 3A. In this cycle, learning still uses a conventional approach. This means that there has been no implementation of the CRT approach or the use of digital media such as Padlet. The focus of learning is still on the delivery of material directly by the teacher. Student Worksheets is designed to be done in groups, with the aim of building cooperation and communication skills

between students through group discussions. Meanwhile, evaluation questions are prepared to find out the achievement of student learning outcomes after the learning process takes place.

Figure 1. Implementation of Cycle 1

Execution of actions. The implementation of learning in Cycle I will be held on Thursday, February 20, 2025, with a focus on Traditional Games material in the subject of Pancasila Education. The learning process still uses a conventional approach, where teachers deliver material orally and use printed image media as a visual aid. After the presentation of the material by the teacher, students are divided into several small groups. Each group is asked to work on the Student Worksheets that has been prepared. The Student Worksheets contains questions that measure students' understanding of the values of Pancasila contained in traditional games, such as the values of cooperation, sportsmanship, and mutual cooperation. In addition, the Student Worksheets also contains questions that ask steps or how to play the traditional game. After the group discussion was over, several groups presented the results of their discussion in front of the class. The learning activity ended with the provision of individual evaluation questions to measure the achievement of student learning outcomes on the material that has been taught

Observation of student learning outcomes in Cycle I is carried out through analysis of the results of the written evaluation given after the learning process is completed. This evaluation aims to find out the extent of students' understanding of the Traditional Game material that has been taught. Based on the results of the evaluation, data was obtained that as many as 16 out of 28 students or equivalent to 57% of students obtained a score of ≥ 75, which is the threshold of the Minimum Completeness Criteria. On the other hand, there are 12 students or 43% who have not achieved complete scores. The following is presented Table 1 which contains a recapitulation of the results of student evaluation in Cycle I:

Table 1. Recapitulation of Student Evaluation Results Cycle 1

Information	Number of Students	Presentase
Finished (≥ 75)	16	57%
Incomplete (<75)	12	43%
Total	28	100%

The results of this observation show that the indicators of the success of the action have not been achieved, because the number of students who achieve completeness is still below the minimum target, which is 75% of students who complete their studies.

Reflection. Based on the results of the evaluation conducted in Cycle I, several obstacles were found that affected the learning process, including: (a) Delivery of material that tends to be one-way, so that it does not involve maximum student activity and participation. This causes student involvement in learning to be limited. (b) Although the Student Worksheets is done in groups, some group members seem to be less active in participating in discussion and problem solving. This may be due to a lack of motivation to collaborate or uneven roles in the group. (c) The learning media used is still limited to printed image media and conventional methods, which are considered less attractive to students. In addition, digital technologies that can attract students' attention, such as Padlet media, have not been fully utilized in learning.

Therefore, to overcome these obstacles, in Cycle II there are planned improvements by implementing a CRT approach that focuses more on the diversity of student cultures and the use of Padlet media that is more interactive and interesting. It is hoped that with the application of this approach, it can increase student activeness in learning, improve participation in group activities, and optimize the use of technology in learning. With these improvement steps, it is hoped that the learning outcomes of class 3A students at Sekolah Dasar Negeri 2 Bandungrejosari Malang can increase significantly in the next cycle.

Figure 2. Cycle 2

Figure 3. Media Padlet

The planning stage in Cycle II is carried out as a follow-up to the results of reflection in Cycle I. Based on the existing reflection, several improvements are planned to improve the quality of learning and student learning outcomes. In this cycle, learning is designed by integrating the CRT approach and the use of Padlet digital media to create a learning

atmosphere that is more interactive and relevant to the cultural background of students. The learning instruments prepared include: (a) Teaching Modules that adopt the CRT approach, by containing elements of local culture and the value of togetherness that are close to the daily lives of students. This module aims to enrich students' understanding of the material presented in a more contextual and engaging way. (b) Padlet Learning Media, which is used as a digital collaboration space for students to discuss, share information, and do assignments online. Padlet is expected to increase student participation in learning activities in a more active and fun way. (c) Group Student Worksheets which is prepared with the aim of provoking discussions about Pancasila values in the context of traditional game culture. This Student Worksheets is designed so that students can collaborate, build communication, and identify and discuss the values contained in traditional games, such as cooperation, mutual cooperation, and sportsmanship. (d) Individual Evaluation Questions, which are prepared to measure student learning achievement after the implementation of the new approach. This question aims to measure students' understanding of the learning material that has been delivered.

The main goal of this planning is to create a learning atmosphere that is more relevant to the cultural background of students, optimize digital collaboration through Padlet media, and improve student learning outcomes in the learning process. It is hoped that with the application of the CRT approach and the use of digital technology, it can improve the quality of learning and overall student learning outcomes.

Execution of actions. The implementation of learning in Cycle II will be carried out on Tuesday, February 25, 2025. The activity began with an appreciation of local culture through short videos about traditional East Java games, such as egrang, engklek, and gobak sodor. The videos aim to grab students' attention as well as connect the learning material with their culture. After watching the video, the activity continued with a discussion about the values of Pancasila as reflected in the traditional game, such as the values of cooperation, sportsmanship, and mutual cooperation. This discussion is led by teachers who strive to facilitate learning in a responsive manner, by connecting the material to students' daily lives and opening up space for two-way dialogue between teachers and students.

After the discussion, students were divided into several groups and asked to work on Student Worksheets in groups. The results of the group discussion were then uploaded to Padlet which has been provided as a digital collaboration platform. The use of Padlet provides an interactive and collaborative experience for students, so that they appear more enthusiastic and motivated in participating in learning. With this medium, students can share ideas, discuss, and develop their understanding of the material. At the end of the lesson, students are given individual evaluation questions in writing to measure their understanding of the material that has been studied. This activity aims to assess the achievement of individual student learning outcomes after the discussion process and the use of new digital media.

Observation. Based on the results of individual evaluation at the end of Cycle II learning, there was a significant increase in learning outcomes compared to Cycle I. Of the 28 students, 22 students (80%) managed to obtain a score of ≥ 75, while 6 students (20%) still did not achieve completeness. This improvement shows the successful implementation of the CRT approach

integrated with the use of Padlet media as a means of digital collaboration. The following table 2 shows the recapitulation of the results of student evaluation in Cycle II:

Table 2. Recapitulation of Student Evaluation Results Cycle 2

Information	Number of Students	Presentase
Finished (≥ 75)	22	80%
Incomplete (<75)	6	20%
Total	28	100%

From the data above, it can be concluded that the indicators of the success of the actions in Cycle II have been well achieved, namely at least 75% of students achieved a score of ≥ 75. This improvement in learning outcomes shows that the application of the CRT approach and Padlet digital media can increase student motivation and engagement, leading to improved their learning outcomes.

d. Reflection

The learning results in Cycle II showed that the application of the CRT approach combined with the use of Padlet media made a positive contribution to student engagement and learning outcomes. Students were more active in discussions, more enthusiastic in working on LKPD in groups, and easier to understand the material because learning was associated with their culture and daily experiences. The use of Padlet as a digital collaboration tool has proven effective, allowing students to creatively display the results of group work and increase their engagement in the learning process. In addition, teachers are also easier to evaluate because the results of each group's discussions are documented digitally in Padlet.

Discussion

Based on the data obtained as a whole, the completeness of student learning outcomes has increased significantly from pre-cycle to cycle II. In the pre-cycle, only 28% of students achieved the Minimum Completeness Criteria with an average score of 45. In Cycle I, learning completeness increased to 57%, with an average score of 67. A greater increase occurred in Cycle II, where 78% of students managed to achieve Criteria for Achieving Learning Objectives, with an average score of 80.

This increase shows that the actions taken in this study have succeeded in improving student learning outcomes in class 3A of SDN Bandungrejosari 2. Overall, the application of culture-based approaches and digital technology has proven to be effective in improving the quality of learning in Pancasila Education, especially in Traditional Game materials. The following is Table 3 which shows the results of overall student learning completion:

Table 3. Student Learning Completeness Results

Aspects observed	Pre-Cycle	Cycle 1	Cycle 2
Students who have reached the KKTP	8	16	22
Students who have not reached the KKTP	20	12	6
Value- average	45	67	80
Completeness of Learning Outcomes	28%	57%	78%

Thus, the results obtained show a significant increase in the completeness of student learning outcomes from pre-cycle to cycle II. This shows that the application of an approach based on local culture, namely CRT and the use of digital technology in the form of Padletr media, can significantly improve student learning outcomes.

Conclusion

Based on the results of the study, the application of the CRT approach combined with Padlet media has proven to be effective in improving the quality of the process and student learning outcomes in Traditional Game materials. Learning that is responsive to students' culture is able to create a more contextual atmosphere, encourage active participation, and facilitate meaningful interaction through collaborative digital media. These findings confirm the importance of the role of teachers in choosing learning strategies that are adaptive to cultural characteristics and technological developments in the elementary school environment. In addition to contributing practically to the development of local culture-based learning models, this research also makes a scientific contribution in enriching the discourse on the implementation of CRT assisted by digital technology in the lower classes, an approach that is still relatively rarely implemented at the elementary level in Indonesia. Practically, it is recommended that primary school teachers start integrating collaborative media such as Padlet in local culture-based learning to increase student engagement and understanding, especially in subjects related to national values. In the future, similar research can be continued using experimental designs with stricter controls or on a wider school scope, in order to obtain a more comprehensive and tested picture of the effectiveness of digital-based CRT approaches in various primary education contexts.

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Authors' Note

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