

Workshop on Preparation of Teaching Tools for Local Content of Manggarai Culture with a Culturally Responsive Teaching Model for Elementary School Teachers throughout Manggarai Regency

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ABSTRACT

Keywords:

Workshop on preparation of teaching tools; local content; manggarai culture; model of culturally responsive teaching.

The Workshop on the Preparation of Teaching Tools for Local Content of Manggarai Culture with the Culturally Responsive Teaching (CRT) Model for Elementary School Teachers throughout Manggarai Regency aims to improve teachers' understanding and skills in integrating local culture into school learning. This workshop was held in response to the need for a more relevant and inclusive learning approach for students in Manggarai District. Through training sessions, working group discussions, and presentations, participants were given knowledge and practical skills in developing teaching tools that are responsive to Manggarai culture, utilizing CRT principles. Teachers have been identifying, mapping, and integrating elements of local culture into lesson-planning documents and learning tools, thus opening up space for more meaningful and relevant learning experiences for elementary school students in Manggarai. The workshops also provide a space and platform for exchanging ideas and experiences between teachers, strengthening pedagogic insights, establishing communication and collaboration, fostering collective awareness, building professional networks, and building sustainable learning communities. The involvement of teachers in this workshop is expected to improve the quality of education in Manggarai District while strengthening and promoting the rich and valuable local cultural heritage.



Introduction

Efforts to preserve and pass on local culture are fundamental in maintaining and caring for the uniqueness of the identity and heritage of a community. Culture includes the customs, beliefs, and practices of a particular group of individuals who have learned to live and thrive in a specific environment over a long period. It shapes how people perceive the world, interact with each other, and develop a sense of belonging (Sagita, Deliarnoor, & Afifah, 2019). Education is a meaningful way to pass on cultural values to

future generations. Schools and educational institutions need to actively integrate local culture into the school curriculum to inherit (legacy) culture and affirm local cultural identity in the younger generation (Musanna, 2011). In this case, education policies related to MULOK are by the vision of forming a golden generation to support the vision of Indonesian Education 2045 (Jampi & Nawir, 2019), namely, realizing an advanced Indonesia that is sovereign, independent, and personable through the creation of Pancasila Students who are critical, creative, independent, have faith, fear God Almighty, and have noble character, cooperation, and global diversity.

The government of Indonesia, through the Ministry of Education and Culture (Kemendikbud) policy, has encouraged the development of local curricula that include regional and local cultural studies. In Permendikbud No. 79/2014 concerning Local Content of the 2013 Curriculum, MULOK is defined in Article 1, paragraphs 1 and 2 as study materials or subjects in elementary / mi, junior high school / MTs, SMA / MA, and SMK / MAK education units, which contain content and learning processes about local potential and uniqueness. At the same time, article 2 (1) reads that local content is study material or subjects in educational units that contain content and learning processes about local potential and uniqueness, which aims to shape students' understanding of excellence and wisdom in the area where they live. Meanwhile, Law No. 20/20023 Sisdiknas, article 37 confirms that MULOK is a study material to shape students' understanding of the potential in their area of residence.

According to Asmani (2010), the scope of MULOK (Nasir, 2013) is the first Scope of Regional Circumstances and Needs. The scope of regional circumstances and needs is everything in a particular area related to the natural environment, socio-economic environment, and socio-cultural environment. The needs of this area are everything that is needed by the people in an area, especially for the survival and improvement of the community's standard of living. *Second*, Local Load Type scope/Content. The scope of content or type of local content is in the form of regional languages, English, regional arts, regional skills and crafts, customs, and knowledge of various characteristics of the surrounding natural environment, as well as things deemed necessary by the region concerned.

There are three policy schemes for integrating MULOK in schools (Nasir, 2013) (YOUNG, 2019): *first*, Integrate MULOK material with other maples. Education units and local governments can assign MULOK materials mapped into different subjects. Of course, certain subjects are included in group B in the curriculum structure, namely the subjects of Cultural Arts, Physical Education, Sports and Health (PJOK), and Crafts. That way, MULOK material can be given as part of these subjects, using the time provided. *They are second*, *MULOK should be integrated into* the project theme of Strengthening the Profile of Pancasila Students (P5). Education units and local governments can incorporate MULOK materials in the framework of P5. For example, learning projects with the theme of entrepreneurship and local wisdom are carried out by exploring the potential of local crafts, learning projects with the theme of climate change can be related to environmental issues in the region, and so on (Wasimin, 2022). *Third*, *develop stand-*

alone MULOK subjects as intracurricular programs to strengthen literacy, numeracy, and character. Education units and local governments can establish stand-alone MULOK exceptional maples as part of intracurricular programs (Imamate et al., 2020). For example, exceptional maples are held for regional language and culture, maritime, regional tourism, and so on, according to the potential of each region. In this case, the maximum learning load used is 72 Lesson Hours (JP) per year or 2 JP per week.

In the context of Manggarai culture, cultural inheritance is part of the philosophy "*Neka among kuni agu kalo*," "*neka lego tana bate de tempo*" (Don't forget your hometown, don't let go of the inheritance of your ancestors). What is the development model bdauya manggarai remains well maintained in unity "*One Lingko Peang drum*" (the traditional drum house on the inside, the land where the search for life is maintained), and it continues to develop according to philosophy "*wake calar ngger wa, saung bembang ngger eta*" (remaining rooted downward-cultural identity, but expanding upward-worldwide) that occurs (Jebarus, 2015). In the era of excellent shifting and technological disruption with various significant impacts on human patterns and behavior, efforts to assert local cultural identity become imperative or urgent (Duryatmo, Sarwoprasodjo, Lubis, & Suhartijo, 2019). One of the critical instruments in preserving and passing on Manggarai culture is through school learning activities. To support MULOK Budaya Manggarai-based learning, teachers must develop a comprehensive curriculum that incorporates local cultural values into teaching (Manggarai, Tenggara, & Adon, 2022) (Dalut, Apriyadi, & Fibrianto, 2022). The curriculum is tailored to the specific needs of Manggarai culture, allowing students to learn and appreciate Manggarai's present and future cultural heritage. Through this curriculum, students will learn about the history of their region, customs, culture, art, music, literature, and other essential aspects that define their community (Resmini & Saina, 2021).

Based on this urgency, the Youth Education and Sports Office (PPO) of Manggarai Regency, in collaboration with St. Paul Ruteng Catholic University, designed an activity entitled *Workshop Preparation of Teaching Tools for Local Content of Manggarai Culture with Model Culturally Responsive Teaching (CRT)* for elementary school teachers throughout Manggarai Regency. Activities *Workshop* It is based on the importance of teachers understanding the cultural backgrounds of their students to create classroom experiences that encourage respect, equity, and inclusivity (Yusuf, Marimuthu, & Yusuf, 2018). This model recognizes that in order to provide effective teaching and deal effectively with student behavior problems, teachers must have an adequate understanding of their students' social-emotional experiences (Wulandari, Ningsih, & Rahmawati, 2023). Use of CRT models in *Workshop* aims to facilitate the development of MULOK Budaya Manggarai teaching tools to elementary school teachers in a more effective way to promote Manggarai culture, language, and values (Listiyowati, Munjani, & Parmin, 2023). This provides an opportunity to create a more inclusive, respectful and engaging learning environment for all students (Inayah, Triana, & Retnoningrum, 2023). The CRT model provides guidance on how to understand students' cultural backgrounds,

develop relationships with their culture, and incorporate Manggarai's cultural content into learning activities in schools in Manggarai.

Research Methods

Workshop Preparation of Teaching Tools for Local Content of Manggarai Culture for Elementary School Teachers throughout Manggarai Regency using the model Culturally Responsive Teaching (CRT). In his book *Preparing for Culturally Responsive Teaching*, Gay G (2002) and Alia, E., & Rupa, M. (2018) in the article *Culturally Responsive Teaching: a case study of preservice teachers' growth in knowledge, attitudes, and Practices* (Alhanachi, de Meijer, & Severiens, 2021) mention The purpose of the CRT model is to provide an understanding of cultural diversity in the classroom and develop content of local cultural values, as part of efforts to promote and at the same time pass on local values in the school environment, innovatively and attractively to students. Through the CRT model, teachers build good relationships with students and maintain a harmonious and friendly school environment towards local culture (Risnain, 2019). With this model, teachers and students are directed to think inclusively about cultural differences and solve cultural problems in productive, constructive, and effective ways. The stages of activities according to the CRT model in *Workshop* Ini (Siswaningsih, Kadarohman, Rahmawati, Supriyanti, & Anwar, 2023): 1) Igniting insight into Manggarai Local culture and pedagogics from participants by cultural and educational experts. 2) Reviewing the growth and development phase of knowledge and learning experiences of elementary school students. 3) Identify and compile cultural material content in working groups based on elementary school students' growth and development phase of knowledge and learning experiences. 4) compile teaching tools in working groups based on the level and phase of growth and development of knowledge and learning experience of elementary school students. 5) Presentation of group work, discussion, and input from education and cultural experts. 6) Solidification and validation of teaching equipment documents so they are ready to be implemented.

Results and Discussion

All PKM activities follow the following flow: 1. Correspondence and coordination with the Youth Sports Education Office (PPO) of Manggarai Regency to precondition the workshop activity plan (Week 4, January 2024). 2. Extracting information about teachers' understanding and experience of local content learning practices (MULOK) in elementary school teachers in Manggarai through diagnostic assessment (2nd week of February 2024). 3. Preparation and development of material by resource persons/implementation teams based on information extraction and diagnostic evaluation (Week 3, February 2024). 4. *Workshop* on the Preparation of Manggarai Cultural MULOK Teaching Tools with CRT Model for Elementary School Teachers throughout Manggarai Regency (February 29-March 1, 2024). 5. Give feedback on the *workshop* process with the CRT model and feedback on the teacher's ability to compile MULOK teaching tools (Week 3, February 2024). 6. Recommendations and follow-up plans for implementing the MULOK

Teaching Tools that were prepared during the workshop activities (even semester 2024/2024). The flow of PKM activities is illustrated in Figure 1 below.



Figure 1. PCM Activity Flow Diagram

Temporary activities: The workshop will be based on CRT syntax, as described in the following stages. Stage 1: Trigger insights into Manggarai Local culture and pedagogics from participants by cultural and educational experts. Here's a description of the activity: *First*, introduction. The introduction is done by conveying the purpose of the Workshop, which is to introduce the local culture of Manggarai and enrich the content of Local Content Teaching Tools. Also presented was an explanation of the CRT model and the importance of applying it in the context of learning in schools. *Second*, additional insights by elementary education experts and Manggarai cultural experts to introduce Manggarai culture to participants and expand their understanding of local culture, language, history, and traditions (Gaut &. In this process, participants can learn how to maintain and promote Manggarai's local identity in the context of a culture that is part of the national identity. *Third*, group discussions to build trusting relationships between facilitators and participants. *Workshop* in accordance with the concept of the CRT model, for example by asking participants to share stories about the experience of implementing MULOK in their respective educational units, customs, arts, or cultural history of Manggarai (Sanjaya & Rahardi, 2021). Group discussions also need to discuss how the local culture of Manggarai can be adapted to the CRT concept so that it can be applied effectively in classroom learning.

Stage 2: Assessing the growth and development phase of knowledge and learning experience of elementary school students. Description of activities, namely: *Participants Workshop* need to identify the learning needs of elementary school students per class or per phase (A = grades 1-2, Phase B = Grades 3-4, Phase C = grades 5-6) to understand student learning, learning styles, learning interests, and then discuss elements of local culture that encourage student learning. This is done to facilitate the process of preparing learning programs that provide optimal space for students to get a good learning experience (Yayuk, Deviana, & Sulistyani, 2019). *Second*, individual analyses should be conducted to analyze factors affecting student learning progress. This analysis will provide an understanding of students' learning skills and experiences and can help structure more effective learning. *Third*, after analyzing the students, the facilitator directs participants to discuss the integration of the CRT model in lesson planning documents such as the syllabus for the K-13 Curriculum and Learning Objectives (TP) and Learning Objectives Flow (ATP) in the Merdeka Belajar Curriculum. The preparation of this

planning document must pay attention to the differentiation of diversity of cultural understanding, students' initial knowledge of the material, and the characteristics of student learning needs (Muthmainnah, Pertiwi, & Rustini, 2023). In this case, participants need to understand the individualization of students related to social life experiences in the Manggarai community as a consideration in preparing planning documents and MULOK teaching tools.

Stage 3: Identifying, mapping, and compiling the content of Manggarai cultural materials in MULOK based on the growth and development phases of knowledge and learning experiences of elementary school students, such as factual, conceptual, procedural, and metacognitive stages (Stehle & Peters-Burton, 2019). Content mapping also refers to Jean Piaget's Constructivist thought (1896-1980) About learners' cognitive development stages, namely sensory, motor, pre-operational, concrete operational, and formal operational (Fanani & Kusmaharti, 2014). It also refers to the thoughts of Benjamin Bloom (1913-1999), (Bloom's taxonomy) about the cognitive level of students, namely: Remembering (cognitive 1), Understanding (cognitive 2), Applying (cognitive 3), Analyzing (cognitive 4), Evaluating (cognitive 5) and Creating (cognitive 6) (Fanani & Kusmaharti, 2014). Based on this theoretical reference and referring to expert direction and the results of working group discussions (team work), the topics and sub-topics of MULOK SD learning are determined, as in the table below.

Table 1
Identification and Mapping of Topics and Sub-Topics of MULOK SD Learning in Manggarai

Phase/ Class	Curup/Tombo Manggarai (Manggarai Language)	Indonesian
Topic	Pandé Baé Agu Pecing Weki-Ru Agu Weki Ca Kilo	INTRODUCTION OF SELF AND FAMILY (OTHERS NEARBY)
Sub Topics		
Class 1	Ceing Me? Wetik Weki Daku	Who Am I? Introducing My Identity
Class 1	Kilo Mésé Mine	My Big Family
Class 1	Mbaru Daku	My Home
Class 1	Wéngko Weki Daku	My Clothes
Class 1	Hang Bara (Hang Agu Inung)	My Food And Drink
Class 1	Wuli-Weki Jékal	Sport
Class 2	Ceing Me? Wetik Weki Daku	Who Am I? Introducing My Identity
Class 2	Kilo Mésé Mine	My Big Family
Class 2	Mbaru Daku	My Home
Class 2	Wéngko Weki Daku	My Clothes
Class 2	Hang Bara (Hang Agu Inung)	My Food And Drink
Class 2	Wuli-Weki Jékal	Sport
Topic Phase B	PANDÉ BAÉ AGU PECING CAMA TAU/HAÉ ATA	INTRODUCTION TO OTHERS
Sub Topics		
Class 3	Asé-Ka'é (Wa'u) Daku	Paternal Relatives (Patrilineal Lineage)
Class 3	Haé Béla Daku	Friend, Friend, My Best Friend

Class 3	Vienna/Woé Child, Rona Child	The Receiving Party Of The Girl (Sister Of The Father/Grandfather), The Party Giving The Girl/The Party Giving The Girl (Family Of The Mother/Grandmother)
Class 3	Ata Bali Tana	Foreigner
Class 3	Osang Toing Agu Titong Daku	My School
Class 3	Osang Baté Maéng Daku	My Gaming Place
Grade 4	Osang Baté Ngaji Daku	My Place Of Worship
Grade 4	Asé-Ka'é (Wa'u) Daku	Paternal Relatives (Patrilineal Lineage)
Grade 4	Haé Béla Daku	Friend, Friend, My Best Friend
Grade 4	Vienna/Woé Boy. Child Hue	The Receiving Party Of The Girl (Sister Of The Father/Grandfather), The Party Giving The Girl/The Party Giving The Girl (Family Of The Mother/Grandmother)
Grade 4	Ata Bali Tana	Foreigner
Grade 4	Osang Toing Agu Titong Daku	My School
Grade 4	Osang Baté Maéng Daku	My Gaming Place
Grade 4	Osang Baté Ngaji Daku	My Place Of Worship
Topic Phase C	WETIK WEKI, MOSÉ KEMPÉNG HAÉ ATA, OSANG KUNI AGU IF NGGÉRÉ ONÉ OSANG KA'ÉNG WÉNGKÉ MÉSÉ	IDENTITY, SOCIALITY, AND LOCALITY TO THE WIDER ENVIRONMENT
Grade 5	Gauk, Ba Weki, Wintuk Daku	Nature, Self-Conduct, Behavior, Management Of Living Together
Grade 5	Mosé Ca Leso-Leso Daku (Gori, Maéng)	My Daily Life (Early Rising-Sleeping, Working, Playing)
Grade 5	Rékéng (Oné Mosé Daku)	Counting
Grade 5	Tana Agu Banca	Nations And Countries
Grade 5	Banca Bali Tana	Foreign Nationals
Grade 5	What Do I Do With My Pandé/Dédék	What Can I Do
Grade 5	Characteristics Of Meka Agu Tiba Meka	Guest And Guest
Grade 6	Mbaru Drum	Custom House
Grade 6	Gauk, Ba Weki, Wintuk Daku	Nature, Self-Conduct, Behavior, Management Of Living Together
Grade 6	Mosé Ca Leso-Leso Daku (Gori, Maéng)	My Daily Life (Early Rising-Sleeping, Working, Playing)
Grade 6	Rékéng (Oné Mosé Daku)	Counting
Grade 6	Tana Agu Banca	Nations And Countries
Grade 6	Banca Bali Tana	Foreign Nationals
Grade 6	What Do I Do With My Pandé/Dédék	What Can I Do
Grade 6	Characteristics Of Meka Agu Tiba Meka	Guest And Guest
Grade 6	Mbaru Drum	Custom House

Stage 4: Compile and develop teaching tools in the form of Learning Implementation Plan (RPP) documents and Teaching Modules based on the level and phase of growth and development of knowledge and learning experience of elementary school students. Description of its activities as follows: *First*, formulate learning objectives, what should be achieved by students when taking the lesson. This step is very important in developing teaching tools that are effective and in accordance with student needs. For this reason, the working group must pay attention to the level and phase of student growth and development in order to determine relevant learning objectives for each class. *Second*, after determining the learning objectives, the working group must determine the learning strategy that is appropriate to the growth and development phase of the knowledge and learning experience of elementary school students. The learning strategy used must attract the attention of students to be interested in engaging in the learning process (Fitriani, Kartini, Maulani, & Studi Pendidikan Guru Sekolah Dasar, 2022). *Third*, after determining the learning objectives and learning strategies, the working group can develop learning materials. The working group should consider the phase of student growth and development to determine the type of material, level of difficulty, and resource support needed to make the learning material easier for students to understand (Ardelia & Juanengsih, 2021). Learning materials should also consider differentiation from content, processes and products, and be tailored to student needs and the local cultural context (Wayan Sumitri, 2023). *Third*, identifying student needs in terms of cultural learning in elementary schools. Teachers are divided into working groups to analyze statistical data, study literature, and share students' needs and expectations about cultural materials. *Fourth* find the phase of student growth and development in elementary school. The teacher working group needs to make a data analysis to determine the phase of student growth and development in each class, including students' abilities and interests in MULOK lessons. *Fifth*, the selection of Manggarai cultural material content and the preparation of Manggarai cultural learning materials in accordance with the phase of student growth and development and learning experience. After determining the content of cultural materials, the working group needs to prepare a lesson plan. The lesson plan contains information about the learning objectives, learning strategies, learning materials, evaluation methods, and the time specified for each learning stage (Rahmawati, Ridwan, Faustine, & Mawarni, 2020). Next, determine the most appropriate learning model for each group of students. Learning models that can be used are: Active Learning, Cooperative Learning, Problem Based Learning, Project Based Learning, constructivism, etc. Furthermore, designing learning tools can be in the form of guidebooks for teachers, presentation slides, learning modules, or interactive learning videos (Syarifuddin, Iriani, & Akbar, 2023). *Sixth*, after determining the objectives, strategies and learning materials, the working group should Drawing up Learning steps (syntax) taking into account the proportion of student (80%) and teacher (20%) activities. Determine assessment methods (formative and summative) to determine whether learning objectives have been achieved. The evaluation method must be in accordance with the phase of student growth and development and can motivate students to learn in class. In

addition, the working group must also determine ways to measure students' acquisition of knowledge and skills, such as structured assignments, tests, or projects.

Stage 5: Presentation of group work and discussion and input from education and culture experts. The following is a description of the activities: *first*, before the presentation is made, the working group needs to evaluate the results of its group work. This is done to ensure that the teaching tools (RPP and Teaching Modules) made are mature enough and ready to be presented in public. After conducting the evaluation, the working group must prepare a good and informative presentation. The presentation should be well planned and a clear structure of the purpose of the presentation, content, and the final purpose of the teaching equipment created. *Second*, group presentations. When the presentation begins, the working group must introduce themselves and the greeting, then explain the purpose and content of the teaching tools that have been created. The working group must ensure that the information conveyed is easily understood by the audience and delivered in an attention-grabbing manner. *Third*, discussion and input from education and cultural experts. After the presentation, the working group should open a discussion session and ask for input from the audience or education and culture experts. Need to ask for confirmation from participants about teaching tools that have been made, as well as suggestions or input to improve their quality. After receiving input from education and culture experts, the working group must re-evaluate the teaching tools that have been made. The working group should consider new inputs and determine if anything needs to be changed or improved. This is done to ensure that the teaching equipment made already has quality in accordance with the standards for the preparation of MULOK teaching equipment nationally.

Stage 6: Solidification and validation of MULOK teaching equipment documents and pre-implementation. The end of the entire MULOK workshop activity with CRT syntax is a draft of physical teaching equipment documents that are ready to be implemented which must contain all learning components according to the standard learning plan. In drafting teaching equipment documents, it is necessary to pay attention to the layout, visual design and writing quality. Furthermore, this teaching equipment document was validated by education and cultural experts and authorized by the authority of the Youth Education and Sports Office of Manggarai District, which was recorded in the minutes of validation.

The series of activities during the workshop which will take place from February 29 to March 1, 2024, as illustrated in the photo documentation below.

Workshop on Preparation of Teaching Tools for Local Content of Manggarai Culture with a Culturally Responsive Teaching Model for Elementary School Teachers throughout Manggarai Regency



Photo 1: Together with Cultural Experts and Education Experts (Facilitators) (day 1)



Photo 2: MULOK Teaching Equipment Preparation Group Work (day 1)



Photo 3: MULOK Teaching Equipment Preparation Group Work (day 2)



Photo 4: Presentation of Group Work (day 2)

After completing the activity, the facilitator team carried out feedback activities by distributing questionnaires through the google form link. The objectives of this feedback, namely: 1) Knowing the effectiveness of the workshop process The implementation of workshops is carried out with the aim of improving the quality of teacher teaching in the field of education. Therefore, feedback activities are carried out to determine the effectiveness of the workshop process. This will make it possible to evaluate the quality of learning and identify factors of a positive or negative nature. 2) Know the advantages and disadvantages of the CRT learning model. Feedback activities aim to evaluate the advantages and disadvantages of the applied learning model. This will help teachers improve their understanding and application of the CRT learning model and benefit students. 3) Improve the teaching equipment that has been prepared. The process of preparing MULOK teaching tools using the CRT model aims to contribute to the quality of learning. The feedback activities carried out aim to find out the weaknesses and shortcomings of the MULOK teaching tools that have been compiled. By knowing this, teachers can improve teaching devices to make them more effective and efficient. 4) Assess teacher performance. The feedback activity also aims to evaluate teacher performance in the workshop process. This will help teachers gain a clearer understanding of abilities in learning concepts, and provide feedback, so as to improve teaching skills using the CRT learning model. 5) Ensure the quality of learning. Feedback activities also aim to ensure the quality of learning provided to students. Quality learning is based on

good teaching tools and effective learning methods. Therefore, feedback on the workshop process of preparing MULOK teaching tools aims to ensure that the quality of learning provided by teachers can meet national standards and meet student needs. By conducting feedback activities in the workshop process for the preparation of MULOK Teaching Tools for elementary school teachers throughout Manggarai Regency, it is hoped that it can have a positive impact on the quality of student learning, and can improve teachers' ability to provide effective and quality teaching.

Some aspects of feedback asked in the Likert scale questionnaire (1-5) in the form of a google form link, namely: 1) Understanding of Manggarai Culture. How well the teachers understand and internalize the aspects of Manggarai culture conveyed in the workshop. 2) Application of CRT Model. The extent to which teachers are able to apply CRT concepts and principles in MULOK teaching tools that are compiled and developed. 3) Creativity in Designing Teaching Tools. The ability of teachers to create innovative teaching tools that are in accordance with the cultural context of Manggarai, and able to adapt learning materials to the needs of students. 4) Involvement and Participation in Workshops. The level of active involvement and participation of teachers in all workshop activities, including discussions, exercises, presentations, and collaborations with other participants. 5) Communication and Collaboration Skills. The ability of teachers to communicate effectively with fellow workshop participants, as well as the ability to work together in teams to produce quality teaching tools. 6) Reflection and Learning. The ability of teachers to reflect on workshop experiences and design their application to classroom teaching practices. 7) Self-Assessment and Quality Improvement. The willingness of teachers to conduct self-evaluation of the teaching tools that have been prepared, as well as efforts to improve their quality based on feedback and experience gained in the workshop. 8) Impact on teacher understanding of Learning. Direct impact on improving understanding and pedagogic skills when teachers develop MULOK teaching tools of Manggarai culture. 9) Compliance with Guidelines and Standards. The extent of teachers' compliance with the guidelines and standards provided in the workshop, as well as the ability to adapt these guidelines in designing teaching tools. 10) Commitment to Professional Development. Willingness of teachers to engage in ongoing professional development after the workshop, including institutional support, participation in advanced training activities or collaboration with peers.

Of the 134 teachers involved in the 2-day workshop, 123 (92%) answered the questionnaire as a whole. The results of the analysis of filling out the feedback questionnaire are illustrated in the following data.

Workshop on Preparation of Teaching Tools for Local Content of Manggarai Culture with a Culturally Responsive Teaching Model for Elementary School Teachers throughout Manggarai Regency

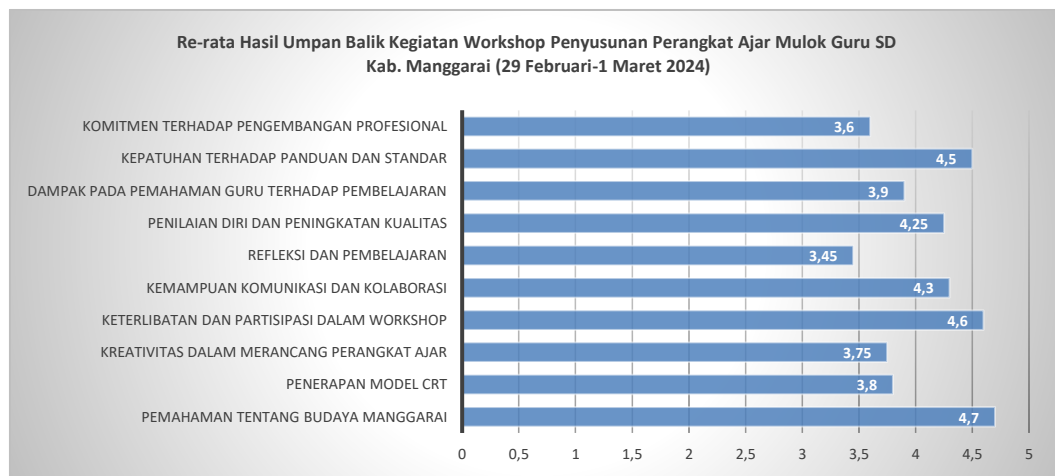


Figure 2
Average Results of Feedback on Workshop Activities for the Preparation of Mulok Teaching Tools for Teachers of SD Manggarai Regency

From the data above, it can be seen that aspects of Understanding of Manggarai Culture, Compliance with Guidelines and Standards, Involvement and Participation in Workshops, Communication and Collaboration Skills, Self-Assessment and Quality Improvement, are on average categorized as "already good" or an average of 4.47 from 1-5. Meanwhile, the application of the CRT model. Creativity in Designing Teaching Tools, Reflection and Learning, Impact on teacher understanding of Learning, and Commitment to Professional Development, is still categorized as "still lacking" or an average of 3.7 on a scale of 1-5.

Based on the data above, for aspects that are categorized as "already good", there need to be several strengthening things for teachers, including: every teacher in Manggarai continues to strive to connect with the Manggarai community and continue to learn about local culture through direct interaction, discussion, and participation in cultural events, as well as asking more in-depth and exploratory questions about certain aspects of Manggarai culture (Balzano Japa, 2023). In addition, teachers regularly participate in trainings or workshops related to compliance and ethics in the context of Manggarai culture. In terms of teachers maintaining active involvement and participation in each workshop by continuing to contribute to discussions, share ideas, and provide valuable input. In addition, continue to practice and improve your communication skills through real-life situations, such as presentations, group discussions, or collaborative projects in order to encourage cross-cultural collaboration to expand networks and enrich communication experiences (Jelahut, Wahyudin, & Bajar, 2020). Finally, in an effort to maintain and deepen understanding of Manggarai culture, peril teachers involve themselves in activities or projects that support the preservation and promotion of that culture, such as art exhibitions or cultural festivals.

As for aspects that are still categorized as "still lacking", there are several recommendations that need serious attention. Here are important recommendations for

addressing this issue. *First* training and guidance in the Model *Culturally Responsive Teaching* which is even more intensive. For this reason, it is necessary to conduct intensive training and guidance to elementary school teachers on the principles and practices of CRT that are relevant to Manggarai culture (Rosyid & Rukiyah, 2019). In addition, encourage teachers to collaborate and share experiences and best strategies in implementing CRT in teaching. *Second*, increasing creativity in designing teaching tools through periodic training activities in learning communities such as the Teacher Working Group (KKG). In this case, teachers are required to participate in workshops or trainings that emphasize creative techniques in designing teaching tools, including a student-centered approach and considering the cultural richness of Manggarai (Sunandi, Ginanjar, Ginanjar, & Suherdi, 2020). Instead, teachers create discussion forums or working groups that allow teachers to share ideas and strategies in designing innovative teaching tools (S, Maswati, & Krismiyati, 2020). *Third* fostering reflective abilities in learning. By involving professionals in the field of education, teachers need to be given coaching on the importance of self-reflection and continuous learning in teaching practice. This activity aims to facilitate structured reflection sessions, where teachers can evaluate successes and failures, as well as identify areas for improvement (Tapung et al., 2024). *Fourth* Strengthening the impact on teacher understanding of meaningful learning. Teachers need to build access to relevant educational resources and *Up-to-date* about Manggarai culture, including literature, videos, and expert resource persons (Mawaddah Islamiyah, Nurochim, & Syukur, 2022). Teachers need to be encouraged to engage in research projects or action research that delve deeper into students' learning experiences in the cultural context of Manggarai. *Fifth*, commitment to independent professional development. In this case, teachers need strong institutional support. Such support comes from principals, school committees, parents and local governments to allocate adequate time, resources and funds for independent teacher professional development (Rusdin, Wahyuddin, & Suryapermana, 2023). Schools need to create policies that encourage teacher participation in professional development activities and provide incentives or rewards for active and outstanding teachers. Schools need to give recognition and appreciation to teachers who have committed and succeeded in professional development, both through formal awards and informal awards (Indra, Komariah, & Kurniatun, 2021). Teachers should make professional development part of the teacher performance appraisal process and consider educational achievement as a platform for determining promotions and rewards.

Conclusion

Activities Workshop Preparation of Teaching Tools for Local Content of Manggarai Culture with Model Culturally Responsive Teaching (CRT) for elementary school teachers throughout Manggarai Regency has been running well and smoothly. Activities Workshop This is enough to help elementary school teachers in Manggarai Regency to better understand the importance of including local content of Manggarai culture in their teaching kits. Teachers have been trained in applying CRT to create

teaching tools that are relevant and appropriate to the local culture of Manggarai. This activity has raised the collective awareness of elementary school teachers to participate in efforts to maintain, care for and pass on the local culture of Manggarai which is very important for the young generation of Manggarai in the present and the future. By incorporating the local content of Manggarai culture, it is hoped that the quality of learning in elementary schools throughout Manggarai Regency can improve, especially in shaping self-character and school environment, as well as supporting literacy and numeracy in education units. Activities Workshop this provides potential opportunities for efforts to strengthen Manggarai's cultural identity through learning experiences that recognize, respect, and promote culture. By taking into account the local content of culture, teaching equipment that is the output of Workshop is the first step towards a more inclusive and equitable education for elementary school students in Manggarai Regency.

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