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Development of Culturally Responsive Teaching-Based Interactive Media to Improve Social-Emotional Skills and Learning Motivation in Primary School Students

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Abstract: This study aims to develop an interactive media based on Culturally Responsive Teaching (CRT) to enhance the socio-emotional skills and learning motivation of elementary school students. The research follows the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and involves 42 students, divided into an experimental group and a control group. The instruments utilized include questionnaires, interviews, and tests. The data analysis technique in this study applies validity analysis and effectiveness analysis, measured using the N-Gain Score. The findings indicate that interactive media based on Culturally Responsive Teaching (CRT) has proven to be effective in improving elementary students' socio-emotional skills and learning motivation, as evidenced by comprehensive N-Gain Score data. The experimental class achieved an average N-Gain Score of 0.74, whereas the control class recorded 0.29, demonstrating a high level of success in the implementation of this media. The CRT-based interactive media successfully transformed the concept of regional diversity from an abstract idea into a concrete and meaningful learning experience for students, thereby increasing their active engagement in the learning process.

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Introduction

The transformation of learning has become a key element in preparing the golden generation to face the challenges of the 21st century. The complexities of the modern world demand the development of new capabilities such as creative, innovative, and critical thinking, as well as problem-solving skills. 21st-century competencies encompass a wide range of domains, including Creativity Thinking and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information, Media and Technology Skills, and Life & Career Skills (Aryana, 2018; Gravemeijer et al., 2017). However, the rapid advancement of digital technology has significantly altered patterns of social interaction and the development of emotional skills among elementary school-aged children.

A recent study by Putri et al. (2022) revealed that 68% of children aged 10–12 spend more than three hours a day engaging with digital devices, which has a substantial impact on their social skills development. Research conducted by Rahmawati and Setiawan (2023) demonstrated a negative correlation between the intensity of digital media usage and children's emotional intelligence. Their findings indicate that students who spend more than four hours per day on gadgets tend to struggle with recognizing emotional expressions, showing empathy, and engaging in direct communication with their peers. The weak social-emotional skills of elementary students are reflected in their inability to develop self-awareness, social awareness, self-management, and relationship management (Goleman, 2002). According to Camacho and Alexander (2025), the development of social-emotional

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competencies emphasizes the importance of social contact and the contextual relevance of learning, highlighting the need to address the dynamics of social interaction in the educational process.

Recent studies have shown a strong positive correlation between learning motivation and academic performance, where students with higher motivation tend to demonstrate better academic outcomes (Hidayati et al., 2022). Research by Purwanto and Setyosari (2021) revealed that both intrinsic and extrinsic motivation play a crucial role in enhancing student engagement in the learning process, which in turn has a direct impact on improving learning outcomes. Furthermore, other studies emphasize that pedagogical interventions or teachers' emphasis on learning materials can effectively increase students' motivation. The use of interactive media and innovative teaching approaches, in particular, has proven effective in promoting academic achievement especially at the elementary level, which is a critical phase for shaping students' attitudes and learning motivation (Moreno-Murcia et al., 2024; Rahmawati, 2023).

The connection between social-emotional skills and learning motivation reflects a complex and increasingly fragile dimension among elementary school students in the digital era. Hidayat and Nursalam (2023) revealed a significant correlation between low emotional intelligence and declining learning motivation, noting that 72% of students struggle to realize their academic potential due to emotional regulation issues and limited social skills. In response to this challenge, learning approaches that integrate students' local cultural contexts are becoming increasingly relevant. According to Eufemia & Herrera (2024), culturally inclusive learning experiences enrich collective understanding and foster critical thinking. Culturally Responsive Teaching (CRT) is an instructional method that incorporates students' cultural backgrounds, lived experiences, and perspectives into the learning process (Gay, 2018). Integrating culture into the curriculum supports the development of social-emotional competencies, cultural literacy, global awareness, stereotype reduction, improved communication skills, innovation, and creativity (Basnet, 2024).

Students tend to learn more effectively through culturally relevant teaching, as connecting new information to their personal backgrounds makes learning more meaningful (Siregar et al., 2023). Prior studies on the CRT approach have demonstrated its effectiveness in increasing learning motivation and achievement (Mardiyanti et al., 2024), developing character (Nasution et al., 2023), and enhancing overall learning effectiveness (Khasanah, 2023). However, the application of interactive media based on CRT in teaching Social and Natural Sciences (IPAS) remains limited. One promising platform for the development of interactive media is Canva, which offers various features that enable educators to design visually engaging and interactive learning materials (Saputra et al., 2022), in line with Gagne's principle of gaining students' attention.

Canva allows for the incorporation of rich visual elements such as regional illustrations or traditional motifs into IPAS content, creating stronger connections between scientific concepts and students' local cultural contexts. An in-depth situational analysis conducted at SDN Tunjung 1, located in Serang Regency, Banten Province, reveals a concrete manifestation of this crisis: fifth-grade students demonstrated a significant decline in their ability to regulate emotions, empathize with others, and form meaningful social relationships with peers. Empirical indicators include a lack of empathy, excessive selectivity in friendships, judgmental attitudes, low self-confidence, and poor academic resilience. This phenomenon is not merely a local issue but represents a microcosm of the broader

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educational crisis caused by unchecked digital disruption without adequate pedagogical support.

The urgency of this research is further underscored by the recognition that 21st-century education is not merely about knowledge transmission; more critically, it must focus on shaping social-emotional skills that are vital for success in the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era (Konijn et al., 2020). Without evidence-based interventions and relevant pedagogical innovations, the digital generation risks facing an interpersonal skill deficit that may hinder not only their academic success but also their psychological well-being and ability to contribute meaningfully to society. This study aims to develop and evaluate the effectiveness of culturally responsive interactive media for teaching the topic of regional diversity within the IPAS curriculum at SDN Tunjung 1. The development of this media is expected to bridge the gap between traditional learning and the evolving needs of students in the digital era, while simultaneously enhancing their social-emotional skills and learning motivation. By integrating cultural elements, the principles of Culturally Responsive Teaching (CRT), and modern technology, this study seeks to create an effective and contextually relevant learning tool.

Research Method

This study employed a Research and Development (R&D) methodology using the ADDIE development model comprising Analysis, Design, Development, Implementation, and Evaluation (Rayanto & Sugiharti, 2020). In the Analysis phase, the researcher identified learning needs, student characteristics, and the relevance of Culturally Responsive Teaching (CRT) in the Social and Natural Sciences (IPAS) curriculum. This analysis was conducted through classroom observations, interviews with teachers, and a review of the literature concerning the implementation of CRT in elementary education. The Design phase involved the creation of an interactive media prototype by integrating CRT principles. This included the development of a storyboard, selection of culturally responsive content, and the determination of instructional strategies to be embedded in the media.

During the Development phase, the interactive media was built based on the initial design. This involved the construction of media components, incorporation of local cultural content, and alignment with the learning objectives of the IPAS curriculum. The developed media was then validated by media and subject matter experts to ensure its quality and alignment with CRT principles and learning goals. The results of the validation were used as the basis for revising and refining the media.

The implementation phase was carried out through a field trial involving 21 fifth-grade elementary school students consisting of 12 female and 9 male students. Subject selection considered academic ability and student characteristics to ensure equity. The implementation involved delivering IPAS lessons using the developed CRT-based interactive media. During this phase, the researcher observed student responses, engagement in learning activities, and the development of social-emotional skills and learning motivation.

In the evaluation phase, the researcher assessed the outcomes of the implementation by collecting data throughout both the development and implementation processes. Evaluation focused on gathering feedback from experts, teachers, and students, as well as measuring the effectiveness of the media in enhancing students' social-emotional skills and learning motivation through written assessments. The research instruments used included expert validation sheets, observation forms, student response questionnaires, and learning

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tests. All instruments were validated in consultation with experts to ensure their validity and reliability.

Data analysis was conducted both quantitatively and qualitatively. Quantitative data were obtained from expert validation scores, pre-test and post-test results on social-emotional skills, and student learning motivation questionnaires. Qualitative data were gathered from expert comments, classroom observations, and interviews with teachers and students. Quantitative data were analyzed using descriptive and inferential statistics to test the effectiveness of the media, while qualitative data were examined using content analysis techniques to identify emerging patterns and themes.

Results and Discussion

This study focused on the development of interactive media based on Culturally Responsive Teaching (CRT) to enhance the social-emotional skills and learning motivation of fifth-grade students at SDN Tunjung 1 in the context of Social and Natural Sciences (IPAS) instruction. The interactive media was designed with careful consideration of the students' cultural backgrounds in order to create a more meaningful and contextually relevant learning experience. The development process of this CRT-based media followed a structured sequence starting from a needs analysis of both teachers and students, followed by the design and development of the media, its implementation in a real classroom setting, and finally a comprehensive evaluation to assess its effectiveness in improving students' social-emotional competencies and learning motivation.

This study integrated the key principles of Culturally Responsive Teaching as outlined by Gay (2018), who emphasized the importance of linking instructional content to students' cultural backgrounds to foster a learning experience that is both engaging and personally relevant. Through this approach, the developed interactive media not only addressed cognitive aspects of learning but also accounted for the social, emotional, and cultural dimensions embedded in the educational process.

This are the results of the student questionnaire regarding their responses to the use of CRT-based interactive media:

Table 1. Student Responses to the Use of CRT-Based Interactive Media

Assessment Aspects	Very Good	Good	Fair	Poor	Very Poor
Ease of Use	14 (66.7%)	5 (23.8%)	2 (9.5%)	0 (0%)	0 (0%)
Visual Appeal	16 (76.2%)	4 (19.0%)	1 (4.8%)	0 (0%)	0 (0%)
Cultural Relevance	15 (71.4%)	5 (23.8%)	1 (4.8%)	0 (0%)	0 (0%)
Clarity of Content	13 (61.9%)	6 (28.6%)	2 (9.5%)	0 (0%)	0 (0%)
Interactivity	17 (81.0%)	3 (14.3%)	1 (4.8%)	0 (0%)	0 (0%)

The data indicated a highly positive response from students, with the majority rating all aspects as "Very Good." The interactivity aspect received the highest score, with 81% of students rating it "Very Good," highlighting the strong appeal of interactive features in the learning media. This suggests that the interactive elements successfully engaged students and enhanced their participation in the learning process. A questionnaire was also distributed to the classroom teacher/IPAS teacher to evaluate the effectiveness of the CRT-based interactive media. The following table presents the results:

Table 2. Teacher Responses to CRT-Based Interactive Media

Assessment Aspect	Average
Alignment with the curriculum	4.6

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Ease of use	4.4
Effectiveness for social-emotional skills	4.8
Effectiveness for learning motivation	4.8
Integration of cultural elements	4.7
Overall Average	**4.7**

Scale 1–5: 1 = Very Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Very Good

The teacher questionnaire results revealed a highly positive evaluation, with an overall average score of 4.7 out of 5. The aspects of effectiveness for social-emotional skills and learning motivation received the highest ratings (4.8), indicating that teachers observed a significant positive impact from the use of CRT-based interactive media.

To assess the effectiveness of the CRT-based interactive media, a statistical analysis was conducted using the N-Gain score from pretest and posttest results:

Table 3. N-Gain Score

N_Gain	
Experimental Class	**Control Class**
0,74	0,29

The average N-Gain in the experimental class was 0.74, indicating a high category of learning improvement on the topic of regional diversity. In contrast, the control class achieved an average N-Gain of 0.29, categorized as low. To ensure the validity of statistical comparison, a normality test was performed :

Table 4. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
NGainEks	,142	21	,200*	,930	21	,135
NGainKont	,169	21	,122	,892	21	,024

Since the N-Gain scores of the control class did not follow a normal distribution, as indicated by the results of the Shapiro-Wilk test, the assumptions for parametric testing were not met. Therefore, to compare the mean differences between the experimental and control groups, a non-parametric test, the Mann–Whitney U test was employed. The results of the test are presented as follows: :

Table 5. T-Test

Test Statistics[a]

	NGainSemua
Mann-Whitney U	23,500
Wilcoxon W	254,500
Z	-4,967
Asymp. Sig. (2-tailed)	,000

Based on the table above, the significance value is 0.000, which is less than 0.05 (α). This indicates a statistically significant difference in learning outcomes on the topic of regional diversity between the experimental and control classes.

Descriptive statistical data reveal that the use of Culturally Responsive Teaching (CRT)-based interactive media in a fifth-grade elementary classroom for the Social and Natural Sciences (IPAS) subject showed highly positive outcomes. The N-Gain scores obtained from 21 students demonstrate a mean N-Gain of 0.74 in the experimental group, categorized as high, compared to 0.29 in the control group, categorized as low. With an

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average N-Gain of 0.74, it can be concluded that there is a significant improvement in the experimental class using CRT-based interactive media compared to the control class applying conventional methods. Overall, the learning media effectively facilitated students' understanding from pre-test to post-test.

The statistical test results confirm the significant effectiveness of CRT-based interactive media in enhancing students' social-emotional skills and learning motivation. This finding supports the results of Permana et al. (2023), who stated that a CRT approach integrated with technology can create transformative learning experiences for students. Positive responses from both students and teachers also indicate a high level of acceptance of this educational innovation. The interactivity aspect received the highest rating from students (81% rated it as "Very Good"), suggesting that the interactive features of the media were highly engaging for them. This is in line with the findings of Susanto and Rahayu (2022), which showed that interactive learning media can increase student engagement and make learning more enjoyable.

Teachers also provided very positive evaluations of the CRT-based media's effectiveness in improving social-emotional skills and learning motivation, with an average rating of 4.8 out of 5. This supports the study by Kurniawan and Hartati (2023), which found that a CRT approach supported by appropriate learning media can be an effective strategy to enhance student achievement holistically, encompassing cognitive, affective, and psychomotor domains.

The N-Gain data obtained from this study demonstrates the significant effectiveness of using Culturally Responsive Teaching (CRT)-based interactive media in teaching the topic of regional diversity within the IPAS subject to fifth-grade elementary students. With an average N-Gain of 0.74 in the experimental group (classified as high) and 0.29 in the control group (classified as low), these results indicate a notable improvement in learning outcomes, classified as high according to Hake's criteria, and a significant difference between the experimental and control groups. These findings align with recent research by Ramadhani and Kusuma (2022), which emphasized that technology-integrated instruction combined with cultural approaches can enhance students' conceptual understanding, with average N-Gain scores ranging from 0.68 to 0.79 on social and cultural topics in elementary education.

Wahyuni et al. (2023), in their study on interactive media based on local cultural contexts, found that N-Gain values ranging from 0.30 to 1.00 among elementary school students are influenced by differences in learning styles and adaptability to educational technologies. Students with stronger visual-spatial abilities tend to benefit more from culturally rich visual media. Their research on multicultural digital media implementation also highlighted how contextual and interactive content delivery can minimize understanding gaps among students.

The achievement of a high average N-Gain (0.74) further confirms the superiority of the CRT-based approach over conventional teaching methods in delivering regional diversity content. In a comparative study, Pratiwi et al. (2022) found that interactive media incorporating cultural elements led to a 22.4% greater improvement in learning outcomes compared to instruction that lacked a cultural approach. CRT-based interactive media offers learning experiences that connect directly to students' daily lives, thereby enabling deeper and more meaningful knowledge construction.

A deeper analysis of the N-Gain data revealed that 14 out of 21 students (66.7%) achieved an N-Gain score above 0.7, indicating high individual effectiveness. Wijaya and Mulyana (2023) concluded that when over 60% of students in a group reach N-Gain scores

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above 0.7, it signifies successful implementation at the classroom level. They also emphasized that such success is closely linked to the interactivity features and active student engagement in exploring the learning content.

The distribution of N-Gain data, which is skewed toward higher values (negative skewness), is consistent with the findings of Hidayati and Rahman (2023), who identified this pattern as characteristic of learning outcomes in culturally responsive technology-based instruction. They found that media successfully integrating local cultural perspectives tend to produce left-skewed N-Gain distributions, reflecting substantial and equitable learning gains across the majority of students.

Based on interviews conducted with fifth-grade students, the use of Culturally Responsive Teaching (CRT)-based interactive media has shown a notable improvement in students' social-emotional skills. In the area of self-awareness, students demonstrated positive development, showing greater initiative in interacting with peers from diverse cultural backgrounds. The interactive media successfully fostered self-confidence, encouraging students to become more socially approachable individuals while also enhancing their empathy toward peers from different cultural contexts. In terms of social awareness, the CRT-based media facilitated students' understanding of cooperation and respect for diversity. Students exhibited increased ability to follow rules and respect differing opinions, indicating the media's effectiveness in nurturing inclusive attitudes. The multicultural simulations embedded in the media allowed students to explore complex social dynamics in diverse communities, thereby enhancing their social adaptability.

CRT-based interactive media also had a positive impact on students' self-management skills. The stories and characters presented in the media served as positive behavioral models, helping students regulate emotions and accept constructive criticism. Growth in independent learning was also observed, as students showed increased enthusiasm for completing self-directed activities provided in the media—indicating a rise in their personal responsibility for the learning process.

The domain of relationship management experienced substantial improvement, with students demonstrating enhanced communication skills. The CRT-based media created authentic contexts for practicing cross-cultural communication, building trust, and promoting respect for diversity. Students reported feeling more comfortable interacting with people from different backgrounds, reflecting a significant increase in interpersonal competence, which is vital for life in multicultural societies. Regarding decision-making, the media supported students in making more thoughtful and responsible choices. Students exhibited improved awareness of the importance of seeking adult guidance when faced with difficult decisions, and they began to consider the social consequences of their actions more carefully. An increase in empathic decision-making was also evident, with students showing greater concern for how their decisions might affect others' feelings and well-being.

A clear boost in learning motivation was also observed through students' enthusiasm for using the CRT-based interactive media. The culturally relevant representations in the learning content helped bridge the gap between students' life experiences and academic material, creating a stronger sense of connection with what they were learning. By integrating cultural elements, the interactive media succeeded in crafting engaging, meaningful, and motivating learning experiences for fifth-grade students. These findings are consistent with previous studies that highlight the effective use of digital technologies as the foundation of educational media. For instance, studies by Arif & Dewi (2024) and Fariz & Dewi (2022) utilized platforms such as Construct 2 and Articulate Storyline 3, similar to the digital

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technologies adopted in this study. Moreover, the CRT approach adopted in studies by Mardiyanti et al. (2024), Afifah (2024), Khasanah (2023), and Nasution et al. (2023) also serves as a cornerstone of this research, all sharing a common goal: to create inclusive, meaningful, and culturally responsive learning environments.

However, this study presents a distinct contribution, particularly through its focus on the integration of social-emotional skills within the context of IPAS (Social Science and Natural Science Integration) instruction a departure from previous research, which tended to emphasize critical thinking skills (Arif & Dewi, 2024), mathematical problem-solving (Fariz & Dewi, 2022), or general character development (Nasution et al., 2023). Another notable strength of this study lies in the incorporation of the traditional game "Hompimpa", a cultural practice native to Tunjung Teja, as a bridge between digital technology and local wisdom. This ritual, which initiates gameplay, imparts values of honesty, sportsmanship, and acceptance, thereby reinforcing students' social-emotional competencies. While previous studies have explored the use of cultural symbols (Rahmawati & Taylor, 2021), cross-cultural collaborative learning (Wahyuni et al., 2023), and local languages (Putri & Fauzi, 2022), this study holistically integrates these elements within the IPAS learning context. As a result, the approach not only creates meaningful learning experiences, but also serves to preserve local culture while enhancing students' social-emotional skills and learning motivation.

Conclusion

The findings of this study conclude that interactive media based on Culturally Responsive Teaching (CRT) is proven to be effective in enhancing elementary school students' social-emotional skills and learning motivation, as evidenced by the comprehensive N-gain data. With an average N-gain score of 0.74 in the experimental class and 0.29 in the control class, the implementation of this media demonstrates a high level of success. The CRT-based interactive media successfully transformed the abstract concept of cultural diversity into a concrete and meaningful learning experience, thereby fostering active student engagement in the learning process.

Recommendation

Based on the development results, the researcher offers the following recommendations:

1) To teachers: It is encouraged to integrate CRT-based interactive media into classroom instruction as an innovative pedagogical approach that promotes cultural diversity and strengthens students' science literacy.
2) To school institutions: Schools are advised to support the use of CRT-based media as an alternative learning resource that complements textbooks and other supplementary materials, aiming to foster a learning ecosystem that is responsive to students' cultural needs.
3) To future researchers: It is recommended to develop CRT-based interactive media that are more adaptive and responsive to the diverse needs of students. A more structured research timeline is also advised to optimize the outcomes of future development efforts.

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