

Needs for Sustainable Professional Development of Elementary School Teachers Through Culturally Responsive Teaching Approach Training

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ABSTRACT

Continuing the profession is not only to meet administrative requirements but also to improve the quality of teaching, prepare teachers for future challenges, and build a more robust educational community. Culturally Responsive Teaching helps teachers understand and appreciate differences to create an inclusive and supportive learning environment for all students. This study aims to determine the form of need for sustainable professional Development (PKB) through Culturally Responsive Teaching Training in the Elementary School Teacher Working Group that is needed. This study uses R&D with a research and development design as needed and content analysis at the preliminary study research stage. This research was carried out in a teacher working group in the Gowa and Takalar Regencies, which totaled 70 people. The results of the study show that (1) The average training received by teachers so far is in a suitable category because development training is needed according to needs; (2) the average need for sustainable professional development is a category of needs that are very needed. Therefore, further research is needed and conducting research involving different stakeholders, namely school administrators, mentors, and instructors, through case studies that can help us better

understand the situation and mentoring in the context of training

Keywords: continuing profession, training, *culturally responsive teaching approach*

INTRODUCTION

Improving the Competence of elementary school teachers through continuous professional development helps teachers continue to strengthen their Competence in teaching and managing classes. Teachers can learn more effective teaching strategies, good classroom management techniques, and how to support student development holistically. Curriculum and Teaching Methods Updates in the world of education continue to evolve with technological advances and discoveries in more effective teaching methods. Teachers in the continuing profession can update their knowledge of the latest curriculum and innovative teaching methods. Facing New Challenges for Primary Schools is where teachers often face unique challenges, such as student diversity, differences in learning styles, or behavioral problems. (Merlin & Brendel, 2017; Prenger et al., 2019). Sustainable professionalism helps teachers to prepare themselves for these challenges better. Increasing Motivation and Job Satisfaction Teachers, through continuous professionalism, feel more motivated and satisfied with their work. They feel more

prepared and competent in carrying out daily tasks in class. Through continuous professionalism, teachers can collaborate with fellow teachers, participate in joint training, or be part of a larger educational community. It helps exchange ideas and best practices because elementary school is the first formal education unit to develop attitudes and skills and instil basic knowledge and skills.

Some experts say teachers or school staff should initiate and implement professional development reforms. Others say they need guidance with a clear vision because they haven't had the opportunity to consider different changes. Therefore, the biggest challenge in determining the characteristics of an excellent professional development program is finding one correct answer. (Efimova et al., 2021; Erdas Kartal et al., 2018) Education constantly changes as time goes by. Education is always the focus because it concerns everyone's interests, not only investment and future living conditions but also the current conditions and atmosphere of life. In this era of globalization, Indonesia must be able to improve the quality of education so that it is not inferior to other countries. Indonesia must produce human beings with an independent spirit and can compete at the world level (Brannan et al., 2019; Cameron et al., 2013). Indonesia needs human beings who can think effectively, efficiently, and productively. This can be achieved if we have reliable teaching staff so that we can give birth to a generation of intelligent and moral humans.

Teachers are one of the components of education that play an important role in the teaching and learning process. The teaching profession is very important in education, especially in formal educational institutions. Therefore, the teacher and lecturer certification policy is a strategic step to improve the quality of education in Indonesia. Continuous professional competency development is significant for elementary school teachers because they can appreciate the diversity of students;

elementary schools often have a very diverse student population in terms of culture, language, and social background. Culturally Responsive Teaching helps teachers appreciate and understand this diversity to create an inclusive learning environment for all students (Le Cornu, 2016; Lee et al., 2017). Teachers who use Culturally Responsive Teaching can recognize students' values and life experiences so that students feel valued and accepted (Kavanagh et al., 2020; Omomo, 2019; Woodley et al., 2017). Teachers can design a more relevant and engaging learning experience by considering students' cultural backgrounds. This can increase student engagement in the learning process as they see the connection between the subject matter and their own life experiences. Culturally Responsive Teaching can improve students' academic performance, especially students from minority or cultural backgrounds. By considering students' cultural context in teaching, teachers can provide more effective support for their learning. In this era of globalization, the ability to interact with people from different cultures and backgrounds is essential. The Culturally Responsive Teaching approach helps prepare students for an increasingly globally connected society by developing a deep understanding of cultural diversity. (Bennett, 2013; Brown, 2004; Jatuporn, 2022) Understanding Culturally Responsive Teaching benefits students individually and enriches the learning environment as a whole by promoting inclusion, cross-cultural understanding, and equality in education. Culturally responsive educators facilitate discourse that supports interactive collaboration and encourage students to explore how their collective responses can be used to ensure safe practice settings. (Day & Beard, 2019; Kavanagh et al., 2020). Incorporating culturally responsive teaching strategies should be considered a foundational construct in an educational setting. Offer relevant and inclusive educational experiences that build trust, increase student capacity, and leverage

student knowledge as a cognitive realm for student success. (Hutchison & McAlister-Shields, 2020; Wahira et al., 2024).

Through the implementation of this continuous professional development program, it is hoped that it can improve pedagogical, professional, social, and personal competencies to meet the needs and demands of the teaching profession in the future. Sustainable professional competency development activities are developed based on teacher performance profiles as a form of teacher performance evaluation and supported by self-evaluation results. The results of the teacher performance evaluation are still below the qualification requirements required in the teacher performance assessment; the teacher is required to participate in a continuous professional development program whose goal is to guide the achievement of teacher performance goals and teacher qualification requirements. On the other hand, for teachers whose performance evaluation results have reached the qualification requirements required in teacher performance evaluation, continuous professional development activities aim to develop skills to carry out quality educational services and improve teachers' careers.

Continuous professional development is one of the most essential elements for gaining recognition in the active teaching profession. In implementing sustainable professional development, it is hoped that professional teachers who are knowledgeable and have mature personalities will be obtained. Culturally responsive teaching training is essential because it recognizes and respects students' cultural diversity and understands that this diversity can affect how students learn and participate in learning. Culturally responsive teaching is not only an acknowledgment of cultural diversity but also an active integration into educational planning and implementation. This creates a learning experience that is meaningful and relevant and allows for the holistic development of all students. The research examines the following: (1) Sustainable Professional Development that elementary

school teachers have obtained and (2) The need for sustainable professional Development through *Culturally Responsive Teaching* for elementary school teachers.

LITERATURE REVIEW

To corroborate this article, we reviewed some literature on the sustainable profession of elementary school teachers and *culturally responsive teaching* approaches. This will help in understanding and analyzing the context of this research. The main goal of Culturally Responsive Teaching is to create a learning environment that considers each student's uniqueness and integrates their cultural experiences into the learning process. The key concepts in CRT Culturally Responsive Teaching value students' diversity in culture, language, background, and personal experience. It involves acknowledging that each student brings unique knowledge, values, and perspectives that must be respected in the context of learning. (Kavanagh et al., 2020)

Implementing Culturally Responsive Teaching seeks to form a positive and personal relationship with each student. This helps teachers better understand students individually, including their cultural context, to design relevant and meaningful learning experiences. Culturally Responsive Teaching prioritizes using students' experiences and cultural contexts as essential learning resources. Teachers use learning materials and strategies pertinent to students' lives, ensuring that learning feels relevant and meaningful to them. Therefore, culturally responsive teaching encourages integrating student culture into the curriculum and daily learning. Teachers select materials that reflect diversity and use teaching approaches that consider diverse cultural perspectives. (Kavanagh et al., 2020) Culturally Responsive Teaching encourages teachers to develop a deeper cultural awareness. It includes understanding how culture affects student learning and reflecting on educational policies and practices that may affect students from different cultural backgrounds. Culturally Responsive

Teaching also prioritizes student empowerment through approaches that reinforce their identities and give them control over their learning process. Implementing Culturally Responsive Teaching aims to improve students' academic outcomes and create an inclusive, equitable learning environment that supports the personal and social development of students from all cultural backgrounds. (Siwatu, 2011; Wahira et al., 2024).

MATERIALS & METHODS

This article is based on research using R&D with research design and development at the preliminary study research stage as needs and content analysis. This initial study stage is carried out with the activity of reviewing the literature and analyzing the needs of professional competency development, with the activities of (1) analyzing the results of the sustainable professional development questionnaire that elementary school teachers have obtained and (2) analyzing the needs of sustainable professional Development through *Culturally Responsive Teaching* for elementary school teachers. Data was collected through a questionnaire, with 70 respondents spread across Gowa Regency, Takalar Regency, South Sulawesi, Indonesia. The data sources of this research are as follows: Training data obtained before the study includes qualitative data obtained from elementary school teachers through questionnaires in the form of quantitative data. Data on training needs from elementary school teachers through a closed questionnaire with quantitative data types.

The research subject was carried out purposively, considering that the subject was an elementary school teacher with an educational background from an elementary school teacher graduate. Quantitative descriptive data analysis techniques were carried out to analyze data on (1) the training that has been obtained and (2) training needs. The statistical method used is quantitative descriptive analysis, obtained from the percentage of responses to the Likert scale questionnaire on the product in the form of numerical scores.

RESULT

These findings are compiled in two problem formulations: 1) Sustainable Professional Development that has; and 2) The need for sustainable professional Development through *Culturally Responsive Teaching* for elementary school teachers. Based on these problems, the findings of the research results are presented and discussed in the following sections:

1. Sustainable professional development that elementary school teachers have obtained

Continuing Professional Development for primary school teachers includes various activities and experiences to enhance their teaching skills, knowledge, and practices. This diverse continuing professional development helps primary school teachers stay relevant, improve their skills, and provide a better and more responsive education to their students.

Table 1. Sustainable professional development that has been obtained so far

Training Activities	Average	Category
Learning Methods	3,13	Good
Curriculum	3,00	Good
Classroom Management	2,17	Good
Literacy and Numeracy	3,10	Good
Character Development	2,15	Good
Use of Technology in Learning	2,18	Good
Social and Emotional Skills	2,23	Good
Collaboration and Joint Professional Development	2,78	Good
Understanding Culture and Diversity	2,67	Good
Renata n= 70	2,60	Good

The table above shows training learning methods: curriculum training, classroom management training, Literacy, and numeracy training, character development training, training on the use of technology in learning, social and emotional skills training, collaborative training and joint professional development, and Cultural Understanding and Diversity Training. The average training received by teachers so far is an average of 2.60 in the good category because

development training is needed according to needs.

2. There is a need for sustainable professional development through culturally responsive *teaching* for elementary school teachers.

Continuous Professional Development through CRT allows teachers to continuously update their knowledge and skills in the face of changes in cultural and social contexts, improving the quality of their teaching. The results can be seen below.

Table 2. The need for sustainable professional development

Indicator	Related	Category
Pedagogical Competency Improvement	3,23	Desperately needed
Personal Professional Development	3,46	Desperately needed
Ongoing Professional Development	3,52	Desperately needed
Assessment and Evaluation	3,34	Desperately needed
Collaboration and Communication	3,26	Desperately needed
Collaborative and Innovative Learning	3,56	Desperately needed
Latest Education Policies and Regulations	3,58	Desperately needed
Renata n=70	3,42	Desperately needed

The table above shows that Pedagogical Competency Improvement is very important in the educational process. Pedagogic Competence includes understanding and skills in designing, implementing, and evaluating effective learning processes. Professional development has a significant impact on the quality of education they provide. Continuing Professional Development is essential for several reasons directly related to their effectiveness as educators and their impact on students. Teacher Assessment and Evaluation play a crucial role in improving the quality of education and ensuring that students reach their maximum potential. Collaboration and Communication; Collaborative and Innovative Learning; The latest Education Policy and Regulations Teachers who understand and are active in collaboration and communication have a significant impact on the effectiveness of teaching and the welfare of the school environment as a whole, the average need for continuous professional development is 3.42 categories of needs are urgently needed.

DISCUSSION

Research on the need for sustainable professional competency development through Culturally Responsive Teaching (CRT) training has shown various benefits and positive outcomes for teachers and students. The results of this study show that the sustainable professional development that has been obtained and is needed can take place through Training Workshops and technical Training. This could include training in educational technology, new teaching methods, or classroom management strategies. Workshop Culturally Responsive Teaching: Research on the need for sustainable professional competency development through Culturally Responsive Teaching (CRT) training has shown various benefits and positive outcomes for teachers and students.

The results of this study show that the sustainable professional development that has been obtained and is needed can take place through Training Workshops and technical Training. This could include training in educational technology, new teaching methods, or classroom management

strategies. Classroom Observation: Teachers can observe their peers' classes to learn different teaching techniques and get constructive feedback. Peer Assessment: Teachers provide feedback on their teaching practices and work together to identify areas for improvement. School-Based Professional Development: Study Groups and Discussions: Groups of teachers who come together to discuss books, articles, or case studies on the latest educational practices or specialized topics such as CRT. Professional Learning Community: A group focusing on collaborative learning and sharing experiences and strategies to improve teaching practice. Mentoring and Coaching: Mentoring Programs: Experienced teachers guide new or less experienced teachers, helping them overcome early career challenges. Individual Coaching: Educational coaches work with teachers individually to identify strengths and areas for further development and provide practical support. Attend educational conferences to gain insight into the latest trends, speak with field experts, and expand professional networks. Research and Development: Research Projects: Teachers engage in research on teaching and learning practices to identify the most effective strategies. Teaching Materials Development: Creating and testing new teaching materials that align with students' needs and backgrounds. Teaching Journal: Write personal reflections on the teaching experience to identify strengths and areas for improvement. Self-Assessment: Assess your teaching practice and set professional development goals. The results of this study are the main findings of previous research on the use of culturally responsive teaching in the learning process: increased student engagement. Culturally responsive teaching training helps teachers understand and respond to the cultural needs of their students. This can increase student engagement in learning because students feel their experience and background are recognized and valued in the classroom. (Becher & Lefstein, 2020; Bell et al., 2022)

The increase in student learning motivation is carried out by teachers who implement culturally responsive teaching and tend to use relevant materials to students' lives so that students feel more connected to learning and more motivated to learn. Improving intercultural understanding through culturally responsive teaching training helps teachers develop a deeper understanding of cultural diversity in their classrooms. They are assisting students in better understanding and appreciating diversity in their society. Developing practical teaching skills through culturally responsive teaching training often involves the development of more responsive and inclusive teaching skills. Teachers can learn better strategies and techniques to deliver learning materials to cover various student needs and learning styles. (Day & Beard, 2019; Kavanagh et al., 2020).

Several studies have found that the implementation of culturally responsive teaching can contribute to improved academic performance of students, especially for those from minority or marginalized cultural backgrounds (Iwai, 2019; Ullman & Hecsh, 2011), Improved teacher-student relationships where teachers trained in culturally responsive teaching tend to have better relationships with their students. (Gay, 2015; Heineke & Giatsou, 2020; Jackson & Knight-Manuel, 2019). This can create a more positive and supportive classroom environment for learning. Increasing teacher satisfaction through culturally responsive teaching training can also improve teachers' satisfaction and motivation in their profession, as they feel better prepared and able to handle cultural diversity in their classrooms. Previous research has shown that culturally responsive teaching training is beneficial for teachers in improving the quality of their teaching and can have a significant positive impact on student learning experience and academic outcomes, as well as on the overall classroom climate. (Becher & Lefstein, 2020; Bell et al., 2022).

Continuous competency development is significant for primary school teachers to improve the quality of teaching, as teachers are constantly updating their knowledge and skills. By participating in the latest trainings and workshops, teachers can enhance their teaching methodologies, use the latest educational technologies, and integrate more effective learning strategies. Continuous sustainability helps teachers stay informed about these changes so that they can teach appropriately per applicable curriculum standards. Continuous professionalism helps teachers better understand their students' individual needs (Florentinus et al., 2019; Wahira et al., 2019).

By learning different teaching methods, teachers can tailor their approach to meet students' learning styles and special needs, such as students with special educational needs or with unique talents. Professional development in continuing professional practice helps teachers develop their personal skills, such as time management, effective communication, and leadership skills. (Le Cornu, 2016; Muñoz-Cristóbal et al., 2018). This is beneficial not only in the context of teaching but also in building their professional careers. Through family planning, teachers can collaborate with their peers, both at and outside of school. This allows for the exchange of ideas, the sharing of best practices, and the building of a solid professional network.

Sustainable professionalism helps teachers to stay motivated and engaged in their profession. By continuing to learn and develop, teachers can feel more confident and satisfied with their work, which positively impacts the quality of teaching and student learning outcomes. As such, continuous professional development is essential to improve the quality of teachers' teaching and ensure that they remain relevant and competent in facing the ever-evolving educational challenges of the 21st century. (Czajka & McConnell, 2016; Tessema & Belihu, 2022).

The results of this study serve as input to present the role of mentoring from the

perspective of school leaders, which has so far been a missing dimension in the mentoring discourse. These findings help highlight the critical role that teachers and principals, as leaders, can play in creating a good learning environment in the teaching process to help increase positive differences in the learning process. Based on these findings, system-wide commitment is needed to ensure that teacher teams and school leadership are provided with the necessary training sessions and support to maintain mentorship for the desired impact. More in-depth research is needed, especially studies involving more teachers, principals, and other senior management staff members, to broaden understanding of the impact and influence on teachers.

CONCLUSION

Culturally responsive teaching (CRT) training is designed to assist primary school teachers in improving their teaching skills and developing themselves professionally to provide high-quality education for their students. This continuous professional development helps elementary school teachers stay relevant, improve their skills, and provide a better and more responsive education to their students. CRT is an invaluable tool for assisting teachers in creating a fair, inclusive, and effective learning environment, which ultimately benefits the development and success of all students. Therefore, this research will contribute to the existence of a *Culturally Responsive Teaching* (CRT) training model to improve professional Competence in the sustainable professional development needed by elementary school teachers in Gowa and Takalar districts, South Sulawesi, South Indonesia, which is carried out for elementary school teachers accompanied by the development of its components. These findings can be used as research study material to develop training components.

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