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Culturally Responsive Teaching (CRT) Approach in Social Science & Science Learning Elementary School: A *Bibliometric Study* from 2020-2025

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Abstract

Culturally Responsive Teaching (CRT) approach is very important to adopt because it is able to integrate cultural values and experiences of students into learning, thus creating an inclusive, relevant, and adaptive learning environment to the needs of students. This study aims to explore the application of the *Culturally Responsive Teaching approach* in learning Natural and Social Sciences (IPAS) in Elementary Schools. The research method chosen is *a systematic literature review* by analyzing 1,011 articles from the Scopus and Google Scholar databases published in the 2020-2025 period. The results of the analysis of various articles, the application of the *Culturally Responsive Teaching approach* in IPAS learning can increase motivation, participation, 21st century skills, and learning outcomes of students, especially in the context of cultural diversity in the classroom. The research gap that can be filled based on the results of the analysis is the application of the *Culturally Responsive Teaching approach* in IPAS learning not only on the learning outcomes of cognitive aspects but also affective aspects and 21st century skills as a whole. In addition, the *Culturally Responsive Teaching approach* encourages teachers to be more innovative in designing learning strategies that are adaptive to the needs and characteristics of students. Thus, *Culturally Responsive Teaching* can be a strategic solution in developing science learning that is in line with the demands of 21st century education in Elementary School.

Keywords: *Culturally Responsive Teaching,* Science Learning, Elementary School

Abstrak

Pendekatan Culturally Responsive Teaching (CRT) menjadi sangat penting untuk diadopsi karena mampu mengintegrasikan nilai-nilai budaya dan pengalaman peserta didik ke dalam pembelajaran, sehingga menciptakan lingkungan belajar yang inklusif, relevan, dan adaptif terhadap kebutuhan peserta didik. Penelitian ini bertujuan mengeksplorasi penerapan pendekatan Culturally Responsive Teaching dalam pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) di Sekolah Dasar. Metode penelitian yang dipilih adalah systematic literature review dengan menganalisis 1.011 artikel dari database Scopus dan Google Scholar yang terpublikasi periode 2020-2025. Hasil analisis berbagai artikel, penerapan pendekatan Culturally Responsive Teaching dalam pembelajaran IPAS mampu meningkatkan motivasi, partisipasi, keterampilan abad 21, serta hasil belajar peserta didik khususnya dalam konteks keberagaman budaya di kelas. Gap penelitian yang dapat diisi berdasarkan hasil analisis yaitu penerapan pendekatan Culturally Responsive Teaching dalam pembelajaran IPAS tidak hanya pada hasil belajar aspek kognitif tetapi juga aspek afektif dan keterampilan abad 21 secara menyeluruh. Selain itu, pendekatan Culturally Responsive Teaching mendorong guru untuk lebih inovatif dalam merancang strategi pembelajaran yang

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adaptif terhadap kebutuhan dan karakteristik peserta didik. Dengan demikian, Culturally Responsive Teaching dapat menjadi solusi strategis dalam pengembangan pembelajaran IPAS yang sejalan dengan tuntutan pendidikan abad 21 di Sekolah Dasar.

Kata Kunci: *Culturally Responsive Teaching,* Pembelajaran IPAS, Sekolah Dasar

INTRODUCTION

Abdillah et al., (2020) conveyed that efforts to improve the quality of learning to make it more meaningful, effective, and efficient are by maximizing the use of optimally designed learning tools. The achievement of learning objectives is strongly supported by the models, methods, and learning approaches chosen according to the needs of students (Justi et al., 2023). In line with the implementation of the Independent Curriculum, teaching modules provide teachers with the flexibility to adjust the learning process to the local context and the needs of students. Therefore, teachers are required to apply the right approach in compiling teaching tools that are directed and in line with the characteristics of students. Optimal learning planning needs to be carried out by educators, one of which is through the preparation of teaching modules by paying attention to important components such as learning approaches (Justi et al., 2023).

Integration of approaches that encourage curiosity in learning is very important to create a more interesting and effective learning experience (Hunaepi et al., 2024). Muthnainnah and Ismail, (2025) explained that an innovative and holistic learning approach plays a role in improving the quality of learning by paying attention to the emotional, intellectual, and social aspects of students, which ultimately supports the development of 21st century character and skills such as creativity and critical thinking. In line with this, the right approach can also foster learning motivation, build character, and develop 21st century skills that are very much needed in facing future challenges (Susanto et al., 2024).

Learning approaches that still focus on memorization and procedures often do not provide space for students to develop their skills (Junaidi et al., 2025). In fact, in the learning process, many students lose concentration due to a lack of innovation in learning because teachers do not understand the latest learning approaches. Culturally Responsive Teaching (CRT) is one approach that can be applied to improve the quality of learning (Arni et al., 2024). The Culturally Responsive Teaching (CRT) approach is believed to be effective in encouraging students' motivation, involvement, and understanding of subject matter, including in the context of learning Natural and Social Sciences (IPAS) at the elementary school level (Azizah et al., 2025). In line with that, the application of CRT in IPAS learning in the Independent Curriculum is considered capable of activating the role of students more optimally (Hidayah et al., 2024).

Culturally Responsive Teaching (CRT) is a learning approach that integrates elements of local culture or local customs into the learning process (Taher, 2023). The Culturally Responsive Teaching approach emphasizes the importance of paying attention to cultural backgrounds and the principle of equality for all students in gaining learning experiences, regardless of existing cultural differences (Hidayah et al., 2024). According to Udmah et al., (2024) the implementation of CRT can be realized through learning activities that involve culturally relevant stories, examples, and metaphors. Kurniasari et al., (2023) emphasized that culturally responsive teaching plays a role in building learning environments, curricula, and learning strategies that respect and reflect the diversity of students' identities and experiences.

The results of research by Azizah et al., (2025) show that the application of CRT is effective in improving the understanding of science concepts by making learning more relevant and contextual for students. In addition, the CRT approach encourages students' understanding and active participation through recognition of their cultural context. Khasanah et al., (2023) stated that learning by utilizing culture in the form of typical food from students' backgrounds as a learning resource

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provides opportunities for students to make learning more interesting and enjoyable. The learning outcomes of the cognitive, affective, and psychomotor aspects and the results of their research show that from the pretest and posttest, the learning outcomes of students for the three aspects (cognitive, affective, and psychomotor) have increased significantly.

Research related to the integration of the CRT approach in sharing subjects, topics, studies, and levels of education has been widely conducted. Research with the CRT approach by (Wahira et al., 2024), overall highlights the positive impact of integrating the CRT approach into learning. Several systematic literature reviews of the integration of the CRT approach in learning have been studied regarding CRT-based e-modules by (Febdhizawati et al., 2023), the implementation of CRT to improve learning outcomes by (Arni et al., 2024), and the implementation of CRT in the Pancasila Student Profile Strengthening Project (Fitriani et al., 2024). However, a systematic literature review that specifically discusses the CRT approach in science learning in elementary schools has never been studied. This study aims to comprehensively explore the CRT approach in science learning in elementary schools related to the methodology, topics measured, implementation and learning strategies, and research trends of the CRT approach in elementary school science learning in 2020-2025. The results of the study are expected to increase teachers' insight in developing a more contextual and effective learning approach for elementary school students.

METHOD

This study uses a bibliometric method to conduct a literature review on the Culturally Responsive Teaching (CRT) approach in Natural and Social Sciences (IPAS) learning in Elementary Schools in the period 2020 to 2025.

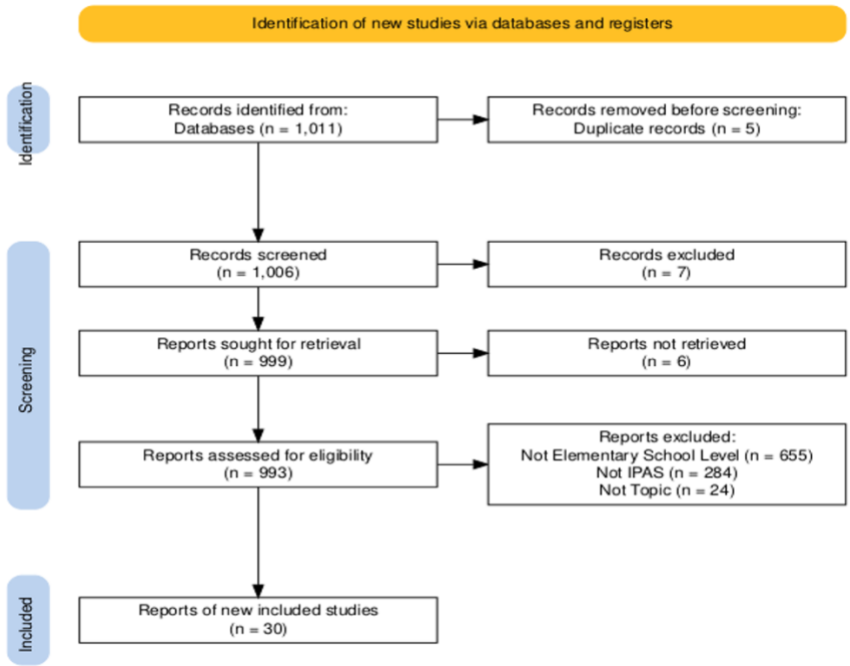

Figure 1. Prisma Flowchart

Based on Figure 1. research data obtained from scientific articles indexed in Google Scholar and Scopus, which were accessed through the Publish or Perish (PoP) application version 8 starting in March 2025. Data collection was carried out using three main keywords, namely "Culturally Responsive Teaching," "IPAS Learning," and "Elementary School," including variations of

synonyms and translations in Indonesian. The initial search obtained 996 articles from Google Scholar and 15 articles from Scopus.

From the initial search results, filtering was carried out by reading the title and abstract of each article to ensure compliance with the research theme, namely the Culturally Responsive Teaching (CRT) approach in IPAS learning in Elementary Schools. Articles that have the same title, cannot be fully accessed, do not focus on Elementary School level, do not discuss IPAS subjects, or do not specifically raise the topic of CRT, are then set aside. After the selection process, 30 articles were obtained that met the criteria and were relevant to the focus of the research, so that these articles would be used for further analysis. In its implementation, this study used the Publish or Perish application for data extraction and citation metric analysis, VOSviewer version 1.6.20 for bibliometric network visualization, and Microsoft Excel for quantitative data processing. With this method, the study aims to map the development and trends of research related to CRT in science learning in Elementary Schools, as well as identify research gaps that can be the basis for developing further studies in the context of Indonesian education.

RESULT AND DISCUSSION

Based on the results of the analysis of 30 journals, all journals confirmed that the integration of local culture into learning such as through scrapbooks, LKPD, modules, learning videos, comics, educational games, and teaching aids can consistently improve student learning outcomes, especially in aspects of high-level thinking skills such as creative and critical thinking. Culture-based media not only function as cognitive aids that make it easier for students to understand the material, but also effectively motivate and increase their active involvement in the learning process. In addition, the application of Culturally Responsive Teaching in learning enriches the learning experience and strengthens the identity and character of students, thereby building a sense of togetherness and tolerance in multicultural classes. Amalia et al., (2024) emphasized that the application of Culturally Responsive Teaching increases students' awareness of their own cultural identity and the use of various learning media provides motivation to students in learning. The journals that have been analyzed are published with the aim of disseminating research results and best practices in the application of CRT so that they can be a reference for educators, researchers, and policy makers in developing education that is more inclusive, contextual, and oriented towards developing students' potential holistically.

Integration of the Culturally Responsive Teaching approach into learning makes the material more contextual and meaningful for students. Students find it easier to understand abstract science or social science concepts through the integration of culture or local wisdom. In journals that integrate the Culturally Responsive Teaching approach with Augmented Reality (AR) media, students' understanding of natural resources increases. In addition, the application of LKPD by integrating local culture as a case study increases students' learning motivation. The Culturally Responsive Teaching approach encourages student participation through group discussions, collaborative projects, and reflections on cultural experiences. Students in heterogeneous groups in terms of culture actively share their perspectives.

The main similarity between the papers is the recognition that learning that is responsive to students' culture is able to bridge subject matter with life experiences and local cultural values, so that students can more easily understand and apply knowledge. All studies show that culture-based media has received high validation from experts and users (teachers and students), and has been proven effective in improving critical thinking skills, creativity, and social characters such as tolerance and appreciation for differences. The role of teachers as facilitators who understand and appreciate the cultural background of students is also an important similarity, because teachers who apply Culturally Responsive Teaching are able to create an inclusive and motivating learning environment. In addition,

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there are similarities to 21st century skills. Culture-based media are effective in developing 4C skills (Critical thinking, Creativity, Communication, Collaboration). Students become more active, reflective, and able to solve real problems that are relevant to their environment. Nasution et al., (2023) emphasized that learning that adopts the Culturally Responsive Teaching approach is able to develop 21st century 4C skills in students. The application of CRT creates a learning environment that will actively involve students in the learning process, facilitate effective communication, and stimulate critical thinking.

The differences in findings between journals lie in the types of media developed and the focus of skills improved. The focus of skills from various journals varies widely. Some studies emphasize strengthening creativity, while others emphasize critical thinking, collaboration, or communication skills. There are journals that apply the Culturally Responsive Teaching approach in classes with multi-ethnic students consisting of Sundanese, Batak, Betawi. However, there are journals that specifically highlight local wisdom such as the sambatan tradition or Lasem batik which are integrated into learning. Azis et al., (2024) emphasized that the use of various learning methods that integrate Culturally Responsive Teaching strategies into various learning methods can stimulate students' enthusiasm for learning and have a positive impact on students. In addition, there are differences in the cultural contexts that are raised. Some journals focus on certain cultures such as Palembang, Java, and Sunda. Some journals integrate the Culturally Responsive Teaching approach in various forms such as scrapbooks, LKPD, modules, videos, and educational games. The development model of journal findings varies, such as 4D, ADDIE, Borg & Gall, or Dick & Carey, which affect the stages and results of product development. Local needs are a factor in the similarities and differences in integrating the Culturally Responsive Teaching approach in learning. Differences in school context, local culture, and student needs influence the choice of themes, media forms, and skill focus. Wahira et al., (2024) emphasized that needs analysis related to the implementation of CRT in certain schools or areas is very important to understand the socio-cultural context of students and the challenges they face related to education. In addition, teacher competence is also a factor causing similarities and differences from the findings of various journals. The level of teacher understanding and creativity in developing and implementing innovative media greatly determines the success of the implementation of Culturally Responsive Teaching. Anita et al., (2021) stated that culturally responsive pedagogy provides added value to the formation of student identity, values, and character and improves teachers' pedagogical skills. The availability of resources such as school facilities, access to technology, and institutional support are also differentiating factors in the success of media development.

From the findings of various journals, it is agreed that Culturally Responsive Teaching is a very effective approach to improving the quality of learning in multicultural classes. Teachers who are responsive to students' culture are able to: 1) relate material to students' life experiences; 2) appreciate diversity; 3) foster self-confidence and pride in cultural identity; and 4) reduce the achievement gap between students from different backgrounds. Azis et al., (2024) emphasized that the Culturally Responsive Teaching (CRT) approach is based on five principles, namely: 1) recognizing students' cultural identity as the basis for learning; 2) building inclusive and empowering relationships between teachers and students; 3) prioritizing learning that focuses on students' needs and experiences; 4) presenting learning materials that are relevant and meaningful to students' lives; and 5) providing empowerment opportunities for students to actively participate and be empowered in the learning process. The Culturally Responsive Teaching approach not only has an impact on cognitive aspects, but also affective and social aspects, forming students who are tolerant, open, and ready to become global citizens with character.

Based on a literature review of 30 journal samples, there are several research gaps that can be used as a focus for further study development related to culture-based learning media. First, many previous studies have focused more on the technical aspects of developing learning media, such as design and interactive technology features, but have paid less attention to the substance of the material

that is holistically adapted to the local cultural context. This causes the media developed to often be generic and less culturally relevant, so that its impact on students' understanding and character is not optimal. Second, most studies tend to focus on improving students' cognitive aspects, while the influence of culture-based media on affective aspects, motivation, and 21st-century skills such as critical thinking skills, creativity, communication, and collaboration still receives less attention. Third, there is a need to develop learning media that are not only pedagogically effective but also practical and easy to implement by teachers in various school contexts that have different resources and needs. Thus, the research gap that can be filled is the development and evaluation of holistic culture-based interactive learning media, integrating aspects of local cultural content in depth, and being able to improve not only cognitive learning outcomes but also affective aspects and 21st century skills as a whole, and considering the context of implementation in the field.

Paper Profile Distribution

The papers that are samples in this research study come from various sources of scientific publications, including Scopus, SINTA-accredited national journals, and seminar or conference proceedings. The following is a picture of the paper profile distribution:

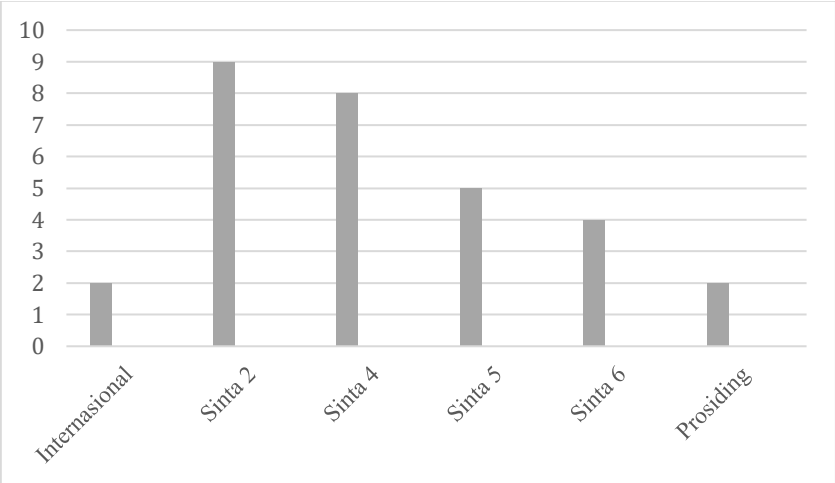

Figure 2. Distribution of paper profiles

Based on Figure 2. Distribution of Paper Profiles, the use of SINTA 2 journals is more dominant. SINTA 2 journals have quality standards that have been recognized nationally. SINTA 2 journals are credible sources so that they become samples to obtain valid and relevant literature for the development of science in Indonesia.

Distribution of Culturally Responsive Teaching (CRT) Approach Research Based on Method

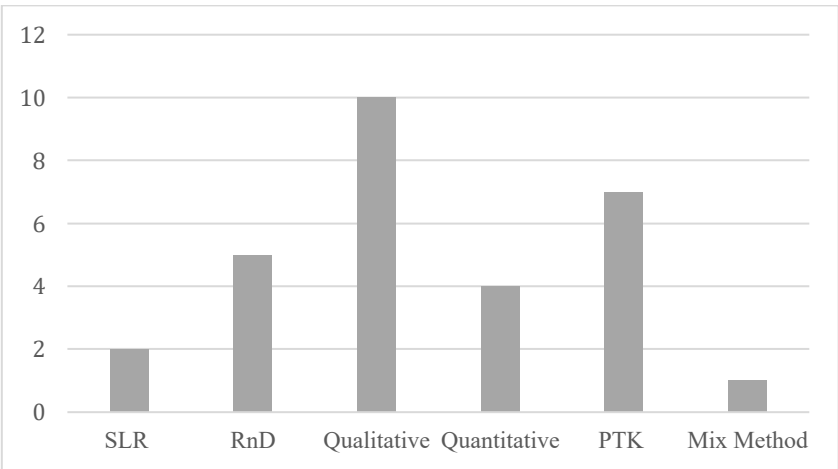

Figure 3. Distribution of Culturally Responsive Teaching (CRT) approach research based on method

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Figure 3. shows the research methods used in CRT approach articles. The figure shows that the most widely used research methods in CRT publications in selected journals are qualitative and action research. Qualitative research methods are very suitable for understanding the processes, meanings, and socio-cultural contexts that are at the heart of the CRT approach. Qualitative research is able to explore the experiences, perceptions, and interpretations of students and teachers in depth regarding the implementation of CRT in the classroom (Rahmanda et al., 2024). Qualitative research allows researchers to explain in detail how CRT is integrated into learning activities, such as through the integration of local culture in subject matter, the use of regional languages, or the application of local traditions in school activities (Fitriani et al., 2024).

In addition, CAR is very popular in CRT research because it is practical and oriented towards direct improvement of the learning process in the classroom. Through CAR, teachers can design, implement, observe, and reflect on CRT-based learning actions systematically and sustainably (Hernita et al., 2024). PTK also encourages direct involvement of teachers as researchers, so that the resulting solutions are more contextual and relevant to class needs and the cultural characteristics of students (Kriswanto & Wahyuningsih, 2025).

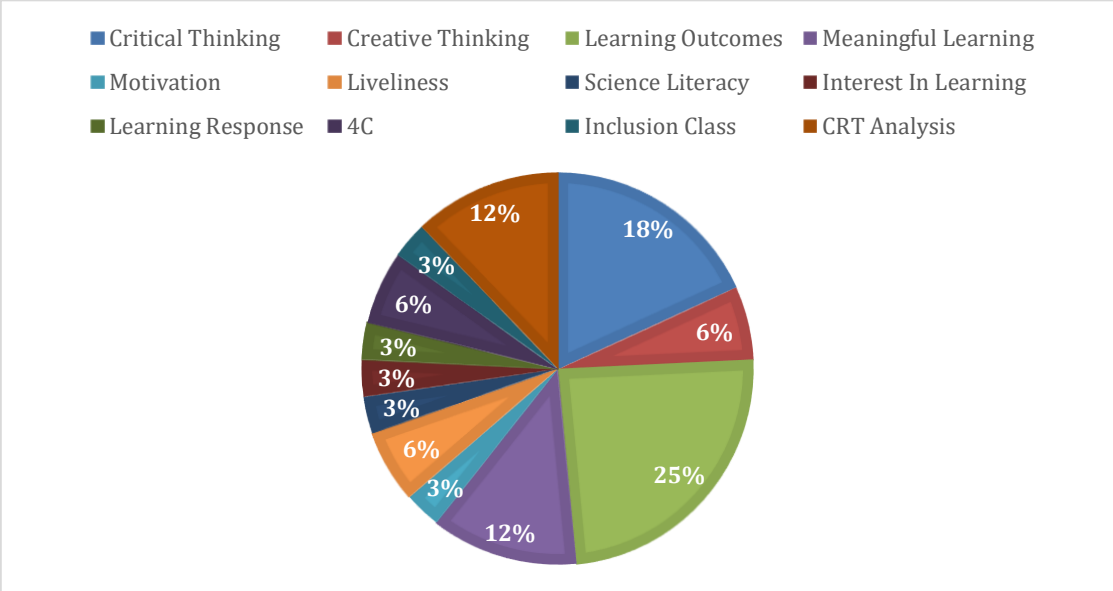

Figure 4. Distribution of publications based on the topic of the Culturally Responsive Teaching (CRT) approach

Figure 4. shows that the Culturally Responsive Teaching (CRT) approach has been studied from various aspects, including 4C competencies, learning outcomes, scientific literacy, activeness, learning interest, creative and critical thinking skills, meaningful learning, understanding, and motivation. There is a strong and mutually supportive relationship between mastery of 4C competencies and learning outcomes in the Culturally Responsive Teaching (CRT) approach. The CRT approach that integrates the cultural context of students into the learning process has been proven to be able to develop 21st century skills, namely critical thinking, collaboration, communication, and creativity, which directly contribute to improving student learning outcomes. In addition, the development of 4C skills in CRT allows students to collaborate and communicate more effectively in learning contexts that are relevant to their culture, so that the learning process becomes more meaningful and increases learning motivation. Thus, CRT not only improves learning outcomes quantitatively, but also strengthens 21st-century competencies that are greatly needed by students to face future challenges (Ummroh, 2024) (Erytira et al., 2024) (Nasution et al., 2023). In short, the 4C competencies developed through the CRT approach play an important role in encouraging more optimal and holistic learning outcomes.

The Culturally Responsive Teaching (CRT) approach has a strong relationship with increasing students' creative and critical thinking skills. Based on the results of the study, the application of CRT has been shown to significantly improve students' critical thinking skills, with an average percentage of critical thinking skills reaching 89% and learning outcomes increasing significantly (Surayya et al., 2024). CRT encourages students to not only memorize, but also understand concepts in depth and be able to solve problems in real-life contexts, so that their critical thinking develops well (Surayya et al., 2024) (Safitri et al., 2025).

The CRT approach that integrates local cultural values and students' life experiences creates an inclusive and meaningful learning atmosphere, so that students are more actively involved and motivated to think creatively and critically (Safitri et al., 2025). Learning models combined with CRT, such as Project Based Learning and Problem Based Learning, are also effective in optimizing students' critical thinking skills. Thus, CRT not only improves critical thinking skills but also encourages students' creativity through approaches that are relevant to their cultural context, making the learning process more contextual and meaningful (Naufanda et al., 2024) (Putri Diana et al., 2024).

Overall, the implementation of CRT combined with active and contextual learning models makes a major contribution to creating learning that is not only academically effective, but also culturally and socially relevant. The CRT approach makes the learning process more meaningful and is able to prepare students to face real-world challenges with holistic skills rooted in their cultural identity.

Implementation and Learning Strategies in the CRT Approach

The implementation of learning strategies in the Culturally Responsive Teaching (CRT) approach includes the integration of local potential and cultural wisdom into the curriculum. One example is seen in the context of Purworejo Regency, which integrates six local potentials into the Elementary School Science content, each adapted to different main materials. As an illustration, in learning with the topic of the water cycle and its impacts, the local potential that is raised is the Muncar Waterfall located in Kalibang Hamlet, Bruno District, Purworejo Regency. The waterfall is used as a learning context to explain the water cycle process and its relevance to everyday life. Local potentials are identified and integrated into the Elementary School Science content to improve students' 4C competencies. In addition, the development of culture-based LKPD has proven effective in encouraging the improvement of students' critical thinking skills in Science learning. The CRT approach creates a more contextual and meaningful learning experience, allowing students to understand and apply concepts in real situations while fostering an appreciation for local values. The application of appropriate learning models, such as Project Based Learning or Problem Based Learning, plays an important role in optimizing students' critical thinking skill.

The implementation of Culturally Responsive Teaching (CRT) based science learning in Elementary Schools shows significant effectiveness in increasing students' interest, activeness, and learning outcomes. The learning strategies used involve various models such as Discovery Learning, Problem Based Learning (PBL), Project Based Learning (PjBL) to project-based learning and interactive media such as Pop-Up Books and ethnoscience posters. The CRT approach integrates elements of students' local culture into learning, making it relevant and meaningful to their daily lives. Teachers as facilitators adjust the material to the cultural context of students, providing space for exploration through cultural case studies, collaborative projects, and joint reflection. Some of the main strategies implemented include: providing initial stimulation through local culture, contextual problem statements, exploration of data based on the surrounding environment, and evaluation through real products or student performance. Learning with the CRT approach builds 21st century skills such as critical thinking, communication, and collaboration. In line with (Fitriah et al., 2024) the Culturally Responsive Teaching (CRT) approach is very relevant to 21st century education because it is able to improve students' literacy and critical thinking skills through learning that

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respects cultural diversity. The implementation of CRT encourages the creation of learning that is not only cognitive but also affective and psychomotor, and is oriented towards diversity, respect for students' cultural identities, and strengthening character through local values integrated into the teaching and learning process.

Visualization of Research Trends VosViewer Software-Based Investigation

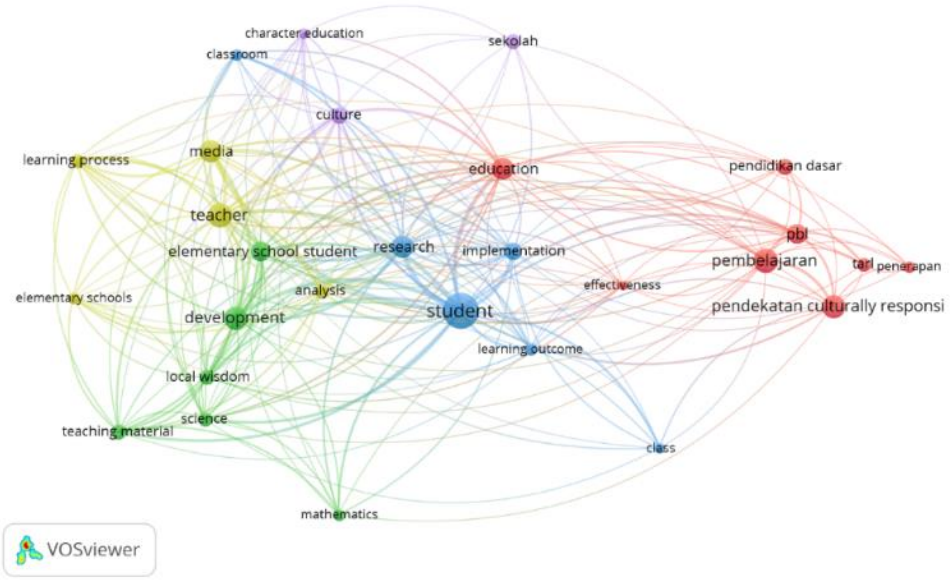

Figure 5. Research trends from the Vosviewer application

Based on the network visualization in Figure 5, it can be seen that there are 5 clusters, namely: The red cluster is related to education and learning. This cluster focuses on education in general and the learning process. "education," "learning," "basic education," "PBL" (Problem-Based Learning), and "Culturally Responsive Teaching approach" are the central keywords. This cluster emphasizes the importance of a culturally responsive learning approach in the context of basic education. PBL as a learning method is also a focus in this cluster.

The green cluster is related to development and science. This cluster focuses on the development of teaching materials and science. The central keywords in this cluster are "development," "science," "teaching material," "mathematics," and "local wisdom". This cluster highlights the importance of developing teaching materials based on science and local wisdom. Mathematics as part of science is also a concern in this cluster.

The blue cluster is related to students and their implementation. This cluster focuses on students and implementation in the context of education. The central keywords in this cluster are "student," "implementation," "research," "learning outcome," and "class." This cluster emphasizes the importance of students as the main focus in research and implementation of educational programs. Learning outcomes and classroom atmosphere are also important factors in this cluster.

The yellow cluster is related to teachers and media. This cluster focuses on the role of teachers and media in the teaching and learning process. The central keywords that appear in this cluster are "teacher," "media," "elementary school student," "learning process," and "elementary schools." This cluster highlights the role of teachers and the use of media in improving the learning process in elementary schools.

The purple cluster is related to culture and character. This cluster focuses on the integration of culture and character education. The central keywords that appear in this cluster are "culture," "character education," and "classroom." This cluster emphasizes the importance of integrating

cultural values and character education in the classroom environment.

Overall, the network visualization shows various important aspects in education, ranging from learning approaches, development of teaching materials, the roles of students and teachers, to the integration of culture and character. The relationship between clusters also shows that these aspects are interrelated and influence each other in the education system.

CONCLUSION

The Culturally Responsive Teaching (CRT) approach has great potential in improving the quality of science learning in Elementary Schools through contextual, inclusive, and relevant learning to the local culture of students. The main findings of this bibliometric study indicate a gap in the development of holistic, culture-based interactive learning media, which not only improves cognitive aspects but also 21st century competencies as a whole. Unlike previous studies that were predominantly qualitative or R&D, this study presents a new contribution by mapping research trends and gaps as a whole. The limitations of this study lie in the scope of the data which is still limited, further research is suggested to involve a wider and more diverse number of samples.

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