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THE EFFECT OF THE CULTURALLY RESPONSIVE TEACHING (CRT) APPROACH ON THE LEARNING MOTIVATION OF THIRD-GRADE STUDENTS IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to determine the effect of the Culturally Responsive Teaching approach on learning motivation in the IPAS subject for third-grade students at SDN Banjarharjo. This is a quantitative study using a quasi-experimental design. The sample for this study consists of the third-grade class at SDN Banjarharjo as the experimental group, comprising 13 students, and SDN Menthel 2 as the control group. The control class is the class that did not receive the Culturally Responsive Teaching approach, while the experimental class received the treatment using the Culturally Responsive Teaching approach. The results of this study, based on analysis using SPSS version 26.0, showed a significant result where the hypothesis test using an independent samples t-test indicated that the calculated t-value of 0.485 was greater than the critical t-value of 0.484. These results indicate that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, meaning there is a significant difference between the pre-intervention and post-intervention periods. Thus, it can be concluded that the implementation of the Culturally Responsive Teaching approach at Banjarharjo State Elementary School in the 2025/2026 academic year has a significant effect.

Keywords: Culturally Responsive Teaching, Motivation to Learn, Science

INTRODUCTION

Education is a learning process that can take place anywhere and at any time in a person's life, and it continues throughout one's entire life (Sheillamita et al., 2023). Through education, one's potential can be fully realized; naturally, a person can learn through anything, anywhere, and at any time. Education is not merely a learning process confined to the classroom, relying on textbooks, taking place in a limited space, and consisting solely of listening to an educator explain the material. Rather, education encompasses learning within a broad scope and in the real-life contexts of daily life.

Learning that takes place in an open and unrestricted environment can foster effective learning. According to Meyniar Albina & Krisna Bayu Pratama (2025), effective learning occurs when students learn easily and comfortably and achieve their learning objectives as expected. This results in a high-quality learning process that requires active participation and understanding from the students. Students' learning behaviors significantly influence the continuity of their learning; therefore, to achieve enjoyable learning, a variety of instructional approaches is necessary. Educators certainly understand the instructional approaches that need to be employed during the teaching and learning process. Selecting the appropriate instructional approach can make students happy and motivate them in their learning.

Learning motivation is a key factor determining the success of the learning process (Dimas Purnomo et al., 2025). Educational needs in today's era focus not only on outcomes but also on the process of achieving educational goals. One of the goals of education is to ensure that students have high levels of learning motivation. Educators must provide engaging,

creative, and innovative instruction to ensure that educational goals are achieved.

To achieve educational goals, every learning material must be engaging, creative, and innovative, especially in the subject of natural and social sciences (IPAS), as IPAS instruction often focuses solely on reading, viewing, and observing. According to Afandi et al. (2024), IPAS curriculum materials in elementary schools are centered on activities that involve both students and educators, aimed at supporting the understanding of specific concepts, principles, and procedures. In this regard, educators must understand and recognize that students need to learn and possess the motivation to do so.

In fact, based on observation records collected in the field on Monday, February 23, 2026, in the third-grade class at Banjarharjo Public Elementary School, students showed a lack of interest in learning during the lesson. There were 12 students, and 8 of them felt bored, sleepy, lethargic, and often had difficulty focusing during the lesson; this was because the students perceived the IPAS subject as boring.

Teachers often assign work solely through student workbooks (LKS). They do this because students can work through the material and exercises in the workbooks on their own. In reality, however, students often get bored and struggle to understand the material if they focus solely on completing exercises without engaging in enjoyable learning activities.

Passive learning activities often make the classroom atmosphere unpleasant. During an interview with the third-grade homeroom teacher on Monday, February 23, 2026, at SDN Banjarharjo, she mentioned that during lessons, students do not actively participate in discussions and Q&A sessions; therefore, it would be beneficial if the material being explained were also linked to daily life, particularly to the culture of the students' local communities. However, educators often forget to implement this during lessons. The teaching approach used by educators relies solely on lectures and does not utilize learning media. This is what causes students to frequently doze off and feel bored.

To address these issues, the researchers identified an approach deemed both relevant and easy to implement: Culturally Responsive Teaching (CRT). Culturally Responsive Teaching (CRT) is an educational approach that utilizes cultural resources, placing students at the center of the learning process (Rifqi Andrianto et al., 2024). In this approach, educators can integrate IPAS curriculum content with the cultures present in the students' local communities. This aims to help students understand their own culture and appreciate cultural differences. According to Willenda et al. (2024), the effective implementation of the CRT approach gradually stimulates students' motivation to learn. This is what an educator will do to enhance learning motivation by applying the CRT approach in the IPAS subject.

Educators need to understand that learning is not only about academic knowledge but also about the cultures of the students. Since each student's culture is unique, educators can leverage this diversity to integrate it into IPAS lessons, enabling students to learn to appreciate differences. These differences will become a new learning experience when combined with IPAS curriculum content and the Culturally Responsive Teaching (CRT) approach. This allows students to understand the cultures in their surroundings and learn new things.

In terms of its novelty, this study offers a distinct perspective compared to previous research, as it focuses on the impact of the Culturally Responsive Teaching (CRT) approach on third-grade students' motivation to learn IPAS at SDN Banjarharjo. In contrast, previous studies focused solely on learning outcomes without considering students' motivation. Therefore, this study is expected to provide an innovative solution for IPAS instruction aimed at enhancing students' learning motivation through the Culturally Responsive Teaching approach.

By using the Culturally Responsive Teaching (CRT) approach, students can become actively engaged and increase their motivation to learn, as the IPAS lessons they receive at school can also be directly applied in their home environments, allowing students to learn in a way that is relevant to their daily lives. Based on this issue, the researcher was interested in conducting a study at SDN Banjarharjo titled "The Effect of the CRT Approach on Students'

Learning Motivation in the IPAS Subject for Third-Grade Students at SDN Banjarharjo in the 2025/2026 Academic Year."

LITERATURE REVIEW

The Culturally Responsive Teaching (CRT) Approach

Culturally Responsive Teaching (CRT) is a teaching approach that emphasizes the importance of valuing and integrating students' cultures into the learning process (Willenda et al., 2024). Culturally Responsive Teaching is an approach that integrates the surrounding culture into learning, so that students can learn in a way that is appropriate or relevant to their real-life experiences, thereby making the learning process more meaningful, enjoyable, and memorable (Shahnaz Surayya et al., 2024) Meanwhile, according to Christiananda et al. (2024), Culturally Responsive Teaching (CRT) is a learning approach that connects cultural identity to the learning process. Given the various definitions of Culturally Responsive Teaching (CRT), many experts have discussed its principles, as outlined by Nela Rofisian et al. (2025). The principles of CRT include: (1) knowledge of students' cultures; (2) integration of culture into instructional content; (3) affirmation and validation of students' cultures; (4) opportunities for collaboration in learning activities; and (5) cross-cultural learning.

Following the principles of Culturally Responsive Teaching, there is a framework for Culturally Responsive Teaching proposed by Luthfi Novela et al. (2025). The learning process consists of five stages, including student self-identity, cultural understanding, collaboration, critical thinking for reflection, and transformative construction. These five stages can serve as a guide for educators to use during the learning process.

This framework enables educational goals to be achieved through the use of Culturally Responsive Teaching (CRT), which has clearly defined objectives. According to Ergina et al. (2025), Culturally Responsive Teaching (CRT) aims to introduce cultural diversity to students, help students accept and strengthen their cultural identity, improve student academic achievement, and make learning more connected to the realities of students' lives so that learning becomes more meaningful. Introducing the CRT approach early on will make students more active and creative in their learning because they can experience a different sensation from previous learning.

Motivation to Learn

According to Yogi Fernando et al. (2024), more specifically, when people refer to learning motivation, they mean anything intended to encourage or inspire learners to become more diligent in their studies in order to achieve even better results. This refers to the principle of learning motivation proposed by Harahap et al. (2021), where the function of learning motivation is to encourage students to engage in activities. Every person's behavior is driven by an internal impulse known as motivation. The level of a person's enthusiasm for work is largely determined by the strength of their motivation. Students' enthusiasm for completing tasks assigned by educators on time and their desire to earn good grades stem from their high motivation to learn.

Based on the definition and functions of learning motivation outlined above, it can be concluded that learning motivation is crucial for students to improve their academic performance. This function serves as a small but powerful incentive to maintain enthusiasm for learning. A student's enthusiasm for completing assignments on time and earning good grades is a source of great joy.

METHODOLOGY

This study employs a quantitative approach because the variables are measured objectively and quantifiably using numerical data obtained from a learning motivation questionnaire. This quantitative approach utilizes a quasi-experimental design. This design

includes a pre-selected experimental group and a control group, which are compared against one another. The experimental group receives the treatment, while the control group does not.

This study will be conducted in two educational institutions in Gunungkidul Regency. The experimental group for this study will be at Banjarharjo Public Elementary School, located in Keruk II Hamlet, Banjarejo Village, Tanjungsari Subdistrict, Gunungkidul Regency. The control group for this study will be at Menthel II Public Elementary School, located in Timunsari Hamlet, Hargosari Village, Tanjungsari Subdistrict, Gunungkidul Regency. The study will be conducted during the second semester of the 2025/2026 academic year, between February and April 2026. In this study, the population consisted of all 65 students at Banjarharjo Public Elementary School.

The sample in this study consisted of Grade 3 at Banjarharjo Public Elementary School, which served as the experimental class and received instruction using the culturally responsive teaching approach, and Grade 3 at Menthel II Public Elementary School, which served as the control class and did not receive such instruction. The sampling technique used to determine the classes to be designated as the experimental and control groups was probability sampling, specifically cluster random sampling.

The instruments used in this study included a questionnaire consisting of 25 items for students, observations of teacher and student activities, documentation in the form of photographs of the activities and files used during the study, and, finally, tests consisting of a pretest and a posttest, which included 10 multiple-choice questions, 10 short-answer questions, and 5 essay questions.

Data collection was conducted using validity and reliability tests, followed by data analysis using SPSS version 26.0, which included a normality test using the Shapiro-Wilk test, followed by a homogeneity test and a hypothesis test using the independent samples t-test.

RESULT AND DISCUSSION

Description of Research Data

This study employed a quantitative approach using a quasi-experimental design. The research was conducted at Banjarharjo Public Elementary School, Banjarejo Village, Tanjungsari Subdistrict, Gunungkidul Regency, Special Region of Yogyakarta Province, and Menthel 2 Public Elementary School, Hargosari Village, Tanjungsari Subdistrict, Gunungkidul Regency, Special Region of Yogyakarta Province. The study began on February 23, 2026. The sample for this study consisted of third-grade students at Banjarharjo Public Elementary School, comprising 13 students—5 girls and 8 boys. Similarly, at Menthel 2 Public Elementary School, the researcher selected a sample of 13 third-grade students—8 girls and 5 boys. The researcher divided these samples into two groups: Banjarharjo Public Elementary School as the experimental group and Menthel 2 Public Elementary School as the control group.

This study employed data collection techniques including questionnaires, observations, documentation, and tests in the form of posttests and pretests. In addition, the researcher conducted tests for validity, reliability, normality, homogeneity, and hypothesis testing. In the first stage, the researcher submitted a letter requesting research permission to the principal of Banjarharjo Public Elementary School, Mr. Suhadi, S.Pd., on Monday, February 23, 2026. Then, in the second stage, before implementing the Culturally Responsive Teaching approach, the researcher conducted observations. The observation was conducted on Monday, February 23, 2026, at 10:00 AM. The researcher found that students lacked enthusiasm for learning, primarily because the teacher only assigned tasks through worksheets (LKS), causing students to feel bored, sleepy, and tired during class.

Given these conditions, the researcher implemented the Culturally Responsive Teaching approach in the IPAS subject, specifically on the topic of the benefits of trees for life, in third grade. The steps for implementing this Culturally Responsive Teaching approach include student self-identity, cultural understanding, collaboration, critical thinking for reflection, and

transformative construction. In the third stage, before implementing this approach, the researcher conducted a pre-test on Monday, March 2, 2026. This activity took place before the implementation of the approach to assess the students' prior understanding. Following the pre-test, a post-test was administered on Wednesday, March 4, 2026. The results of the pre-test and post-test conducted can be seen below:

Table 1: Pre-Test and Post-Test Results for the Experimental Class

Grade Summary	Pre Test	Post Test
Average Grade	65,84	82,46
Lowest Grade	56	72
Highest Grade	84	100

During the learning process, students demonstrated growing enthusiasm, as evidenced by an increase in pre-test and post-test scores; specifically, the average score rose by 20.6%, indicating that the implementation of the culturally responsive teaching approach has a positive impact on students' learning motivation. In the classroom, it was also observed that students were willing to ask questions, engaged in active interactions, and enjoyed the teaching and learning activities. Students often smile during the learning process. They are able to share their backgrounds, understand differences, demonstrate collaborative attitudes, think critically, and comprehend the meaning of situations throughout the learning process.

Instrument Validation

Instrument Validity Test

The validity test for the instruments used in this study—which consisted of a questionnaire and observation—was conducted to determine the suitability of the instruments for the research. In the validity test for the questionnaire and observation instruments, the researcher used SPSS version 26.0 to measure the validity of the questionnaire and observation sheets. The following are the results of the validity test for the questionnaire using SPSS version 26.0:

Table 2: validity test results

Statement	r-count	r-Table	P(sig.)	Note	Statment	r-count	r-Table	P(sig.)	Note
P1	0,746	0,553	0.003	Valid	P14	0,785	0,553	0,001	Valid
P2	0,796	0,553	0,001	Valid	P15	0,777	0,553	0,002	Valid
P3	0,742	0,553	0,004	Valid	P16	0,742	0,553	0,004	Valid
P4	0,800	0,553	0,001	Valid	P17	0,819	0,553	0,001	Valid
P5	0,752	0,553	0,003	Valid	P18	0,789	0,553	0,001	Valid
P6	0,732	0,553	0,004	Valid	P19	0,819	0,553	0,001	Valid
P7	0,749	0,553	0,003	Valid	P20	0,764	0,553	0,002	Valid
P8	0,776	0,553	0,002	Valid	P21	0,747	0,553	0,003	Valid
P9	0,752	0,553	0,003	Valid	P22	0.776	0,553	0,002	Valid
P10	0,726	0,553	0,005	Valid	P23	0,779	0,553	0,002	Valid
P11	0,795	0,553	0,001	Valid	P24	0,768	0,553	0,002	Valid
P12	0,784	0,553	0,001	Valid	P25	0,763	0,553	0,002	Valid
P13	0,730	0,553	0,005	Valid					

(Source: SPSS Version 26.0)

According to the criteria for validity testing, a questionnaire is considered valid if the calculated r-value is greater than the table r-value and the P-value (sig.) or significance level is less than 0.05. As shown in the table, Items 1 through 25 can be considered valid because the calculated r-value is greater than the table r-value and the significance level is less than 0.05. The values of these statements indicate a good level of validity. Thus, the questionnaire instrument used in this study is appropriate and capable of measuring students' ability to

increase their learning motivation. This strong validity also provides confidence that the research results obtained will reflect the actual situation and that the instrument has measurement accuracy.

Instrument Reliability Test

The next step is the reliability test; this instrument test aims to measure the instrument's stability. At this stage, the analysis was conducted using SPSS version 26.0 to calculate Cronbach's alpha, a coefficient commonly used in research. The significance level used for reliability is 0.7. An instrument is considered reliable if the value exceeds the significance level of 0.7. The higher the alpha value, the more reliable the instrument; conversely, the lower the alpha value, the less reliable the instrument. The following are the calculation results:

Table 3: Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.970	25

(Source: SPSS Version 26.0)

Based on the results of calculations using SPSS version 26.0, the Cronbach's alpha value is 0.970. This value exceeds the minimum threshold of 0.7, which is generally used as an indicator that the instrument has good reliability. A Cronbach's alpha value of 0.970 indicates that the items in this research instrument are consistent and interrelated. This reinforces the reliability of this instrument in the research process. In addition to testing via SPSS version 26.0, the instrument was also reviewed by experts in the field. Therefore, it can be concluded that the results of the calculations using SPSS version 26.0, combined with the experts' reviews, indicate that the instrument developed by the researcher is reliable and meets the required standards.

Test of Instrument Normality

The next step is a normality test, which is used to determine whether the data obtained is normally distributed. This test was conducted using SPSS version 26.0, with the criterion that if the significance level is greater than $\alpha = 0.05$, the data can be considered normally distributed. The following are the results of the normality test:

Table 4 Results of the Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Culturally Responsive Teaching	.252	13	.024	.850	13	.028
Motivation for Learning	.199	13	.165	.921	13	.261

a. Lilliefors Significance Correction

(Source: SPSS Version 26.0)

Based on the results of the normality test in the table above, it is found that the significance value (Sig.) in the Culturally Responsive Teaching table is 0.28, which is greater than 0.05 (0.28 > 0.05), indicating that the data is normally distributed. Meanwhile, the Learning Motivation table shows a value of 0.261, which is greater than 0.05 (0.261 > 0.005), so it can be considered normal. From these two sets of data, it can be concluded that since the results are normal, the research is reliable and reflects the population well.

Instrument Homogeneity Test

The next step is the homogeneity test, which will be used to determine whether the survey data from the two classes are homogeneous or not. The homogeneity test was conducted using SPSS version 26.0; if the significance value is greater than $\alpha = 0.05$, the data are normally distributed. The following are the results of the homogeneity test.

Table 5 Results of the Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df 1	df2	Sig.
Questionnaire for the Experimental Class and the Control Class	Based on Mean	.035	1	24	.853
	Based on Median	.007	1	24	.933
	Based on Median and with adjusted df	.007	1	23.971	.933
	Based on the trimmed mean	.040	1	24	.844

(Source: SPSS Version 26.0)

Based on the results of the SPSS version 26.0 analysis, it can be seen that the significance value obtained from the questionnaires of the experimental and control classes is 0.853 (Sig.). This means that this value is greater than the significance level of 0.05 (0.853 > 0.05). Therefore, it can be concluded that H_0 (the null hypothesis) is accepted, meaning that there is no significant difference in variance between the two groups. In other words, both the experimental and control classes are homogeneous.

Homogeneity of variance is one of the key assumptions for the use of parametric statistical tests, particularly the independent t-test, which is used to compare two distinct groups. When the two groups are homogeneous, it means that the dispersion of data within each group is of comparable magnitude, and the statistical analysis will be more accurate. If the assumption of homogeneity is met, the parametric statistical approach can be validly applied.

Test t

Based on the results from SPSS version 27.0 regarding the normality and homogeneity tests, the data were found to be normally distributed and homogeneous. Therefore, a t-test was conducted to determine whether the two groups had the same baseline before the intervention. Since the two main requirements for parametric analysis—namely, normally distributed and homogeneous data—were met, the subsequent analysis could be performed using a t-test.

The purpose of this t-test is to determine whether there is a significant difference between the two sample groups before the treatment is administered; in other words, to ensure that the two groups have a statistically equivalent starting point. Conducting the t-test at this stage is important to confirm that any differences in results that emerge after the treatment are not due to initial differences between the groups, but are solely the result of the treatment administered.

The researchers conducted a t-test using a paired samples test to compare two closely related groups, such as the questionnaire results for the experimental and control groups. The results of this comparison will be analyzed using SPSS version 26.0. The following are the test results:

Table 6 Results of the t-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Questionnaire for the Experimental Class and the Control Class	81.038	14.323	2.809	75.253	86.824	28.849	25	.000

(Source: SPSS Version 26.0)

Based on the results in the SPSS version 26.0 table, the p-value (two-tailed) is 0.000 < 0.05,

which means that the null hypothesis (Ho) is rejected. Therefore, based on the comparison between the experimental and control groups, there is a significant difference between the questionnaire results of the experimental and control groups.

Hypothesis testing

In the hypothesis testing, an independent samples t-test was conducted to test for differences in the mean learning outcomes between the experimental class and the control class after the treatment was administered. The experimental class received a special treatment (the application of the inquiry method), while the control class continued to use conventional teaching methods. The following are the results of the hypothesis testing:

Table 7 Results of the Hypothesis Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Questionnaire for the Experimental Class and the Control Class	Equal variances assumed	.035	.853	.484	24	.633	-2.769	5.723	-14.580	9.042
	Equal variances not assumed.			.485	23.937	.633	-2.769	5.723	-14.582	9.043

(Source: SPSS Versi 26.0)

Based on the results of the statistical analysis obtained from the table, the significance value (Sig. 2-tailed) of 0.633 is greater than the significance level of 0.05 (0.633 > 0.05). This indicates that there is a significant difference between the learning motivation of students in the experimental class and the control class. Furthermore, the calculation results show that the t-calculated value is 0.485, while the t-table value with 24 degrees of freedom (df) is 0.484. Since the t-calculated value is greater than the t-table value, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates a significant difference in the mean learning motivation of students between the experimental and control classes. Thus, it can be concluded that the implementation of the culturally responsive teaching method contributes to an increase in students' learning motivation. Therefore, it can be said that the implementation of this approach is quite significant.

DISCUSSION

The findings obtained from questionnaires, observations, tests, and quantitative data analysis will be discussed in this section. The purpose of this discussion is to determine and explain the extent to which the culturally responsive teaching approach, as implemented in the classroom, has influenced students' motivation to learn. This study was conducted to determine the effect of the culturally responsive teaching approach on learning motivation in the IPAS subject for third-grade students at Banjarharjo Public Elementary School during the 2025/2026 academic year. This study employed a quasi-experimental design. This design involves pre-selected experimental and control groups, which are compared throughout the study. This study focused on third-grade students at Banjarharjo Public Elementary School as the experimental group and students at Menthel 2 Public Elementary School as the control group.

Based on the results of initial observations, the researcher found that during lessons, students did not exhibit a high level of enthusiasm for learning; observing the lessons conducted by the teacher, students tended to be more preoccupied with their own activities without paying

attention to the material being presented. In fact, students were often sleepy and did not appear active during lessons. Students felt bored; even during discussion sessions, they were not active in the discussion, and the same was true during question-and-answer sessions. In other words, the learning process had not fully encouraged student participation and enthusiasm for learning.

This should be a concern for educators, as low motivation to learn can lead to declining academic performance. Educators must take responsibility for creating an active learning environment and fostering a spirit of learning among students. One way to assess students' level of understanding is through testing, specifically by administering pre-tests and post-tests. The pre-test was conducted to determine students' initial understanding; the results of this pre-test showed an average score of 65.84, with the highest score being 84 and the lowest being 56.

Initially, students' learning comprehension was still relatively low, indicating that their motivation to learn was also low; for if students have high motivation to learn, their academic performance will also be high. To address this, the researcher implemented a culturally responsive teaching approach designed to boost students' motivation to learn, and the post-test results showed a significant improvement.

The average post-test score was 82.46, with a high of 100 and a low of 72; the post-test scores showed an increase compared to the pre-test scores. This indicates that the post-test scores demonstrate that the implementation of a culturally responsive teaching approach has led to significant changes. The increase in scores suggests that students' motivation to learn has improved.

The study utilized not only test instruments in the form of pre-tests and post-tests but also a questionnaire consisting of a 25-item statement sheet. This questionnaire served as a tool that significantly reinforced the results of the pre-tests and post-tests. It was designed to measure students' levels of learning motivation. The questionnaire was analyzed using SPSS version 26.0.

The questionnaire used for this study has been tested for validity and reliability to ensure its suitability for use. The validation results, conducted by expert Dr. Sri Suwartini, M.Pd., indicate that the questionnaire is valid. Additionally, the reliability test yielded a coefficient of 0.970, which falls into the high category. This means that this questionnaire is effective in measuring students' abilities and is reliable for use in this study.

With a valid and reliable instrument, the researcher was able to proceed with conducting the prerequisite tests, consisting of normality and homogeneity tests, using SPSS Version 26.0. The normality and homogeneity tests were conducted to determine whether the data were normally distributed and homogeneous. The results of the normality test for the culturally responsive teaching variable in the questionnaire showed a value of 0.028, and for the learning motivation variable, 0.261. Both variables yielded values greater than 0.05, meaning they were significantly greater than 0.05; thus, it can be concluded that the data are normally distributed.

The homogeneity test showed a significant value for the questionnaire data, with a p-value of 0.853, which is greater than 0.05. Therefore, it can be concluded that the variance of the questionnaire data for the experimental and control classes is homogeneous. With these two assumptions met, the data is deemed suitable for analysis using parametric statistical techniques such as the t-test. After confirming normality and homogeneity, the researcher proceeded to conduct paired-sample and independent-sample t-tests.

The results of the t-test using a paired-sample t-test yielded a p-value of 0.00, which is less than 0.05; therefore, the alternative hypothesis (Ha) is accepted, indicating that there is a difference between the experimental and control groups. In other words, the learning approach has been proven effective in enhancing students' learning motivation. Clearly, this improvement is evident not only from the test instruments but also from the statistical analysis.

Next, the hypothesis test used an independent samples t-test, which yielded a significant value of 0.633, with a calculated r-value of 0.485—greater than the critical t-value of 0.484. Therefore, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. This indicates that there is a significant difference in learning motivation between the

experimental class and the control class. Thus, the learning approach in the experimental class is better than that in the control class.

Overall, the instructional approach designed in this study has proven effective in boosting students' motivation in the classroom. This is evidenced by the statistical tests, which showed that the validity test was valid, the reliability test was reliable, the normality test indicated a normal distribution, and the homogeneity test confirmed homogeneity. The instructional approach implemented is worthy of consideration as an alternative for improving the quality of classroom instruction.

Based on the above discussion, it can be concluded that the implementation of the culturally responsive teaching approach has had a positive impact on third-grade students at Banjarharjo Public Elementary School during the 2024–2025 school year. This is evidenced by statistical tests showing that the experimental class achieved significantly higher results than the control class.

CONCLUSION

Based on the results of a study conducted at Banjarharjo Public Elementary School, the culturally responsive teaching approach has an effect on third-grade students' motivation to learn in the IPAS subject. This effect was determined through a t-test, in which the calculated t-value of 0.485 was greater than the critical t-value of 0.484. These results indicate that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, meaning there is a significant difference between the pre-intervention and post-intervention periods. Thus, it can be concluded that the implementation of the culturally responsive teaching approach at Banjarharjo Public Elementary School during the 2025/2026 academic year has a significant effect.

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