



Analysis of Culturally Responsive Teaching Self-Efficacy in Learning Mathematics in Junior High School

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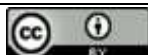
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Abstract

Mathematics education at the elementary level Junior High School has role strategic in build ability think logical, critical, and analytical participant educate. Deep Learning in context mathematics refers to the approach learning that emphasizes understanding draft in a way deep and meaningful, not just memorize formula or procedure. One of the approaches that can answer challenge the is Culturally Responsive Teaching, namely a learning strategy that values and integrates background behind culture student to in the learning process teach. CRTSE illustrates level teacher's belief in manage class, designing learning, as well as build effective relationships with student from various background culture. In context in this case, Culturally Responsive Teaching Self-Efficacy becomes draft important to describe belief teacher self in implementing learning strategies responsive culture. The results of the Culturally Responsive Teaching Self-Efficacy questionnaire show aspect Carry out activity learning cooperative for students who like Work in group. Occupy ranking highest with value 40.7%, Get information about strength academic students and help students for develop connection positive with Friend peers in class, occupy ranking second with value 37%. Identify ways How student communicating at home that may be different from norm school, get information about background behind culture students, designing appropriate instructions with need development students and Arrange parent - teacher conference so that meeting the No scary for parents. occupy order third with value of 33.3%, and aspects other presentation more low.



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INTRODUCTION

Mathematics education at the elementary level School Intermediate First (SMP) has role strategic in build ability think logical, critical, and analytical participant educate. However, in practice, learning mathematics often considered abstract, difficult, and lacking relevant with life everyday. This is the more complex when student originate from background behind diverse cultures, as is the case in Indonesia. Diversity culture student can become challenge at a time opportunity for teachers in create meaningful learning. In curriculum, "deep learning" in context mathematics refers to the approach learning that emphasizes understanding draft in a way deep and meaningful, not just

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memorize formula or procedure. Approach This focus on engagement active students, solving problem contextual, and development skills think critical.

One of approaches that can answer challenge the is Culturally Responsive Teaching (CRT), namely a learning strategy that values and integrates background behind culture student to in the learning process teaching. CRT is believed capable increase motivation, participation, and understanding students, because learning associated with context culture that is familiar to they. Culturally Responsive Teaching (CRT) is about teaching “for and through” characteristics, strength, And achievement personal and culture children. Hammond (Kieran & Anderson, 2019), explain that Culturally Responsive Teaching (CRT) own four theme comprehensive guide that guides teachers to take approach based strength to diversity in the classroom. each topic this consists of from various aspect for considered by teachers when planning teach participant educate Which diverse: 1. Awareness (Awareness), 2. Partnership learning (Learning Partnerships), 3. Processing information (Information Processing), 4. Community participant education and environment Learning (Community of learners and learning environment).

Participants educate is member society that strives develop potential self through the learning process available on the path, level and type education certain Results study Byrd, explain that m blend between culture and process learning will create learning meaningful learning with approach Culturally Responsive Teaching can increase activity students (Byrd, 2016). Because the learning process based culture No just transfer culture or embodiment culture, will but use culture for realize students who are creative in achieving learning goals. Gay, explain Teacher must use various source and technique teaching (i.e., cooperative learning strategies, discussions, etc.), teachers should employ a variety of resources and teaching techniques (i.e., cooperative learning strategies, discussions, etc.) (Gay, 2002). Altun (2015), Cooperative learning is learning that includes a small group where students consist of 4-6 people who work together in a team to solve a problem (Altun, 2015).

Diversity according to Dictionary Big Language Indonesia is regarding various, various kinds; regarding variety; matter type. And meaning of culture according to KBBI: 1) mind; reason budi: result --; 2) custom customs: investigate Language And --; 3) something about culture Which Already develop (civilized, forward). So that Diversity Culture can interpreted as system ideas, action, and results work human being who many kinds of in life socialize. In field education, diversity culture Also very beneficial. James A. Banks, education which inclusive and oriented on diversity help expand insight and knowledge student about various culture in indonesia, encouraging theyfor become tolerant and insightful individuals extensive (Banks & Banks, 2010). Exchange program students and activities culture at school is example real from how education can utilise diversity culture for increase understanding and tolerance. In addition that, curriculum education that includes studies about culture and language area help student understand and appreciate diversity culture since age early.

Rebecca Cruz, Sarah Manchanda, Allison Firestone, and Janelle E. Rodl, explain Culturally Responsive Teaching (CRT) is a series designed practices for build background behind culture and language student moment teaching and learning taking place (Cruz et al., 2020). Although CRT can give impact positive on the results Study students, a little research that examines efficacy self (Self Efficay) teacher for apply practice CRT. With use scale Efficacy Self Responsive Teaching In a way

Culture (CRTSE), researcher will explore specific areas where the teacher feels efficacy self in matter apply practice CRT And factors Which influence efficacy self And Which currently teach in deliver CRT.

CRTSE is a instrument questionnaire (questionnaire) which can used for collect in- depth data, get information about experiences, perceptions, and opinions respondents, as well as identify pattern or theme. In matter this observation questionnaire conducted about learning background culture in schools, in particular in learning mathematics.

CRTSE describes level teacher's belief in manage class, designing learning, as well as build effective relationships with student from various background culture. Teachers with high self-efficacy tend more innovative in use context culture local, for example linking straight line concept with wisdom local or pattern traditional. In learning mathematics in junior high school, CRTSE becomes important because teachers are required No only control material, but also capable adapt learning strategies in accordance diversity culture student.

Learning mathematics in school Intermediate First (junior high school) no only focus on aspects cognitive, but also necessary notice background behind culture students. Indonesia as a multicultural country demands teachers to capable present inclusive and relevant learning with diversity culture students. In context in this case, Culturally Responsive Teaching Self- Efficacy (CRTSE) becomes draft important to describe belief teacher self in implementing learning strategies responsive culture.

METHOD

Type research used in the study This is descriptive, namely describe or to explain in a way systematic. While approach research used is approach qualitative. Namely research that aims for describe, summarize various conditions, various situation, or various phenomenon reality social issues that exist in society that become object research, and strive interesting reality That to surface as something traits, character, nature, model, sign, or description about condition, situation or phenomenon certain. Data analysis techniques aim to for analyze the data that has been collected in study this. After the data from field collected and arranged in a way systematic, then step furthermore writer will analyze the data.

The data analysis techniques used in study This is using the Miles and Huberman model which states that, activity in qualitative data analysis done in a way interactive and ongoing in a way Keep going continuously until completed. Activity in Miles and Huberman model data analysis, (Rijali, 2018). Reduction Data: Data reduction is an activity that is inseparable from data analysis. The researcher select which data to given code, which one is drawn out, and pattern summary a number of piece or What development the story is choice analytical, data reduction is something form sharpen, select, focus, discard, and organize data in something how, where conclusion end can described and verified. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming "raw" data that occurs in notes field written. Reducing data means summarize, select the essentials, focusing on the essentials Yan important, sought after themes and patterns. With thus the data that has been reduced will give a clearer picture clear, and makes things easier researchers for do further data collection, and searching for it when required. 2) Data Display: Activity main second in the flow of data analysis activities, data display is a key element. Display, in this context, is a collection of organized information that allows for drawing conclusions and taking action. After data reduction, the next step in data analysis is the reduction model. The most frequently used method for presenting data in qualitative research is narrative text. By displaying data, it will be easier to understand what happened and plan further work based on what has been understood. 3) Conclusion/ Verification: Activity main third in data analysis, namely drawing

conclusions/verification. From the beginning, researchers must take the initiative, not allowing data to become meaningless waste. Data reduction, data display, and drawing conclusions/verification must begin early on. The initiative rests with the researcher, and conclusions are drawn step by step. This means that if the process is correct and the analyzed data meets the standards of feasibility and conformity, then the initial conclusions drawn will be well trusted.

RESULT AND DISCUSSION

Study This was held in several junior high schools in Banjar City. The selection of SMPN 1 Banjar, SMPN 2 Banjar, SMPN 6 Banjar, SMPN 8 Banjar, and SMPN 9 Banjar as the sample. location study with hope find more Lots diversity from participant educated at school.

Table 1. Observation Results Diversity Participant Educate at School

No.	School Name	Diversity Participant Educate
1	SMPN 1 BANJAR	Ethnic group Javanese, Tribe Sundanese, Sumatran, Ethnic China
2	SMPN 2 BANJAR	Ethnic group Javanese, Tribe Sundanese, Batak, Minang, Ethnic China
3	SMPN 6 BANJAR	Ethnic group Sunda
4	SMPN 8 BANJAR	Ethnic group Javanese and Sundanese
5	SMPN 9 BANJAR	Ethnic group Javanese and Sundanese

Researchers carry out observation regarding Culturally Responsive Teaching Self Efficacy to teachers in 5 schools the use CRTSE questionnaire. The CRTSE questionnaire includes covers teacher's belief that they able to: (1) understand background behind culture students, (2) integrate mark culture in learning, and (3) creating environment a class that values diversity. In learning mathematics, things This seen from how teachers relate concepts abstract with experience daily students who are rooted in culture local.

The implementation of CRTSE in junior high schools is also in line with with paradigm education constructivist, where knowledge built based on experience and environment social students Teachers with high level of self- efficacy in CRT will more believe self for integrate context culture in questions, methods learning, as well as evaluation strategies. This believed can increase motivation learning, understanding conceptual, as well as results Study mathematics students. With thus, the study regarding CRTSE in learning Mathematics in junior high school is very relevant for support achievement education that is inclusive, fair and meaningful.



Figure 1. Observation Introduction

Culturally Responsive Teaching Self Efficacy (CRTSE) instrument uses scale The CRTSE questionnaire (Cruz et al., 2020) was used for measure belief teacher self in apply approach responsive learning to diversity culture students. In context learning mathematics in junior high school, the CRTSE questionnaire functions for know to what extent do teachers feel capable:

1. Manage heterogeneous class in a way culture, for example with value background behind language, customs and values student.
2. Integrate context culture in learning mathematics, such as use example relevant questions with culture local to be more easy understood student.
3. Using learning strategies differentiation, so that all students, good from both urban and rural environments, have equal opportunity in understand material mathematics.
4. Build communication effective with students and parents from diverse background behind culture.
5. Increase motivation Study student through appreciative approach identity culture they.

Culturally Responsive Teaching Efficacy (CRTSE) collects in-depth data, obtains information about respondents' experiences, perceptions, and opinions, and identifies patterns or themes. In this case, questionnaire observations (Hendriana, H., Rohaeti, EE, Sumarmo, U., 2018) were conducted regarding Culturally Responsive Teaching Efficacy in Schools, particularly in mathematics learning.



The results of the Culturally Responsive Teaching Self Efficacy questionnaire show aspect Carry out cooperative learning activities for students who like to work in groups. Occupy ranking highest with 40.7% score.



Obtain information about students' academic strengths and Help students to develop positive relationships with their peers in the classroom, occupy ranking second with 37% score. Identify ways in which students communicate at home that may differ from school norms, obtain information about students' cultural backgrounds, Design instruction that is appropriate to students' developmental

needs and Arrange parent- teacher conferences so that the meetings are not intimidating for parents. occupy order third with value of 33.3%, and aspects other presentation more low.

CONCLUSION

Culturally Responsive Teaching Self-Efficacy plays a role important in realize learning inclusive, contextual, and meaningful mathematics in junior high school. Teachers who have belief tall to ability teach in a way responsive culture capable present experience learn more relevant, fair, and empowering student in diversity Indonesian culture. The results of the Culturally Responsive Teaching Self Efficacy questionnaire show aspect Carry out activity learning cooperative for students who like Work in group. Occupy ranking highest with value 40.7%, Get information about strength academic students and help students for develop connection positive with Friend peers in class, occupy ranking second with value 37%. Identify ways How student communicating at home that may be different from norm school, get information about background behind culture students, designing appropriate instructions with need development students and Arrange parent - teacher conference so that meeting the No scary for parents. occupy order third with value of 33.3%, and aspects other presentation more low.

SUGGESTION

Strengthening CRTSE in learning mathematics in junior high school can done through teacher training, development learning module based culture, as well as study further encouraging integration culture local. With thus, learning mathematics No only build ability cognitive, but also strengthening identity culture student as well as increase participation active they.

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