

Systematic Literature Review: A Culturally Responsive Teaching Approach to Improving Writing Skills

Indri Suwarti^{1*}, Liliana Muliastuti², N. Lia Marlina³
^{1,2,3} Faculty of Languages and Arts, State University of Jakarta, Indonesia

Email Address
indri.suwarti@mhs.unj.ac.id
***Corresponding author**

Keywords: culturally responsive teaching, writing learning, systematic literature review

Abstract

This study examines the application of *the Culturally Responsive Teaching* (CRT) approach in writing learning which focuses on improving literacy skills while strengthening students' cultural awareness. This study is motivated by the needs of 21st century learning that require writing competencies that are reflective, critical, and contextual to cultural diversity. The method used is *Systematic Literature Review* (SLR) by following the PRISMA stage which consists of identifying, selection, and analysis of twenty-five articles published in 2015–2025 that are relevant to the application of CRT in the context of writing learning. The results of the study show that the CRT approach is effective in three main dimensions, namely cognitive, affective, and sociocultural. In the cognitive dimension, CRT improves writing skills through *cultural scaffolding* that helps students conceptualize concrete experiences into abstract ideas. In the affective dimension, CRT builds motivation and confidence through the recognition of cultural identity. Meanwhile, in the sociocultural dimension, CRT encourages the ability to think critically about social reality through cultural reflection in texts. Implementation challenges are found in teacher awareness, curriculum flexibility, and education system support, which can be overcome through the strengthening of reflective communities, the integration of CRT in *Project-Based Learning*, and the use of digital media such as *Padlet* and *e-portfolio*. Overall, CRT not only enhances writing competence, but also forms empowered, reflective, and culturally rooted writers.

Introduction

Writing is one of the productive language skills that has a central role in the world of education and daily life. These skills not only serve as a means of communication, but also as a medium of critical thinking, self-reflection, and cultural expression. In the academic context, writing acts as a vehicle to convey ideas in a structured, systematic, and accountable manner. Therefore, good writing skills are needed to support the success of students, both in the learning process and in facing global demands. Tarigan (2008) emphasized that writing is the skill of pouring ideas, ideas, or feelings into language symbols logically and systematically. This indicates that writing is not only limited to mechanical skills, but also complex cognitive activities, involving the organization of ideas, the selection of diction, and the understanding of socio-cultural contexts.

Writing skills are one of the competencies of the 21st century that are important for individuals to have in the era of globalization. The OECD (2005; 2018) places writing skills within the framework of literacy and communication that support the development of critical thinking, creativity, and collaboration. This ability is not only related to language mastery, but is also closely related to critical literacy and the ability to participate in a multicultural society. Students are required to not only be able to write well, but also understand the social, cultural, and identity contexts inherent in their writing. This presents challenges for the world of education, especially how to design writing learning that not only emphasizes the linguistic aspect, but is also able to accommodate the diversity of students' cultural backgrounds. If learning to write is homogeneous,

rigid, and insensitive to diversity, then the great potential of students is hampered because they do not feel recognized, appreciated, or given space to express themselves.

Within this framework, there is a need for a more inclusive and adaptive approach to learning. One of the approaches that is considered relevant to answer these challenges is *Culturally Responsive Teaching* (CRT). Gay (2018) explained that CRT is an approach that focuses on recognition, reward, and the use of students' cultural backgrounds as a foundation for learning. In other words, CRT places culture as a central aspect that cannot be ignored in the teaching and learning process. Hammond (2015) added that CRT has the power to increase students' motivation and engagement because the learning carried out feels closer to their lives and identities. In the context of writing, the application of CRT can broaden students' perspectives, enrich written content, and encourage the emergence of authentic voices that represent their cultural identity.

A number of studies have proven the relevance and effectiveness of CRT in learning to write. Whitaker (2024) shows that the application of CRT in learning expository writing is able to improve the quality of structure, coherence, and content of students' writing at the secondary level. Another study by Greiner (2020) revealed that integrating local culture in writing assignments can improve the academic achievement of Native American learners while strengthening their cultural identity. In Indonesia, similar studies have also shown positive results. Indriyana et al. (2024) found that the application of CRT in learning to write poetry based on local wisdom was able to increase students' creativity and expression. Fitriani et al. (2024) proved the effectiveness of CRT in learning to write popular scientific articles by presenting themes that are close to students' lives so that the writing becomes more relevant and meaningful. Similarly, Pambudy et al. (2024) reported that learning to write descriptive texts based on local culture can improve descriptive skills while fostering students' appreciation of regional culture.

Although empirical evidence regarding the effectiveness of *Culturally Responsive Teaching* (CRT) is extensive, most of the existing research is still partial and limited to a specific scope. Many studies are conducted on a small scale, for example in a single school or group of students with a relatively homogeneous cultural background. This condition causes the general picture of the effectiveness of CRT in improving writing skills to be not entirely clear. In addition, most studies emphasize more on the motivational aspect or student involvement, while studies that examine the consistency of improving the quality of writing are still relatively rare. These limitations show that there are research gaps that need to be bridged through a more systematic, comprehensive, and evidence-based study across contexts.

In response to these conditions, this research presents scientific novelty through the preparation of a *Systematic Literature Study* (SLR) which specifically examines the application of culturally responsive teaching approaches in writing learning. In contrast to previous research which is generally a case study or limited to the local context, this study focuses on collecting, analyzing, and synthesizing findings from various countries, educational levels, and types of texts. Thus, this study is expected to provide a comprehensive overview of the pattern of CRT implementation, its effectiveness in various contexts, and the challenges that arise in its implementation. In addition to making a theoretical contribution, this study also has the potential to produce practical recommendations that can be adapted by teachers and policymakers to design writing learning that is more inclusive, contextual, and in accordance with the diverse needs of students.

Based on this background, this study formulates three main problems, namely: (1) how the application of culturally responsive teaching approaches in writing learning is reported in recent researches; (2) the extent to which the approach is effective in improving students' writing skills; and (3) what are the challenges and strategies found in its implementation.

In line with the formulation of the problem, the main objective of this paper is to systematically review the literature on the application of culturally responsive teaching approaches in improving writing skills. The results of this study are expected to provide a theoretical contribution in the form of enriching perspectives in the study of language pedagogy, as well as a practical contribution for teachers and education practitioners in designing writing learning that is able to accommodate the cultural diversity of students. Thus, this research is expected not only to expand the understanding of CRT in the context of writing, but also to become a reference in the development of more equitable, relevant, and useful educational practices.

Method

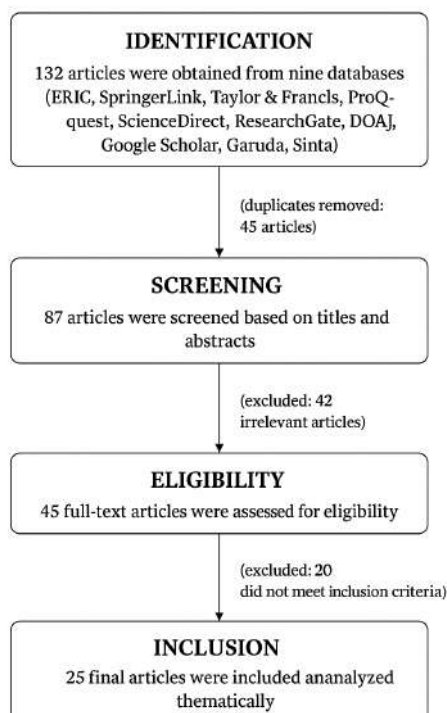
This study uses the *Systematic Literature Review (SLR)* method to examine the application of *Culturally Responsive Teaching (CRT)* in writing learning. This approach was chosen because it is able to provide a comprehensive understanding of the implementation, effectiveness, and challenges of CRT implementation based on the results of previous research. The study process follows the PRISMA stages which include identification, screening, feasibility assessment, and inclusion of articles.

Literature searches were conducted through the databases of ERIC, Taylor & Francis, SpringerLink, ProQuest, ScienceDirect, ResearchGate, DOAJ, Google Scholar, and Garuda and Sinta for national publications. The keywords used include "*Culturally Responsive Teaching*", "*Culturally Relevant Pedagogy*", "*writing skills*", and "*writing instruction*". The inclusion criteria include empirical articles discussing the application of CRT in writing learning, published in the period 2015–2025, and available in English or Indonesian. Of the 132 articles identified, 25 articles met the criteria and were further analyzed.

The research instrument is in the form of a literature review sheet that contains aspects of the research identity, methods, context, form of CRT application, main results, and limitations of the study. Data were analyzed through three stages: reduction, categorization, and thematic synthesis to identify patterns of CRT implementation, its effectiveness in improving writing skills, and challenges and strategies found. The results of the analysis were verified through source triangulation and peer checking to ensure the validity and consistency of the findings.

Results and Discussion

Result



Figur 1. Flowchart of The SLR Process Based on PRISMA Stages

This section discusses the findings from the analysis of 25 research articles that examine the application, effectiveness, and challenges and implementation strategies of the *Culturally Responsive Teaching/Pedagogy (CRT/CRP)* approach in writing learning. The results and discussions were prepared scientifically to answer three formulations of research problems, namely: (1) how the application of culturally responsive teaching approaches in writing learning is reported in recent studies; (2) the extent to which the approach is effective in improving students' writing skills; and (3) what are the challenges and strategies found in its implementation.

1. Application of a Culturally Responsive Teaching Approach in Writing Learning

The results of the study show that the application of the culturally responsive teaching approach (CRT) in writing learning in general is manifested in three main forms: (1) the integration of cultural content and context in the teaching material, (2) the recontextualization of the writing process so that it is rooted in the students' experience, and (3) the creation of an inclusive and reflective learning environment.

Integration of Cultural Content in Teaching Materials

Cultural integration is the most prominent feature of the implementation of CRT. Teachers choose themes, texts, and learning media that are rooted in students' local experiences and values. Research by Indriyana et al. (2024) and Ulya et al. (2025) shows how local Javanese culture is used as the main context in writing poetry. The activity began with an exploration of Semarang culture through videos and discussions, then students wrote poems that reflected local values. Fitriani et al. (2024) applied a similar pattern in writing popular scientific articles based on Surakarta culture, while Riyanti et al. (2023) developed a textbook for writing short stories with the background of the Grobogan culture.

Outside the Indonesian context, Whitaker (2020, 2023) and Griffin (2024) exemplify similar practices by using *mentor texts* from multicultural writers such as Joy Harjo and Pat Mora. Students analyze the text, then write works with the theme of their own cultural identity and experience. This kind of integration helps students relate the structure of academic texts to the context of their lives so as to make writing activities more meaningful.

Recontextualization of the Writing Process

Adjusting the writing process is another strategy that has been widely reported. Whitaker (2024) began learning to write with a *cultural questionnaire* to map the background of students. The teacher then designs the stages of pre-writing, writing, and revision based on the data. Pujiono & Widodo (2021) took a similar approach to BIPA students, namely students were asked to visit cultural sites and interview the community before writing academic reports. This cultural experience-based approach helps students conceptualize writing in a more concrete and authentic way.

Similarly, Garim et al. (2023) integrated Latemmamala culture in a *Project-Based Learning (PBL)*-based analytical exposition writing project. Students observe, document, and then write texts that describe the cultural values of their regions. This kind of approach emphasizes that writing is not only a linguistic activity, but also a form of *cultural inquiry*.

Inclusive and Reflective Learning Environment

A classroom environment that values diversity is a key pillar of CRT. Samuels (2018) emphasized that teachers need to be aware of cultural biases in order to be able to create a fair classroom climate. Herring (2024) shows the importance of *curriculum co-design* at the university level so that students feel recognized for their identity in the writing curriculum. In fact, Franco et al. (2023) developed a three-party evaluation instrument consisting of teachers, students, and observers to assess the extent to which CRT values are implemented in the writing class.

From these findings, it can be concluded that the application of CRT makes writing not just a mechanical skill, but a means of cultural expression and social reflection.

2. The Effectiveness of Culturally Responsive Teaching Approaches in Improving Writing Skills

The effectiveness of CRT in improving students' writing skills can be seen from three major domains, namely cognitive, affective, and social-identity.

Improvement of Cognitive Aspects

From a cognitive aspect, the application of *Culturally Responsive Teaching (CRT)* has been proven to consistently improve students' ability to compile texts that are more structured, coherent, and in accordance with writing rules. This is because CRT allows students to write based on the experience and knowledge they have mastered conceptually, so that the process of thinking and drafting ideas becomes more efficient. Greiner (2020) reported that students who wrote reflective essays with the theme of cultural identity produced longer, more focused, and had better idea

organization than the control group. By writing about something relevant to their lives, students can access the cognitive schemas that have been formed so that the development of ideas becomes more natural and profound.

These findings are strengthened by the study by Firda and Kalele (2024) in Makassar which showed a significant increase in the ability of students to compile the text of observation reports. Before the implementation of CRT, students tended to write makeshift reports with superficial descriptions and not collapse. However, after being directed to observe local cultural phenomena, their writings became more detailed, detailed, and had a systematic structure. The integration of real experience has been proven to improve observation skills as well as critical thinking skills needed in writing.

Another study by Garim et al. (2023) also showed similar results, namely the exposition writing scores of high school students increased from 14.25 to 22.40 after the implementation of *Project-Based Learning* (PBL)-based CRT. These results show that when the writing process is associated with students' contextual and cultural projects, their exposition writing skills develop significantly. Similarly, Muzdalifah et al. (2024) found an increase in the value of writing descriptions of elementary school students from 45 to 79 after two cycles of learning based on local culture. This improvement shows that the culturally responsive approach is able to bridge the gap between children's concrete experiences and the symbolic thinking skills needed in writing activities.

At the university level, Pujiono and Widodo (2021) found a consistent pattern. BIPA students who write about Indonesian culture are able to display more in-depth analysis, stronger arguments, and more logical writing structure than when they write general topics that are not related to the cultural context. Thus, it can be concluded that the application of CRT in the cognitive realm not only helps students understand the structure of the text, but also strengthens the ability to think conceptually, analytically, and reflexively in the writing process.

Increase in Affective Aspects

The effectiveness of CRT can also be seen from the affective aspect. Several studies emphasize increasing students' motivation and confidence in writing. Olugbaro (2021), for example, found that students were more enthusiastic about completing writing tasks when the topic was relevant to their lives. This enthusiasm can be seen from the increase in the number of words in the writing, the earnestness of revising, and active participation in class discussions.

Firda and Kalele (2024) also reported a similar phenomenon. Students who were initially reluctant to write felt more confident when asked to write about local culture. Students feel that their identity and experience are valued so that writing is no longer considered a burden. This phenomenon is in line with the concept of *self-efficacy* from Bandura (1997), which is an individual's belief in his or her ability to complete certain tasks. When students feel the initial success, their self-confidence increases and ultimately has an impact on the quality of the next writing.

Improvement of Social Aspects and Identity

Social and identity aspects are also important highlights in the effectiveness of CRT. Herring (2024) shows that CRT-based *peer review* practices encourage learners to better appreciate the diversity of perspectives in writing. Discussions about personal narratives from different cultural backgrounds make students realize that writing styles can vary according to the context. This not only enriches the content of the writing, but also strengthens empathy and tolerance between students.

In other words, CRT not only improves writing skills as an academic competency, but also builds an awareness of identity. Students feel that their writing is a representation of themselves and their community. This is important, especially in a multicultural context because school is no longer a homogenization space, but rather an arena where differences are recognized and celebrated.

3. Challenges and Strategies for Implementing Culturally Responsive Teaching Approaches in Writing Learning

Although the effectiveness of CRT has been widely proven, various studies show that its application in the classroom still faces complex challenges, both at the teacher, curriculum, and student levels. However, these challenges have been responded to with a variety of innovative strategies. Here are some obstacles and strategies in the implementation of the CRT approach.

Obstacles to Teacher Understanding and Readiness

Many teachers do not have a deep understanding of CRT. Fitriani et al. (2024) noted that some teachers only view culture-based learning as an insert of local themes. Samuels (2018) shows that teachers are often unaware of cultural bias in assessing students' writing. This shows the weakness of *cultural self-awareness* and reflective competence.

Herring (2024) found that the increase in understanding of CRT in lecturers occurred after participating in a *community of practice* that encouraged self-reflection and intercultural dialogue. Strategies such as *teacher journaling* and reflective training have proven effective in fostering teacher cultural awareness.

Curriculum and Assessment Limitations

A rigid curriculum is the next challenge. In Indonesia, Pambudy et al. (2025) and Indriyana et al. (2024) show that the writing curriculum still focuses on linguistic aspects, not on cultural exploration. In America, Whitaker (2020) also found that the pressure of standardized exams makes it difficult for teachers to give room for creativity.

To address this, Garim et al. (2023) integrate CRT with *Project-Based Learning* (PBL) so that academic and cultural goals can be achieved simultaneously. Herring (2024) proposes a curriculum revision based on *culturally relevant outcomes*, which are assessment indicators that respect the cultural meaning and authenticity of student expression.

Student Barriers and Social Environment

Students from minority backgrounds often doubt their own cultural values. Griffin (2024) and Lesus (2021) noted that multilingual learners are reluctant to write in the typical style of their community for fear of being perceived as unacademic. In Indonesia, Ulya et al. (2025) found that students have difficulty exploring regional cultural values due to limited local knowledge.

Effective strategies to overcome these barriers are *translanguaging* and *multimodal composition*. Griffin (2024) proves that writing with a combination of language and media (images, videos) increases the authenticity of expression. Pujiono & Widodo (2021) recommend *experiential learning* by inviting students to directly interact with the local culture before writing.

Limitations of Systemic and Technological Support

The implementation of CRT also faces obstacles at the institutional level. Franco et al. (2023) found that many schools do not have evaluation systems that are sensitive to cultural diversity. As a result, students' writing results are assessed with standards that do not consider the cultural context.

The proposed solution is the use of *multi-informant assessment*, which is a collaborative assessment between teachers, students, and external observers. In addition, Dunham (2025) and Indriyana et al. (2024) suggest the use of digital media such as *Padlet*, vlogs, or e-portfolios to document the process and reflection of students' culture. Digital technology helps teachers assess writing development in a more contextual and authentic way.

From the overall findings, CRT challenges can be synthesized into four main categories, as summarized in **Table 1**.

Table 1. Challenges and Strategies for Implementing CRT in Learning to Write

No.	Aspects	Key Challenges	Strategies Found	Research Source
1	Teacher Readiness	Lack of cultural reflection, evaluation bias	<i>Teacher journaling</i> , reflective training, <i>community of practice</i>	Samuels (2018); Herring (2024); Fitriani et al. (2024)

2	Curriculum & Assessment	Academic focus, limited time	Integration of CRT in PBL, revision of culture-based achievements	Garim et al. (2023); Pambudy et al. (2025); Indriyana et al. (2024); Herring (2024); Whitaker (2020)
3	Learners	Low cultural confidence, limited local literacy	<i>Translanguaging, digital storytelling, experiential learning</i>	Griffin (2024); Lesus (2021); Pujiono & Widodo (2021); Ulya et al. (2025)
4	System & Technology Support	Lack of collaborative evaluation and contextual media	<i>Multi-informant assessment, Padlet, vlog, e-portfolio</i>	Franco et al. (2023); Indriyana et al. (2024); Dunham (2025)

These challenges show that CRT demands a paradigm shift in education from outcome-oriented to process- and context-oriented. Successful strategies are those that are reflective, collaborative, and contextual. Teachers are not only teachers, but cultural facilitators and writers with students; The curriculum is not just an administrative document, but a living space that accommodates diversity of voices; And students are not recipients of the material, but creators of meaning.

With the support of digital technology and learning communities, the implementation of CRT can reach a broader social function, namely forming a generation of writers who think critically, value diversity, and write with an awareness of cultural identity.

Discussion

The results of the analysis of twenty-five research articles show that the application of the *Culturally Responsive Teaching* (CRT) approach in writing learning has had a significant impact on changing the paradigm of language teaching, the effectiveness of improving writing skills, and the development of cultural awareness in both teachers and students. This discussion section interprets in depth the meaning of these findings and explains how and why the CRT approach works effectively while reviewing the challenges that still arise in its implementation practice.

1. The Application of CRT as a Reorientation of the Writing Learning Paradigm

The application of CRT in writing learning reflects a paradigm shift from traditional linguistic approaches to a more humanistic and contextual approach. If in conventional teaching, writing activities tend to be mechanistic and teacher-centered, CRT actually places students as literacy subjects who are active and have cultural identity. This phenomenon is in line with the idea of *sociocultural theory* (Vygotsky, 1978) and *situated learning* (Lave & Wenger, 1991) which views that the learning process is never separated from the social and cultural context in which the learner is located.

Scientifically, the application of CRT shows that cultural context functions as a cognitive mediation. When local experiences and values are integrated into the writing process, learners build meaning more naturally because they are writing from internalized experiences, rather than from unfamiliar contexts. This explains why students can write more directed, expressive, and meaningful. In other words, culture becomes a "second language" in writing, not only the content of writing, but also a way of thinking and organizing ideas.

In addition, the strategy of recontextualizing the writing process shows that CRT demands a change in the role of teachers. Teachers are no longer just transmitters of linguistic knowledge, but also facilitators of cultural awareness. Teachers need to understand the social background and values of students to be able to design inclusive writing activities. This is where the relevance of *the theory of cultural responsiveness* (Gay, 2018) lies, namely that learning becomes effective when teachers are able to relate academic goals to the cultural reality of students.

Thus, the application of CRT can be understood not only as a methodological innovation, but as an epistemological transformation in writing learning. Writing is seen as a social and cultural act that represents human identity, experience, and values.

2. CRT Effectiveness: A Transformation Process, Not Just Value Enhancement

The effectiveness of the *Culturally Responsive Teaching* (CRT) approach in improving writing skills is not only reflected in improving academic scores, but also through the transformation of the way of thinking, speaking, and interpreting writing activities. The improvement in the quality of students' writing shows a change in the structure of thinking born from the interaction between cognition and socio-cultural context.

In the cognitive dimension, the effectiveness of CRT is explained through *the mechanism of cultural scaffolding*, where culture functions as a *mediational tool* that helps students conceptualize concrete experiences into abstract ideas. When students write about things that are close to their lives, the elaboration of ideas takes place more efficiently because the context used is familiar to them, so the writing becomes more structured and argumentative.

Affectively, CRT builds *a sense of belonging* and *self-worth* through the recognition of students' cultural identities. When their culture is used as a source of learning, there is a sense of appreciation that fosters motivation and confidence. This phenomenon is in line with the *theory of self-determination* (Deci & Ryan, 2000) which explains that intrinsic motivation increases when individuals feel autonomy, competence, and social connectedness. Therefore, the success of CRT does not solely come from changing teaching strategies, but from the creation of a safe and supportive affective space, where learners have control over their learning process.

In the sociocultural dimension, CRT is effective because it helps learners read and write their world critically. Culture-based writing learning encourages learners to question social representations and assert their identity in texts. This shows the close relationship between CRT and *critical pedagogy* (Freire, 1970), which views literacy as not only a technical skill, but also a means of social consciousness.

The effectiveness of CRT is increasingly increasing when integrated with technology and collaborative practices through digital platforms such as Padlet or *e-portfolios* that present authentic audiences and expand the social meaning of writing. From the perspective of *connectivism* theory (Siemens, 2005), writing practices like this expand students' knowledge networks through interaction with interconnected learning communities. Thus, the effectiveness of CRT is holistic and transformative, as it not only improves the final result of the writing, but also forms reflective, cultured, and empowered writers.

3. Challenges and Strategies: Between Awareness, Structure, and Systems

Although *the Culturally Responsive Teaching* (CRT) approach has great potential in improving students' writing skills and cultural awareness, its implementation in the field still faces various challenges. The results of a number of studies show that the success of CRT is highly dependent on teachers' reflective awareness, curriculum flexibility, student readiness, and support for the education system as a whole. Thus, the challenges in the implementation of CRT are not only technical, but also include interrelated epistemological and structural aspects.

At the individual level, the main challenge lies in teacher awareness and competence. Many teachers carry out culture-based learning only symbolically, for example by adding local elements without changing the patterns of interaction and assessment in the classroom. Herring (2024) emphasizes that the essence of CRT lies in *cultural humility*, which is the teacher's willingness to reflect on his or her own biases and position in teaching practice. Therefore, the suggested strategy is not only in the form of methodological training, but also the establishment of *a community of practice* (CoP) that encourages collective reflection and dialogue between teachers about diversity and cultural justice.

In addition to teacher awareness, other obstacles arise from the curriculum structure and assessment system that is still *output-based*. This approach often limits the reflective and procedural space that is at the core of CRT. As a result, teachers have difficulty assessing cultural aspects in students' writing due to administrative pressures and quantitative standards. Garim et al. (2023) and Herring (2024) offer solutions in the form of integrating CRT into *the Project Based Learning* model and implementing *culturally relevant outcomes*, so that writing assessments not only highlight linguistic rules, but also cultural meaning and depth of reflection reflected in the text.

From the perspective of students, challenges arise in the form of *cultural insecurity*, especially for students from minority or multilingual backgrounds who feel doubtful about their own cultural values. This condition often encourages them to choose a "safe" academic writing style over authentic expression. CRT offers solutions through a *translanguaging* and *experiential learning* approach, which provides space for learners to write in various languages and media. This approach not only lowers linguistic barriers, but also increases authenticity, meaning, and confidence in writing.

At the systemic level, institutional weaknesses are a significant obstacle. Evaluation of learning that is not culturally sensitive has the potential to assess learning outcomes with homogeneous standards. Franco et al. (2023) and Dunham (2025) propose the use of *multi-informant assessment* and digital media integration to support a more equitable and contextual evaluation process. The use of digital technology also acts as a social space where dynamic cultural interaction occurs, allowing for a sustainable process of reflection and documentation of cultural values. Overall, the challenges of CRT implementation require a comprehensive strategy that includes strengthening teacher awareness, curriculum reformulation, student empowerment, and supporting a culturally equitable education system.

Overall, the results of this study show that CRT is not just a pedagogical strategy, but a new paradigm in literacy education that places culture, values, and identity as the core of the writing learning process. The success of CRT depends on a balance between personal transformation through self-awareness, identity reflection, and structural change through curriculum policies, evaluation systems, and institutional support. Thus, CRT-based writing learning not only functions as a means of improving literacy competence, but also as an arena for character formation and cultural awareness, where teachers act as reflective agents, students as producers of meaning, and writing becomes an authentic form of intercultural dialogue.

Conclusion

The results of a systematic review of twenty-five articles show that *Culturally Responsive Teaching* (CRT) has proven to be effective in improving students' overall writing skills in both cognitive, affective, and sociocultural aspects. This approach not only improves the quality of the structure and content of the writing, but also fosters motivation, confidence, and awareness of the writer's cultural identity. The effectiveness of CRT lies in its ability to make culture a foundation for thinking and a means of reflection so that the writing process changes from a mere linguistic activity to a meaningful and contextual social practice.

Pedagogically, the application of CRT places teachers as facilitators of cultural reflection and makes the writing class a space for dialogue between identities. This proves that culturally responsive writing learning is able to create an inclusive, fair, and liberating learning environment.

In the future, the implementation of CRT needs to be strengthened through reflective training for teachers, the development of a curriculum that is adaptive to diversity, and the use of digital technologies such as *Padlet* and *e-portfolios* to expand the space for cultural expression. Thus, CRT can be a strategic paradigm in building critical, cultured, and transformational writing literacy.

Acknowledgement

Praise be to the author for His mercy and gifts so that this research can be completed properly. The author expresses his deepest gratitude to the supervisors, namely Prof. Dr. Liliana Muliastuti, M.Pd. and N. Lia Marlina, M.Pd. for the guidance, direction, and motivation that has been provided during the research process.

The author also expresses his gratitude to his beloved parents for their prayers, affection, and unending moral and material support. Thank you also to the extended family who always gave encouragement and understanding during the author's completion of this work.

Hopefully all the help and support that has been given will get the best reply from God Almighty.

References

- Childs, K. (2024). *C.O.U.N.T. on implementing writing instruction beyond the traditional limits*. *Urban Education Journal*, 52(3), 225–240. <https://eric.ed.gov/?id=ED635662>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_0
- Dunham, K. (2025). *Culturally sustaining literacy practices: What’s possible in multilingual writing classrooms?* *Journal of Adolescent & Adult Literacy*, 68(3), 235–246. <https://doi.org/10.1002/trtr.70008>
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- Fitriani, A., Setiawan, B., & Haryanti, R. D. (2024). Pendekatan *culturally responsive teaching* sebagai upaya apresiasi budaya dalam pembelajaran artikel ilmiah populer. *ANUFA: Jurnal Kajian Pendidikan Bahasa dan Sastra Indonesia*, 3(1), 51–64. <https://anufa-ikaprobsi.org/index.php/anufa/article/view/51>
- Franco, M. P. (2024). *Assessing teachers' culturally responsive classroom practices*. *Journal of Education Research*, 117(2), 150–167. <https://eric.ed.gov/?id=EJ1439133>
- Garim, I. (2023). *Writing with cultural insight: Elevating analytical exposition*. *International Journal of Language Education*, 7(2), 110–123. <https://doi.org/10.26858/ijole.v7i2.43681>
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Greiner, A. C. (2020). *Culturally responsive pedagogy and writing achievement for Native American high school students* [Master’s thesis, University of Minnesota]. University Digital Conservancy. <https://hdl.handle.net/11299/213674>
- Greiner, A. C. (2020). *Effects of culturally responsive pedagogy on student attitudes and writing performance*. *Educational Action Research*, 28(4), 512–528. <https://doi.org/10.1080/09650792.2020.1711860>
- Griffin, R. A. (2024). *Innovative writing strategies for adolescent multilingual learners*. *Journal of English Language Education*, 9(1), 44–59. <https://eric.ed.gov/?id=EJ1452000>
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.
- Herring, M. D. (2024). *Engaging with culturally relevant curriculum development practice in first-year writing courses through a community of practice* [Doctoral dissertation, University of South Carolina]. University of South Carolina Scholar Commons. <https://scholarcommons.sc.edu/etd/8050>
- Indriyana, I., Ulfyani, S., Naviatun, T., & Ulumuddin, A. (2024). Penerapan pendekatan *culturally responsive teaching* dalam pembelajaran menulis puisi berbasis budaya Semarang di SMAN 8 Semarang. *Pembahsi: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 14(1), 27–38. <https://jurnal.univpgri-palembang.ac.id/index.php/pembahsi/article/view/16220>
- Khoo, E. (2022). *The efficacy of culturally responsive pedagogy for low-proficiency international students in writing courses*. *Journal of International Education*, 11(1), 89–106. <https://eric.ed.gov/?id=EJ1340995>
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Lesus, A. (2022). *Culturally relevant and culturally sustaining practices in literacy classrooms*. *Reading & Writing Quarterly*, 38(5), 417–432. <https://doi.org/10.1080/10573569.2022.2051049>
- Miller, J., Anderson, C., & Walker, P. (2023). *Preparing culturally responsive teachers: A systematic review of preservice programs*. *Teaching and Teacher Education*, 120, 103897. <https://doi.org/10.1016/j.tate.2023.103897>
- Muzdalifah, I., Mintohari, M., Oktania, M. W., & Masrurroh, I. (2024). Peningkatan kemampuan menulis sederhana siswa kelas II SD di Surabaya menggunakan pendekatan *culturally responsive teaching* dibantu media flashcard. *Imajeri: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(1), 45–56. <https://journal.uhamka.ac.id/index.php/imajeri/article/view/15797>
- OECD. (2005). *The definition and selection of key competencies: Executive summary (DeSeCo Project)*. OECD Publishing. <https://www.oecd.org/education/skills-beyond-school/definitionandselectionofcompetenciesdeseco.htm>

- OECD. (2018). *The future of education and skills: Education 2030 – The OECD learning compass 2030*. OECD Publishing. <https://www.oecd.org/education/2030-project/>
- Olugbaro, M. I. A. (2021). *Using culturally responsive pedagogy to improve literacy* [Case study]. University of Bolton Institutional Repository. <https://uobrep.openrepository.com/handle/10547/625668>
- Pambudy, R., Winarsih, E., & Rukmiati, E. (2024). Peningkatan hasil belajar melalui pendekatan *culturally responsive teaching (CRT)* pada mata pelajaran Bahasa Indonesia materi teks deskripsi kelas VII A SMPIT Bakti Ibu Kota Madiun. *Journal in Teaching and Education Area (JITERA)*, 1(1), 58–69. <https://journal.jitera.ac.id/index.php/jitera/article/view/58>
- Pujiono, S., & Widodo, P. (2021). Implementasi budaya dalam perkuliahan menulis akademik mahasiswa BIPA Tiongkok. *LITERA*, 20(2), 317–330. <https://doi.org/10.21831/ltr.v20i2.37927>
- Rediati, A. (2015). Pengembangan buku pengayaan cara menulis teks penjelasan bermuatan nilai budaya lokal untuk peserta didik kelas V sekolah dasar. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(2), 137–143. <https://journal.unnes.ac.id/sju/seloka/article/view/6849>
- Riyanti, Y., Harjito, H., & Maharani, N. (2021). Pengembangan materi ajar menulis cerita pendek berbasis pendidikan karakter budaya lokal untuk SMA kelas XI di Kabupaten Grobogan. *Didaktik: Jurnal Pendidikan*, 15(2), 177–192. <https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/1347>
- Samuels, A. J. (2018). *Exploring culturally responsive pedagogy: Teachers' perspectives on fostering equitable writing instruction*. *Journal for Multicultural Education*, 12(2), 107–122. <https://doi.org/10.1108/JME-01-2017-0005>
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.
- Tarigan, H. G. (2008). *Menulis sebagai suatu keterampilan berbahasa*. Angkasa.
- Ulya, Z. I., Azizah, A., & Wardani, O. P. (2025). Pendekatan *culturally responsive teaching* dalam pembelajaran menulis puisi di SMK Negeri 8 Semarang. *ASAS: Jurnal Sastra*, 14(1), 88–102. <https://jurnal.unimed.ac.id/2012/index.php/ajs/article/view/65292>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Whitaker, A. (2020). *Exploring eighth grade students' reading and writing experiences in culturally responsive classrooms* [Doctoral dissertation, University of Alabama]. ProQuest Dissertations Publishing.
- Whitaker, A. (2023). *Amplifying student voice through culturally responsive poetry writing*. *English Journal*, 112(4), 68–75. <https://files.eric.ed.gov/fulltext/EJ1403403.pdf>
- Whitaker, A. (2024). *Igniting the fire within: Culturally relevant expository writing*. *Galilean Literacy Journal*, 9(1), 55–70. <https://eric.ed.gov/?id=EJ1462010>

Author's Profile:

First Author Profile:

- a. Full Name: Indri Suwarti
- b. Institution: State University of Jakarta
- c. Email: indri.suwarti@mhs.unj.ac.id
- d. Education: Master of Indonesian Language Education
- e. Research interests: Indonesian Language and Literature Learning, Linguistics