
English Teachers' Perceptions of the Adoption of Culturally Responsive Pedagogy (CRP) in Multicultural Classrooms

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Abstract

Culturally Responsive Pedagogy (CRP) in developed countries, little research reports the studies of teachers' perceptions of CRP in the context of developing countries, like Indonesia. To fill this empirical gap, the present study investigated English teachers' perceptions of the adoption of CRP in the Indonesian context in terms of four dimensions of CRP, namely: teachers' ethic of care, teachers' cultural values, teachers' pedagogical expertise, and teachers' supportive behavior. Four professional English teachers from a culturally diverse school were recruited as participants in this current study. Elicited using semi-structured interviews, the collected data were analyzed qualitatively. Findings reveal that the participants perceive the adoption of CRP positively. These positive perceptions indicate that the teachers hold positive views on CRP, which means they perceive that CRP is essential to be adopted in the teaching and learning process, especially for teaching culturally diverse students. The results of this study can inspire other teachers who teach diverse students and who are interested in multicultural education to adopt the concept of CRP in their teaching. This study also ends with suggestions for policymakers, like the Institute for Quality Assurance and learning development (LPMPP), to provide training, workshops, seminars, and other activities that relate to the concept of CRP. Besides, it is recommended for future researchers to investigate further the concept of CRP by using different research subjects and different research methods.

Keywords: *Culturally Responsive Pedagogy (CRP); diversity, learning environment, multicultural education*

Introduction

The success of a teaching and learning process depends on several factors, two of which are the learning environment and teachers as facilitators in the classroom. In some schools in Indonesia, the learning environment is described as a diverse environment due to the diversity of the school stakeholders. For instance, the diversity of the students that can be seen from their diverse ethnic groups is supported by the data from the Central Bureau of Statistics (2019), indicating that there are more than 300 ethnic groups spreading in the five big islands in Indonesia. Most members of these ethnic groups have migrated from one island to the other islands for several reasons, one of which is pursuing a degree or continuing study. Java Island seems to be one of the favorite destinations for students to continue their studies. It is supported by the data from the Indonesian Ministry of Education and Culture (2017), stated in the catalog of Indonesian Education Statistics in Brief, revealing that more than 50% of students in Indonesia are concentrated in schools and campuses around Java Island. For that reason, it is not surprising that both schools and campuses in Java Island are characterized by the diversity of the students.

Regarding the diversity of the students, schools are described as a place for diverse cultures; the diversity of the students causes diverse cultures to occur in that school. School policies and curriculum initiatives regarding cultural development among students were regulated by community members, school administrators, and parents (Chavkin, 2001). Those three stakeholders become the initial sources of the existence of three cultures in the school, namely home culture, school culture, and mainstream culture. Home culture refers to the specific set of values, beliefs, and attitudes that have been embedded in a family. Those cultures are used to make positive bonds among family members. In the educational context, family involvement and home partnerships benefits to children's development and learning (Goodman & Hooks, 2016). However, the term school culture generally refers to the values, norms, and written and unwritten rules that shape and influence every aspect of the school's functions. There should be an effort from the school stakeholders to negotiate, respect, deal with, and work together with people from different cultures. School as a social context, with its multicultural phenomenon, influences the students in various ways (Christoof, Hanasen, & Proietti, 2016). Meanwhile, the mainstream culture can be defined as the culture of some people's own (dominant culture). In this case, when the school is located in Malang city, the mainstream culture is likely to be Javanese. All three cultures should be integrated into the

school context. This idea is in line with the ideas of Haeseler (2011) who states that strengthening the home, school, and community connection and its culture is essential. The family members, teachers, and community members should work together as a team to support the students' teaching and learning process.

To realize the strong connection of the home, school, and community cultures, there is then a need for an education model that can promote diversity, tolerance, and peace (Act of the Republic of Indonesia on National Education System 1, 2003). This form of education is well known as multicultural education, a form of learning efforts that open opportunities for all students regardless of gender, ethnicity, race, culture, and religion (Tabroni, 2007). In the multicultural education environment, students' various cultures are welcomed and nurtured. Culture becomes an important aspect of the education environment because it can shape human behaviors and attitudes toward the world and the environment where humans live (Ariani & Widiati, 2017). What people think about the world is influenced by their culture, and so are their ways of acting, feeling, and moving. In short, awareness of cultural diversity within a multicultural-education context can potentially influence students' mindsets, attitudes, behaviors, habits, rules, and even customs. If students are not trained to welcome differences, or if differences are not well understood and accepted wisely in the school context, they can cause conflict among the students (Indrapangestuti, 2014). In regard to those points, in the learning environment, there should be the roles of teachers as facilitators for the students to learn to appreciate differences. In such a context, the term generally used is culturally responsive pedagogy (CRP).

CRP needs to be applied in the Indonesian context due to the existence of various cultures and multiculturalism, which was introduced after the country's independence as a fundamental principle of nationhood: Bhineka Tunggal Ika (unity in diversity) (Nakaya, 2018). The importance of implementing CRP is also strengthened by Nakaya (2018) who stated that in the educational context, CRP can help the students understand their own authentic and traditional culture, avoid social discrimination, develop equity among ethnic groups, develop positive racial attitudes, and cultivate national identity. Moreover, through CRP, teachers can introduce multiculturalism concepts as living together and respecting each culture.

Regarding English language teaching, culture plays a predominant factor of success in teaching a language. Culture forms beliefs, conveys ideas, and shares knowledge on customs

and values. All of these characteristics are communicated through language, which is an integral part of the culture (Taga, 1999). Language and culture are two things that cannot be separated. According to Ali, Kazemian, & Mahar (2015), the existence of language in culture serves as a means of communication among the individuals of a society. They also add that in terms of learning the English language, the process of learning foreign languages not only requires an individual to practice linguistic forms but also necessitates becoming familiar with the culture of the target language to interpret intercultural communication. Therefore, teachers need to provide learners with cultural context and awareness to obtain proficiency in intercultural communication of the target language.

Furthermore, the English teachers should also explain to the students the importance of maintaining their local cultures and also learning foreign cultures (target language culture). According to Emitt & Komesaroff (2003), teaching the culture of a target language is essential for developing competence in intercultural communication. The students should be given a mindset that local culture and foreign culture are good, and no culture is better than the others. What the students have to do is learning both cultures in balance because understanding the local culture and being sensitive to the content of foreign culture are needed in a foreign language teaching context, particularly the teaching of English, a foreign language required to be taught from elementary to university. The understanding of the target culture not only develops competence in communication but also raises awareness regarding the use of language in intercultural communication (Ali, Kazemian, & Mahar, 2015). The students can enhance cultural awareness by exposing them to a cultural context through communicative activities, and also implementing CRP.

Teachers are highly expected to have culturally responsive pedagogy (CRP), which can be used to help them tap into students' prior knowledge, experiences, and community values to gain student engagement (Oakes, 2009). CRP is a pedagogical concept for teaching that includes students' cultural references and discerns the significance of including students' cultural references in all aspects of learning (Ladson-Billings, 1995). Similarly, Siwatu (2007) states that CRP is an approach to teaching and learning that employs students' cultural knowledge, students' prior knowledge, and each student's learning preferences; incorporates students' cultural orientations; provides students with a variety of assessment techniques; and provides students with the knowledge and skills needed in the mainstream culture.

CRP has been widely carried out in the global context, such as in the context of English as a first language (L1) like the United States (Phuntsog, 2001; Thompson, 2012; Samuels, Samuels, & Cook, 2017; and Nash, 2018), Australia (Burgess, 2016), Canada (Morong & DesBiens, 2016; Nolan & Xenofontos, 2023), some European nations (Johnson, 2003), New Zealand (Habib, Densmore-James, & Macfarlane, 2013), and Buenos Aires (Astiz, 2015), and in the context of English as a second language (L2) like Malaysia (Maasum et al, 2014), Singapore (Lim, Tan, & Saito, 2019), and Finlandia (Acquah, Szelei, & Katz, 2020), and in the context of English as a foreign language (FL) like Taiwan (Yang, Hsiao, & Hsiao, 2012), and China (Zhang, & Wang, 2016; Liao, Wang, & Qin, 2021).

Many previous studies revealed the teachers' experiences in implementing CRP. A series of studies had been done in the US. For instance, Phuntsog (2001) investigated the teachers' perceptions of the importance of culturally responsive teaching in elementary schools. The results indicated that over 96% of the participants perceived culturally responsive teaching to be an essential part of working with culturally diverse students. Another study was conducted in the US context by Thompson (2012), who investigated the teachers' perceptions toward the implementation of CRP for African-American students. The result showed that fifteen teachers agreed to implement the CRP in the teaching and learning process, but they thought that this approach was quite hard to implement due to the lack of training on the CRP approach.

Subsequently, Samuels, Samuels, and Cook (2017), still in the US context, examined the perceptions of CRP in teacher preparation and teacher leadership candidates. The result showed that the participants saw value in CRP, but they had limited exposure to the approach and struggled to imagine how the framework could be carried out regularly. Additionally, another study conducted in the US by Nash (2018) investigated pre-service teachers' perceptions of culturally responsive pedagogy (CRP). The result showed that the experiences of four pre-service teachers on implementing CRP in teaching internships changed the way they teach. They had positive perceptions of CRP, so they incorporated CRP in their teaching process.

Another piece of research was conducted in Australia by Burgess (2016), exploring the concept of the pedagogical cultural identity of Aboriginal teachers. In this study, a pedagogical cultural identity is conceptualized as an identity that is developed in an ongoing conversation with someone's pedagogical relationship, professional identity, and field of

expertise. The result exposed that in constructing their professional identity, these teachers controlled their social and cultural capital, enacted their habits, and encouraged the development of their relationship skills.

Another study conducted in Canada by Morong & DesBiens (2016) investigated the present evidence of guidelines to inform culturally responsive by using online learning design in higher education. Furthermore, Johnson (2003) explored the strategies for pursuing a whole-school approach in building a culturally responsive ethos to make sure all students are getting equal opportunities for success.

Additionally, other research was conducted in New Zealand by Habib, Densmore-James, & Macfarlane (2013), who shared their perspectives on the culturally and linguistically diverse students generally and the Maori culture of Aotearoa, New Zealand specifically. Furthermore, another study conducted in Buenos Aires by Astiz (2015) examined three schools that have a substantial number of immigrant students. The preliminary results reveal the inconsistency of the schools' missions and organizational practices, limited in-service training for the teachers, and a lack of sufficient support from the city's central administration. In the context of English as a second language, the research conducted by Maasum et al. (2014) focused on addressing student diversity through CRP by investigating 128 primary school teachers' understanding, level of multicultural competence, and the effects of the training in raising awareness about multiculturalism in the classroom. The results exposed that there is a positive impact on the teachers' multicultural awareness and competency, which reflects the principles of CRP. Besides, the study supports the importance of multicultural awareness and competency training for teachers to manage a multi-culturally diverse classroom. Moreover, Lim, Tan, and Saito (2019) conducted research in Singapore that focused on reporting the culturally relevant pedagogic practices of Singapore teachers. The result was that the cultural dynamics of heterogeneous classrooms where teachers work present a more complex reality.

Additionally, in the context of English as a foreign language, the research was conducted in Taiwan by Yang, Hsiao, & Hsiao (2012), exploring the implementation of CRP by elementary school teachers in Taiwan. The results disclose that the implementation of culturally responsive teaching depends on the prescripts of the existing school regulations. Another research conducted in China by Zhang & Wang (2016) investigated the teachers' manner in facilitating the pedagogical process within a culturally diverse student population.

Based on the results of previous studies, research on CRP has evolved in many developed countries, such as the US, Australia, Canada, European nations, New Zealand, Argentina, China, Taiwan, and Singapore. However, there is a paucity of research on CRP in developing countries, like Indonesia. Because the classrooms in the schools in Indonesia are more multicultural, which is characterized by the diversity of the school stakeholders. Therefore, teachers are expected to implement the CRP concept in their teaching process. Consequently, research on CRP is still needed in the Indonesian context. This current study aims to explore the English teachers' perceptions of the adoption of culturally responsive pedagogy (CRP) in multicultural classrooms. This present study addresses the following research question: How do English teachers perceive the implementation of culturally responsive pedagogy (CRP) in their classes?.

Research Methodology

A qualitative interview study with a descriptive design was utilized to capture answers to the research questions. The purpose of a qualitative interview is to study the experiences, views, and beliefs of an individual or a group of people on a specific subject or topic. The focus of this current study is to investigate the English Teachers' perceptions of the adoption of culturally responsive pedagogy in multicultural classrooms. The participants of this study were purposively chosen. The participants were English teachers in a private school based in East Java, Indonesia. There are eight English teachers at that school, but only four of them were recruited as the participants because these four teachers closely met the criteria for being the participants of this study, rather than the rest. The researcher's consideration of the researcher in choosing them as participants was based on the duration of their experience in teaching students from multiple cultures. The participants were limited to teachers who have teaching experience of more than 5 years. Other criteria are that the teachers should have joined some professional development (PD) activities regularly, then it was assumed that they have better insight into CRP as one of the pedagogical approaches that the teachers should have, and they also should get used to interacting with diverse people and have many exposures to diverse cultural experiences.

All of the participants graduated with a bachelor's degree in English Language Teaching (ELT). To ensure anonymity, all names in this study are confidential. Besides, all of them are Javanese who have different backgrounds and habits compared to some of their

students who are Sundanese, Betawi, Batak, Balinese, Manggarai, Dayak, Toraja, Mongondow, and Minahasa. These different ethnicities were considered in the relationship between the teachers and the students. By teaching diverse students, the teachers are expected to know the importance of multiculturalism because they are considered to include a cultural issue in their teaching and learning process. The information of the research participants was explained in the following Table 1.

Table 1. The Participants' information

No.	Pseudonym	Age	Year of Teaching	Class Level of Teaching	Ethnicity
1.	DA	31	50-10 years	Grade XI	Javanese
2.	DW	46	11-20 years	Grade X and XII	Javanese
3.	AG	42	5-10 years	Grade XI and XII	Javanese
4.	DN	45	11-20 years	Grade XII	Javanese

The data collection was done through semi-structured interviews. The semi-structured interview guideline was adapted from Dreyfus (2019). The consideration of choosing Dreyfus's outline was that this outline closely meets the purpose of this current study. Those questions were arranged based on the background of the schools. Moreover, the researcher also added some questions that she created herself. The questions were open-ended. The researcher conducted a personal interview face-to-face. These interviews lasted approximately 30-45 minutes for each respondent until all questions were answered completely and the data collected were saturated. The researcher also recorded the interview. The interview was conducted as an open-ended interview in which the researcher guided the interview and used a general outline of questions that could be used, and other questions were generated spontaneously based on the participants' responses. The data collection was completed when all questions were answered completely, and the data collected were saturated, and no new insights were emerging.

In analyzing the data, this study employed a deductive qualitative analysis, guided by a predefined theoretical framework relevant to the research objectives. The analytical procedure was adapted from the methodological considerations for interview data transcription and analysis proposed by Widodo (2014). The process involved several systematic stages: listening to the talking data, shaping the talking data, communicating the

talking data with an interpretative intent, reproducing the talking data, and establishing data credibility.

First, in the listening to talking data stage, the researcher carefully listened to the audio-recorded interviews multiple times to gain a comprehensive understanding of the participants' responses. This stage also allowed the researcher to reflect on the interview process, critically evaluate the quality of the data collected, and refine interviewing techniques where necessary.

Second, during the shaping of the talking data stage, the researcher prepared a structured transcription template informed by the study's theoretical framework. The recorded interviews were transcribed verbatim, with appropriate notations used to distinguish spoken discourse from written discourse. Ethical considerations were applied by anonymizing participants' identities to ensure confidentiality.

Third, in the communicating and talking data with an interpretative intent stage, the researcher analyzed the transcribed data using a deductive coding process. Initial codes were derived from the existing theoretical framework, and interview excerpts were systematically examined and categorized according to these predetermined concepts. This process enabled the researcher to interpret participants' lived experiences in relation to established theoretical constructs, ensuring analytical focus and conceptual coherence.

Furthermore, the researcher engaged in reproducing the talking data by synthesizing coded data into meaningful categories and themes that aligned with the predefined framework. The analysis emphasized interpreting the meanings embedded in participants' verbal accounts while maintaining consistency with the deductive analytical approach.

Finally, to establish data credibility and trustworthiness, member checking was conducted by seeking participants' confirmation regarding the accuracy of the transcriptions and the researcher's interpretations. This validation process strengthened the credibility of the findings and ensured that the deductively interpreted data accurately represented the participants' perspectives.

Results and Discussion

The results of this research focused on exploring the implementation of CRP in multicultural classrooms and the English teachers' perceptions of the adoption of culturally responsive pedagogy (CRP) in multicultural classrooms, which are presented in four sections

based on the four dimensions of CRP. The Implementation of Culturally Responsive Pedagogy (CRP). Based on the results of the semi-structured interview, it was found that the participants have implemented the CRP in the classrooms. However, the implementation of CRP has been done unintentionally because the concept of CRP is still relatively new to them. Based on the participants' answers in the semi-structured interview, the researcher asked them whether they had known or ever heard the term CRP or not. Then, all participants said they never heard the term CRP before, they said just now. Although the term was very new to them, all of them understood the concept well. From their answers in the semi-structured interview, the teachers showed that they understood the concept of CRP well, but they were not familiar with the term. The term was quite new for them because the concept of CRP was relatively new in the Indonesian context. This term is well known in some countries where there are many immigrants, like the United States, Australia, and Singapore.

The idea mentioned above is supported by the participants' answers in the semi-structured interview, in which the participants narrated:

'It is the first time I have heard the term CRP. But, after listening to your explanation on CRP, I can conclude that I understand the concept, but I never heard the term. (P2)

Regarding the participants' answers, we could say that the teachers were not familiar with the term CRP. Meanwhile, they have implemented the CRP concept in the classrooms whenever they teach the students. One participant said:

'In our school, I think the CRP has been implemented in the classrooms automatically. For instance, when the English teachers taught descriptive text, the teachers encouraged the students to describe the tourism objects in the students' original cities'. (P3)

Although the term CRP is new to the teachers, the concept of CRP is well understood by them. It can happen because they are familiar with diverse students. They had attempted to find the best way to teach diverse students. The fact that there are only a few teachers who are familiar with the term CRP is also found in a study conducted by Samuels, Samuels, & Cook (2017), who examined the perceptions of CRP in teacher preparation and teacher leadership candidates. The results were that 15 percent of participants were not familiar with CRP, 63 percent of participants had limited knowledge, and only 22 percent of participants were familiar with CRP. It can be seen that both teachers in the Indonesian context and the American context were not familiar enough with the concept of CRP.

Both results were quite the same. In the Indonesian context, the term CRP is still new,

and the studies that relate to this term are still very few and have not adequately discussed. Then, it makes the teachers lack exposure to CRP. However, the participants were not familiar with the term CRP; they were aware of the concept. A similar thing can be found in the American context in the studies by Samuels, Samuels, & Cook (2017); some teachers were also not familiar with the term CRP, and some of them knew the term, but they had limited exposure to CRP, similar to the situation in the Indonesian context.

Teacher's General Perceptions on the Implementation of Culturally Responsive Pedagogy

The findings of the current study showed that the participants had positive perceptions of the implementation of CRP. This was proved by their responses in semi-structured interviews. The participants implied that they want to increase their awareness of CRP and implement the concept of CRP in more appropriate ways for their future teaching. It was supported by the answers of the participants in the semi-structured interview; two interviewees said:

'After having more information about CRP and having better knowledge about it, I will implement the concept consciously in my class. Whenever I am teaching in the classroom, I will give my students cultural approaches. I think that this approach is quite interesting. (P1)

'Due to our class consisting of diverse students, not only academically, ethnically, racially, but also habitually. I think CRP will help support the teaching and learning process. (P4)

Based on the participants' answers to the semi-structured interview, it can be seen that the teachers were excited about incorporating CRP in their future teaching process. The teachers realized that their students are diverse, so incorporating CRP is a need for them to make the teaching and learning process better than before.

The teachers' positive perceptions in the recent study were in line with the findings of the previous study by Thompson (2012), who investigated the teachers' perceptions toward culturally responsive pedagogy (CRP) of African American students. The result reveals that fifteen teachers support the implementation of CRP in the teaching and learning process, but it is quite hard to implement due to the lack of training related to CRP. This study commits to the major discussion concerning the need for CRP with diverse students. Based on the result of Thompson's study, it is suggested that teachers acquire more knowledge of CRP. Besides

teachers, policymakers are also recommended to provide additional cultural materials for the teachers. Regarding the results of previous studies, it can be assumed that CRP is an important factor in the teaching and learning process, especially when it relates to diverse students.

The importance of CRP in the teaching and learning process is also supported by the results of another previous study by Maasum et al (2014), who stated that the teachers tried to increase their awareness and integrate multicultural concepts and understanding of CRP in their lessons through the selection of teaching materials, collaborative discussions, and application of the cultural approach. Furthermore, the findings of the current research were also in line with the findings of Phuntsog (2001), who investigated the perceptions of teachers toward the importance of culturally responsive teaching in elementary schools. The results indicated that over 96% of the participants perceived culturally responsive teaching to be an essential part of working with culturally diverse students. This result indicates that the teachers had positive perceptions of the implementation of CRP. Moreover, how the teachers reported their perceptions of culturally responsive teaching matched with how they responded to the characteristics of culturally responsive teaching.

Teachers' Perceptions of the Adoption of CRP in Terms of Teachers' Ethics of Care

The participants are viewed to have positive perceptions of the adoption of culturally responsive pedagogy (CRP) in terms of teachers' ethics of care. This idea can also be proved by the teaching process that is characterized by respectful, positive, and warm interactions among the teachers and the students. These positive perceptions were supported by their answer in the interview. For instance, one of the teachers showed high confidence in terms of helping the students to feel like important members of the school culture and mainstream culture. In an interview, she said:

'For social interaction, what we have to do is remind the students about what is considered impolite in the school environment and the Malang environment. Sometimes, the students are not aware that specific behavior can be considered impolite. For that reason, we as the teachers have to tell them that this thing is impolite, you cannot do this, and you cannot do that. Moreover, I also explain to them how to communicate with the teachers and school stakeholders politely. By doing this, hopefully, they can feel like important members of the school and the mainstream culture. (P2).

Moreover, in terms of teachers' ethic of care, the teachers also help the students to develop positive relationships with their classmates who are from different ethnic groups. The

following excerpt shows the participant's views related to this statement. One interviewee said,

'I usually put them in a group by choosing them randomly. I tried hard not to ask them to choose their group on their own because there is a tendency for them to choose their close friends as group members. Besides, it will minimize the number of upper-level students in a group with other upper-level students, as it does for average and under-level students.' (P1)

From that statement, it seems like the teachers had tried to help the students create good relationships with their friends. The teachers encouraged the students to bond with each other so they would have a strong relationship.

Based on the excerpts from the semi-structured interview, it can be concluded that the English teachers were highly confident with the adoption of CRP in terms of the teacher's ethic of care. The teachers are also perceived to have positive perceptions toward it because they get used to interacting with students who are from diverse backgrounds. Two of them are alumnae of the school. Since they were in school in the past, and the majority of their friends come from various backgrounds. Due to this reason, the teachers have been familiar with the characteristics of students from various backgrounds, so they could understand the students easily, and they also had good insight into the students.

Moreover, another teacher was accustomed to interacting with people from various backgrounds. From elementary until senior high school, she studied at the state schools where the majority of the students were Javanese with Moslem religion. Furthermore, she also got used to interacting with diverse people in the church; due to those reasons, she became more flexible and could mingle from one group to another easily. The teachers' experiences in getting along with people from various backgrounds helped them to increase their awareness of the students. This awareness is in line with Campbell & McNamara (2013), who found that while teachers were aware of the students' needs, students' problems and stigma meant that they were in a position to translate this awareness into care. That is why, in terms of the teacher's ethic of care, the teachers' perceptions are very positive, which is characterized by respectful, positive, and warm interactions with the students.

Teachers' Perceptions of the Implementation of CRP in Terms of Teachers' Cultural Values

The teachers are considered to have positive perceptions of the implementation of CRP in terms of teachers' cultural values. The teachers value the students' cultural identity by showing

respect for the students' cultural knowledge, values, beliefs, students' family and community, and students' home language. It was also supported by the participants' answers to the semi-structured interview. For instance, the statement asking the students to provide examples in their community that relate to the teaching materials was supported by the answer of the participant who stated, '*In teaching descriptive text, I usually ask the students to describe tourism objects in their original cities or provinces*'. (P3)

Regarding the participant's answer, she encouraged the students to learn unique things in the students' homes, like the tourism objects, such as the landmarks of specific places. Moreover, the teacher also attempted to use local real-life examples. The students tend to comprehend the materials easily when the teachers use local examples in their materials. It can happen because understanding something close to our daily lives is easier than understanding something that is far from our lives.

In addition, in terms of understanding the various communication styles of different racial and ethnic minority students in the classroom, the statement was supported by the following excerpt.

'Sometimes, when I am teaching in class, I bring my Javanese style of communicating to the class unconsciously. It makes some students from outside Java Island say, 'Miss, we do not understand what you say, we are not Javanese'. Then I changed to our Bahasa. When communicating with the teachers, they use Bahasa Indonesia. Meanwhile, when they communicate with their friends, they tend to speak using their local language.'

The teachers realized that their students come from diverse ethnicities, so they were aware that the students have different ways of communicating. For that reason, the teachers tried to speak using Bahasa Indonesia whenever teaching in the classroom. Based on those results, the participants seem to be more open. The differences among their students are culturally realized by the teachers; cultural understanding should be promoted to help the students be more sensitive to other students and be good role models in the language classroom. This idea was in line with the concept of CRP, which was introduced by Nakaya (2018), who stated that CRP can help students understand their own authentic and traditional culture, develop equity among ethnic groups, avoid social discrimination, develop a positive racial attitude, and cultivate national identity. Moreover, through CRP, the teacher can introduce multiculturalism as living together and respecting each other. Besides, it was also supported by Mansouri (2009), who promoted awareness and appreciation of the student's own culture and the cultures of others, and Hickey & Schafer (2011), who studied approaches to classroom management that reflect sociocultural

participation-centered techniques, which teachers are required to take the perspectives, backgrounds, and identities of their student into consideration to enrich collective participation and build an authentic learning environment. When teaching a language, a complex system of cultural customs, ways of thinking, acting, and feeling are required to be taught by the teachers.

Regarding English language teaching, culture plays a predominant role in the success of teaching a language. The teachers have to explain to the students the importance of maintaining their local cultures and also learning foreign cultures (target language culture). Learning foreign cultures (target language cultures) is essential for developing competence in intercultural communication (Emitt & Komesaroff, 2003). This idea is also in line with one of the participant's answers in an interview in which she stated that she always tries to uphold the global culture (target culture) in her teaching because she thinks the global culture is an essential thing in English class.

Moreover, Akbari (2008) also explained that culture is an essential element of language learning as it is a tool to help students familiarize themselves with the language features being learned. English language teachers should use the target culture as a means to learn the language and use the English language to learn the target culture. In other words, the target culture can be used to enrich the learners' awareness of their own culture. It is supported by Luciana (2005), who stated that the target language culture should be emphasized over local language culture because the teaching of English generally aims at preparing learners to take part in the globalization era.

To sum up, the participants had positive perceptions of the implementation of CRP in terms of teachers' cultural values. It can also be proved by the teachers who value the students' cultural identity, including showing respect for students' home language and knowledge, family, and community, values, and beliefs.

Teachers' Perceptions on the Implementation of CRP in Terms of Teachers' Pedagogical Expertise

In terms of teachers' pedagogical expertise, the participants had positive perceptions of the implementation of CRP in terms of teachers' pedagogical expertise because they were forced to create a learning environment that conveys community values since they teach diverse students. The teachers' positive perceptions were in line with their answers in the semi-structured interview. For instance, the statement adapting various teaching instructions and strategies to

meet the needs of my diverse students. This statement was supported by the following excerpt.

'For teaching methods or teaching strategies, we employ different teaching strategies to meet the needs of diverse students and to minimize the effects of a mismatch between the students' home culture and the school culture. I personally often ask simple questions related to the materials that I have prepared to make sure how well the students know about those materials (students' background knowledge), and then this information would be used as a reference in providing the teaching materials that are suitable for the students. Moreover, the teaching strategies can be in the form of group work, discussion, or group projects like project-based learning. However, sometimes I still do the lecturing in front of the class; it depends on the materials. (P1)

Based on the participant's answer, she implemented various teaching strategies. These strategies were not implemented based on the teachers' willingness, but she tried to implement the most appropriate strategies based on the students' needs. Group work was one of the teaching methods the teacher implemented to develop better language competence and good student-student relationships as it would allow discussion to occur among the students. What the participants did was in line with the concept of pedagogical expertise proposed by Park & Oliver (2008) who stated that pedagogical expertise deals with language teachers' knowledge of how to teach their students, what approaches or methods to be used during the teaching and learning process to attract students' attention so that they will be active learners. Besides, teachers are supposed to have adequate knowledge to deliver the content to learners in the most appropriate, effective, organized, and tailored way.

Teachers' Perception of the Implementation of CRP in Terms of Teachers' Supportive Behavior: Support for Self-Regulation

The students were encouraged to cooperate with their friends and to participate actively in the classroom. Besides, it was also supported by the participants' answers in the semi-structured interview. For example, the statement implementing the cooperative learning technique was supported by the following excerpt.

'The frequently implemented teaching strategy for the big class is cooperative learning. For diverse students, I usually ask one of them to be the leader of the group. So those students will be more confident and will not feel different from others. The reason why I implement cooperative learning is to make the students work in groups and to encourage them to have good cross-cultural understanding among themselves.' (P4)

Furthermore, regarding the statement assigning the students to make project-based learning to let them work in groups, and train their critical thinking, and communication. This

statement is supported by the following response of the respondent.

'There are three subparts of the English lesson, one of which is the English-English subpart. This class is easier to handle; the teaching strategies can be in the form of group work, discussion, and group projects like project-based learning'. (P3)

Based on those responses, it can be concluded that the teaching and learning process in a culturally diverse school tends to focus on the students' center, in which the teacher's role is a facilitator who facilitates the students to work and to do the task. In addition, the teaching environment is exhibited by the teachers to allow more students' involvement in classroom activities and conduct their lessons using active learning teaching methods (Ambusaidi & Al-Rashidi, 2012). In other words, the teachers try to encourage students' engagement in the teaching and learning process.

Moreover, most of the learning activities in the classroom are in the form of project-based learning, in which the students are asked to make a small project, such as writing a paper based on certain themes, singing songs for individual work, and making a drama for group work. These kinds of activities are in line with the curriculum 2013, which focuses on the students' center. Furthermore, these activities can also improve the mastery of 21st-century skills like critical thinking, communication, collaboration, creativity, and innovation. It could be concluded that the students are expected to contribute to the setting of the classroom expectations.

Conclusions and Suggestions

The findings from the semi-structured interview show that the English teachers involved in this study have positive perceptions of the adoption of culturally responsive pedagogy (CRP). The participants show positive perceptions of the four dimensions of CRP, such as in terms of teachers' ethic of care, teachers' cultural values, teachers' pedagogical expertise, and teachers' supportive behavior. This research may benefit for some parties, such as teachers, policymakers, and other researchers. The findings showed that the teachers are considered to have positive perceptions of the implementation of CRP, then they will understand the concept of CRP. After that, she/he can apply that knowledge to her/his teaching practices. Besides, this finding can be used to inspire other teachers who teach diverse students and who are interested in multicultural education to implement the concept of CRP in their teaching. Moreover, for the policymakers, this research can be used as an inspiration for them to implement the CRP concept into the curriculum because this concept is suitable for the

condition of education in Indonesia. Furthermore, for other researchers, this research is expected to be a credible source and reference for them in conducting the research that relates to this concept. Regarding the instruments used in this recent research, this research has a limitation. This research did not utilize an observation because this research aims to investigate the teachers' perceptions about the implementation of CRP. The use of observation in investigating the perceptions is still questionable whether it is important or not. Then, to improve the quality of the research in the same scope, future researchers should investigate further the concept of CRP in teaching implementation by utilizing observation as one of the research techniques for collecting the data. By doing an observation, what the teacher does and how she/he does the teaching and learning process can be observed directly.

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