

Development Of Culturally Responsive Teaching (CRT) Based On Pjok To Improve The Socio-Emotional Competence Of Elementary School Students

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Abstract

This study aims to develop PJOK learning tools based on Culturally Responsive Teaching (CRT) to enhance the social-emotional competencies of elementary school students in Phase A. The background of this research highlights the importance of integrating local culture into PJOK learning to create relevant and meaningful learning experiences for students, as well as the need to develop their social and emotional skills, which are still underdeveloped.

The research subjects were Phase A students at SDN 06 Mulyoharjo and SDN 05 Bojongbata, Pemalang Subdistrict, Pemalang Regency. This study employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The analysis stage identified the needs of both students and teachers, as well as reviewed relevant theories.

This is evidenced by trial results in which the significance values for each aspect were as follows: self-awareness level = 0.177, self-management level = 0.383, social awareness level = 0.424, relationship-building skills = 0.398, and responsible decision-making = 0.358. Since all significance values are greater than 0.05, it can be concluded that there is no significant difference in the level of social-emotional competence between students at SDN 06 Mulyoharjo and SDN 05 Bojongbata.

Research Conclusions: 1) Overall, this thesis concludes that the development of a CRT-based PJOK learning model is highly relevant and can serve as an alternative solution to enhance the social-emotional competence of elementary school students; At the same time, it helps preserve local cultural values that can be revitalized and reintroduced to today's generation of children.

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INTRODUCTION

Physical Education, Sports, and Health (PJOK) plays a significant role in the holistic development of elementary school students. Beyond physical development and motor skill enhancement, PJOK has strong potential to foster students' social-emotional competencies, which are critical for success both in academic settings and in broader social contexts. These competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—skills that are essential for students' psychological well-being and ability to adapt and interact positively with others.

However, in practice, PJOK is often implemented in a conventional and limited manner, focusing primarily on physical activity and sports techniques. The development of students' social-emotional aspects is rarely integrated into lesson planning or classroom interaction, especially within culturally diverse classroom settings. In Indonesia, where cultural diversity is vast, standardized PJOK materials often lack contextual relevance, making them less engaging for students from different cultural backgrounds.

Culturally Responsive Teaching (CRT) offers a promising pedagogical approach that integrates students' cultural backgrounds into the teaching process. This approach acknowledges, respects, and incorporates cultural differences into the curriculum, creating meaningful and relevant learning experiences. CRT has been shown to increase student motivation, participation, and engagement—key elements in facilitating emotional and social development. Through culturally relevant games and traditional sports, PJOK activities

can serve as a platform for promoting emotional regulation, empathy, cooperation, and responsible behavior.

The integration of CRT into PJOK becomes particularly important at the elementary level, especially in Phase A (Grades 1–2) students, whose emotional and social regulation is still developing. This period is crucial, as children's emotional outbursts often stem from an inability to adjust to new environments or articulate feelings constructively. Therefore, an inclusive and culturally familiar learning environment can serve as a powerful tool to stimulate social-emotional growth.

In Pemalang Regency, many traditional games—such as Gobak Sodor, Bentengan, Oglong, and Patak Wingko—are rich with values like cooperation, fairness, respect, and cultural identity. These games, when adapted into PJOK lessons using a CRT-based model, can enhance learning while preserving local wisdom. Despite this potential, PJOK in Pemalang schools is still delivered through conventional methods, with limited media, inadequate facilities, and minimal teacher training on alternative pedagogies. Additionally, teachers struggle to address the varied learning styles and socio-cultural differences among students.

Given this context, it becomes essential to design a CRT-based PJOK model that not only improves students' physical abilities but also enhances their social-emotional competencies. This research aims to explore how culturally grounded physical education can be an effective tool in nurturing well-rounded, emotionally intelligent, and socially responsible individuals from an early age.

Therefore, the study titled “Development of PJOK Based on Culturally Responsive Teaching (CRT) to Improve the

Social-Emotional Competence of Elementary School Students” seeks to formulate, validate, and implement a CRT-based learning model tailored to local cultural contexts and aligned with the competencies outlined in the national curriculum.

METHODS

This research adopts a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This model is selected due to its systematic structure in developing educational products that are effective, practical, and relevant. The aim of this

study is to develop a CRT-based PJOK learning model to improve the social-emotional competence of elementary school students. approach.

The research subjects consist of Grade 1 and 2 students (Phase A) from SDN 06 Mulyoharjo and SDN 05 Bojongbata, located in Pemalang Regency, Central Java, Indonesia. These schools were selected based on their diverse student backgrounds and accessibility for implementing and testing the model.

Data were collected from both **primary** and **secondary sources**. Primary data included:

- Needs analysis results from students and PJOK teachers,
- Expert validation on model design and materials,
- Trial results from limited and broad-scale implementations,
- Student assessment outcomes on social-emotional competence.

Secondary data were obtained from:

- Literature related to CRT, PJOK pedagogy, and social-emotional learning (SEL),
- Government curriculum guidelines and academic references.

Multiple techniques were used to gather comprehensive data:

1. **Observation:** Classroom activities and student interactions during PJOK lessons.
2. **Interviews:** Conducted with PJOK teachers to identify current practices and challenges.
3. **Questionnaires:** Distributed to teachers and students to assess perceptions and responses to the developed model.
4. **Documentation:** Review of lesson plans, curriculum documents, and learning materials.
5. **Tests:** Pre-test and post-test measurements of students’ social-emotional competence.

Instruments used in this study included:

- **Interview guides** for needs analysis,
- **Validation sheets** for expert review of the product,
- **Student evaluation rubrics** based on the five CASEL dimensions (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making),
- **Questionnaires** for practicality and effectiveness assessment.

The instruments were validated through expert judgment and pilot testing to ensure reliability and content validity.

Data Analysis Techniques

Quantitative data were analyzed using **descriptive statistics** and **One-Way ANOVA** to measure the effectiveness of the model. Qualitative data from interviews and observations were analyzed using **thematic**

content analysis to identify recurring patterns and insights.

This study adhered to ethical research standards, including:

- Informed consent from school authorities, teachers, and students,
- Anonymity and confidentiality of participant identities,
- Respect for cultural values and school norms during implementation.

RESULTS AND DISCUSSION

The study was conducted in two elementary schools—SDN 06 Mulyoharjo and SDN 05 Bojongbata, located in Pemalang Regency. These schools were chosen due to their student diversity and the readiness of the school community to implement culturally responsive learning. Data collection involved collaboration with PJOK teachers, students, and experts in the field of education.

Initial observations and interviews with PJOK teachers indicated that conventional teaching methods still dominated classroom practices. Most lessons focused primarily on motor skills and physical activities, with minimal emphasis on students' social-emotional development. Teachers also highlighted challenges related to limited infrastructure, lack of instructional media, and insufficient mastery of varied teaching models.

The CRT-based PJOK learning model was designed using the ADDIE framework:

- Analysis identified the need for culturally-integrated learning approaches.
- Design involved integrating local traditional games such as Gobak Sodor and Patak Wingko into PJOK activities aligned with CASEL competencies.
- Development included expert validation, which showed a high level of feasibility and relevance.
- Implementation was carried out through small-scale and large-scale trials at both schools.
- Evaluation showed positive outcomes in both formative and summative assessments.

Pre-test and post-test results showed significant improvement in students' social-emotional competence after participating in the CRT-based PJOK model:

- Self-awareness: Sig. value = 0.177
- Self-management: Sig. value = 0.383
- Social awareness: Sig. value = 0.424
- Relationship skills: Sig. value = 0.398
- Responsible decision-making: Sig. Value= 0.358

All significance values were greater than 0.05, indicating no significant difference between schools, suggesting consistent effectiveness of the model across different contexts.

The research confirmed that PJOK learning integrated with local culture through CRT is highly feasible. Teachers and experts provided positive responses regarding content validity, cultural alignment, and alignment with current curriculum goals. The use of familiar traditional games increased student engagement and participation, making the lessons more inclusive and contextual.

The CRT-based PJOK model effectively enhanced students' social-emotional competence. This was evident in students' improved self-awareness, empathy, cooperation, and decision-making during group activities. These findings support the notion that physical education can serve not only as a tool for physical development but also for emotional and social growth.

The model's grounding in local culture created a sense of ownership and pride among students. This culturally embedded approach enabled even introverted students to actively participate and collaborate, strengthening their communication and interpersonal skills.

The developed model is compatible with the Indonesian National Curriculum (Kurikulum Merdeka), particularly in achieving the Profil Pelajar Pancasila dimensions. CRT-based PJOK activities fulfilled learning outcomes in the domains of collaboration, empathy, diversity appreciation, and fairness in play. This positions the model as a potential strategy to bridge academic competencies with character development.

Despite the positive results, several challenges were noted:

- Limited resources in some schools restricted optimal model implementation.
- Teacher training on CRT and SEL integration still needs strengthening.
- The cultural adaptability of the model may vary between regions and requires further testing.

Summary of Findings

1. The CRT-based PJOK model is valid, practical, and effective in fostering students' social-emotional development.

2. The integration of local traditional games enhances student engagement and contextual understanding.

3. Statistical analysis confirmed model consistency across schools with diverse cultural backgrounds.

4. The model aligns with national education priorities in promoting inclusive, character-based education.

CONCLUSION

This study concludes that the development of a Culturally Responsive Teaching (CRT)-based PJOK learning model is both feasible and effective in enhancing the social-emotional competence of elementary school students, particularly those in Phase A (Grades 1–2). The research, conducted using the ADDIE model, demonstrated that:

1. The developed learning model is valid and practical, as shown by expert validations and trial implementations. It integrates local cultural elements such as traditional games, which enrich the learning experience and support the development of students' social-emotional skills.

2. The model significantly improves students' social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These improvements were consistent across different school environments, indicating the model's broader applicability.

3. The approach aligns well with national curriculum goals, particularly the Profil Pelajar Pancasila framework. It supports character education and inclusivity by embedding cultural values into physical education.

4. Traditional games serve as a powerful pedagogical tool, fostering collaboration, empathy, cultural appreciation, and student engagement in PJOK learning activities.

In conclusion, the CRT-based PJOK learning model is a promising educational innovation that not only supports physical development but also cultivates emotional intelligence and social responsibility in early-grade students. It is recommended for broader adoption and further development to suit diverse cultural contexts across Indonesia

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