

Enhancing Students' Listening Motivation in Hikayat Texts through Culturally Responsive Teaching in Senior High School

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Listening instruction on hikayat texts in senior high schools often encounters low student learning motivation due to instructional practices that lack contextual relevance and insufficient integration of students' cultural backgrounds. This study aims to enhance students' learning motivation in listening to hikayat texts through the implementation of the *Culturally Responsive Teaching* (CRT) approach. The research employed a collaborative classroom action research design using a lesson study framework consisting of the stages of plan, do, and see. The study was conducted in class X-1 of SMA Negeri 2 Praya and involved 36 students. The research was carried out in two cycles. Data were collected through learning motivation questionnaires, cognitive achievement tests, classroom observations, and reflective documentation. Data analysis was conducted using descriptive quantitative and qualitative methods. The findings reveal a significant improvement in students' learning motivation following the implementation of CRT. In the pre-action phase, students' motivation was predominantly categorized as low to moderate. After the implementation of CRT in Cycle I and Cycle II, the proportion of students with high learning motivation increased substantially, reaching 72% in Cycle II, while no students remained in the low-motivation category. These results indicate that the CRT approach is effective in fostering culturally relevant, meaningful, and engaging listening instruction for hikayat texts at the senior high school level.

Keywords: Learning Motivation, Listening Skills, Hikayat Texts, Culturally Responsive Teaching

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1. Introduction

Indonesian language education plays a strategic role not only in developing students' language competencies but also in shaping their character. For instance, listening skills foster attentiveness and sensitivity to values; speaking skills cultivate confidence and politeness; reading skills encourage curiosity and responsibility; and writing skills develop discipline and initiative. These dimensions collectively represent both linguistic competence and character education (Regina, 2023). Furthermore, Gusti et al. (2021) argue that Indonesian language instruction contributes significantly to the formation of the *Pancasila Student Profile*, encompassing religious attitudes, creativity, critical thinking, and collaboration—dimensions that are directly related to character development through language-learning processes.

Language competence comprises four core skills—listening, speaking, reading, and writing—which ideally should be developed in an integrated and balanced manner. However, in school practice, listening is often positioned as a passive skill and therefore receives less attention than other language skills. In fact, listening constitutes the foundational stage of language acquisition, as through listening activities students receive, comprehend, and interpret information that serves as the basis for developing speaking, reading, and writing skills.

Effective listening skills enable students to construct a comprehensive understanding of spoken messages, whether informative or narrative, thereby directly contributing to the quality of thinking and communication

processes. Accordingly, listening instruction should be designed to be active, contextual, and meaningful, so that students function not merely as recipients of information but also as interpreters and meaning-makers of the spoken discourse they engage with (Pratiwi et al., 2025; Ubaidillah et al., 2025).

In senior high school (SMA) literature instruction, particularly in learning hikayat texts, listening skills play a crucial role. Listening is one of the essential language skills to be mastered, as it enables students to obtain information and messages conveyed orally and to develop an understanding of learning materials (Apriyani & Fajra, 2025). Through listening activities, students are trained to comprehend narrative structure, plot, characters, setting, moral values, and the underlying messages contained in the text. Nevertheless, classroom realities indicate that listening activities for hikayat texts are still frequently conducted in conventional ways, such as independent reading or listening to teacher explanations followed by answering questions. Such instructional patterns provide limited meaningful and contextual listening experiences, resulting in students becoming passive and less actively engaged in the learning process. Rahmawati et al. (2021) emphasise that in conventional learning settings, students tend to remain passive when listening to materials delivered orally by teachers, with minimal interaction or contextual supplementary activities.

These conditions have led to low student learning motivation in listening instruction for hikayat texts. Based on preliminary observations and diagnostic assessments conducted in Grade X of senior high school, most students demonstrated low interest and motivation during listening lessons. Students appeared unenthusiastic, easily bored, and insufficiently engaged in understanding the content and values embedded in the texts. Low learning motivation thus becomes a major obstacle to achieving optimal learning outcomes. Azzahra and Istiqomah (2024) assert that low motivation may stem from insufficient encouragement, low expectations, and unengaging learning environments, which ultimately hinder the achievement of learning objectives. Furthermore, Harianja (2025) explains that low learning motivation among learners represents a serious problem that impedes the attainment of educational goals. Both internal factors (such as limited interest and negative perceptions of the benefits of education) and external factors (such as unsupportive environments) contribute to low motivation, which directly affects students' ability to achieve learning objectives.

Learning motivation is a psychological factor that plays a decisive role in the success of the learning process. Maksum (2025) explains that learning motivation is a critical psychological aspect influencing student engagement and learning outcomes; when motivation is high, learning processes become more effective and the achievement of learning goals more optimal. Fakhri (2023) further reinforces that high learning motivation positively affects student engagement, highlighting motivation as a key factor in achieving maximum learning outcomes. Students with high learning motivation tend to be more focused, active, and committed to understanding learning materials in depth. Conversely, low motivation can result in diminished learning drive, leading to reduced engagement and poorer learning outcomes. Therefore, teachers need to design instructional practices that are not only cognitively oriented but also capable of stimulating students' learning motivation through meaningful and relevant learning experiences.

One of the challenges of learning in the Merdeka Curriculum era is the creation of contextual, inclusive, and life-relevant learning environments. Students come from diverse social and cultural backgrounds; however, this cultural potential has not yet been fully utilised as a learning resource. Instruction that neglects students' cultural backgrounds tends to be abstract and disconnected from their lived experiences, making it difficult to stimulate interest and motivation. In contrast, learning that integrates local culture and students' lived experiences has the potential to create more meaningful and participatory learning environments.

Culturally Responsive Teaching (CRT) emerges as a strategic alternative to address these challenges. The application of CRT in teaching hikayat texts enriches cultural understanding and renders the learning

process more relevant to students' lives, thereby enhancing the meaningfulness of listening activities beyond conventional teacher-centred explanations (Safitria, 2025). Yusuf (2024) similarly argues that CRT, which connects *hikayat* content to students' cultural experiences, can enhance student engagement and comprehension of traditional literary texts.

This approach positions students' cultural backgrounds, experiences, and identities as foundational elements in instructional design and implementation. Through CRT, students are regarded as active subjects of learning, while teachers act as facilitators who connect instructional content with students' cultural contexts and lived experiences. Culturally responsive instruction is therefore expected to increase student engagement and foster intrinsic learning motivation. Willenda et al. (2024) report that the implementation of CRT positively influences students' learning motivation, with students becoming more active, more engaged in classroom discussions, and demonstrating deeper understanding of learning materials following culturally responsive instruction. This supports the notion that aligning learning materials with students' cultural contexts enhances the relevance of learning experiences and promotes active student participation.

Within the context of literature instruction, particularly hikayat texts, the Culturally Responsive Teaching approach holds strong relevance. Hikayat, as a genre of classical Malay literature, functions not only as a form of entertainment but also as a medium for transmitting cultural values, moral principles, and local wisdom across generations. When hikayat texts are presented by connecting their embedded values to students' local culture and lived experiences, listening instruction shifts from mere textual comprehension towards value reflection and character formation. Consequently, listening instruction for hikayat texts becomes more contextual, meaningful, and capable of enhancing students' learning motivation.

Numerous studies have demonstrated that instruction integrating students' cultural elements can improve engagement, motivation, and learning outcomes. However, research on the implementation of Culturally Responsive Teaching in listening instruction for hikayat texts at the senior high school level remains relatively limited, particularly studies that specifically focus on enhancing student learning motivation through classroom action research. This indicates a research gap that warrants further investigation (Lasminawati, 2023; Hardianti, 2022; Gusnardi et al., 2025).

Based on the foregoing discussion, this study is important as an effort to enhance students' learning motivation in listening instruction for hikayat texts through the application of the Culturally Responsive Teaching approach. This research employs a classroom action research design, enabling teachers to engage in continuous reflection and instructional improvement in accordance with students' needs and characteristics. The findings are expected to provide practical contributions for Indonesian language teachers in developing innovative, contextual, and culturally responsive listening instruction, as well as theoretical contributions to the development of culturally based literature pedagogy at the senior high school level.

2. Literature Review and Problem Statement

Listening skills constitute a fundamental foundation in the development of language competence, as through the listening process students receive, process, and interpret orally conveyed information. Listening should not be understood as a passive act of hearing, but rather as an active process that involves concentration, meaning-making, and the ability to relate new information to prior knowledge and experiences. In Indonesian language education, listening skills serve as a crucial prerequisite for the mastery of other language skills—namely speaking, reading, and writing—and therefore require proportional attention within the instructional process (Ubaidillah et al., 2025).

Within the context of literature learning, listening skills play an increasingly significant role, particularly in the study of *hikayat* texts. *Hikayat*, as a form of classical Malay prose literature, contains narrative elements rich in moral, social, and cultural values, and represents the worldview of past societies (Rusdiono & Mukri, 2023). Through listening activities involving *hikayat* texts, students are trained not only to understand plot structures and characterisation but also to capture moral messages, cultural values, and symbolic meanings embedded in the narratives. Consequently, listening instruction for *hikayat* texts should ideally be designed as a meaningful and contextual learning experience, rather than merely an activity of listening and responding to questions.

However, in classroom practice, *hikayat* texts are often perceived as learning materials that are distant from students' lived realities. Textual and decontextualised modes of presentation make it difficult for students to recognise the relevance of *hikayat* texts to their everyday lives, which in turn leads to low learning motivation (Ramadani, 2025). Learning motivation is a critical factor in determining students' success in the learning process, as it functions as an internal driving force that influences attention, engagement, and persistence in learning activities (Budi, 2025).

Students' learning motivation is influenced by various factors, one of which is the relevance of learning materials to their social and cultural backgrounds. Instruction that neglects cultural context tends to be abstract and less meaningful, whereas learning that integrates students' cultural experiences and identities can foster a sense of ownership of the learning material and stimulate intrinsic motivation (Ubaidillah et al., 2025). Therefore, teachers need to adopt instructional approaches that bridge academic content with students' lived experiences.

One pedagogical approach that aligns with this need is Culturally Responsive Teaching (CRT). This approach positions students' cultural backgrounds as both a resource and a foundation for the learning process, with the aim of creating inclusive, relevant, and meaningful learning experiences (Safitria, 2025). Culturally Responsive Teaching is grounded in the assumption that culture shapes the ways students think, learn, and construct meaning; thus, culturally responsive instruction is more effective in enhancing student engagement and learning motivation.

In listening instruction for *hikayat* texts, the CRT approach can be implemented by connecting narrative content with local culture or students' everyday experiences. Contextually selected or presented *hikayat* texts allow students to recognise the connections between the cultural values embedded in the narratives and their own lives, thereby rendering the listening process not only cognitive but also affective and reflective (Yusuf, 2024). When students perceive that learning materials represent their identities and experiences, their engagement in listening activities increases, which ultimately contributes to enhanced learning motivation.

The integration of the Culturally Responsive Teaching approach in listening instruction for *hikayat* texts also enables literature learning to function as a means of strengthening students' cultural identity and character development. The local wisdom embedded in *hikayat* texts can serve as a reflective medium through which students gain deeper understanding of themselves, their social environment, and values relevant to contemporary life (Willenda et al., 2024). Accordingly, the CRT approach contributes not only to increased learning motivation but also to the enrichment of literature learning as a culturally grounded process of human development.

Based on the foregoing discussion, it can be concluded that listening skills, *hikayat* texts, learning motivation, and the Culturally Responsive Teaching approach are theoretically interconnected. The application of CRT in listening instruction for *hikayat* texts is therefore viewed as an effective pedagogical

strategy for enhancing students' learning motivation through contextual, meaningful, and culturally responsive learning experiences.

3. Method

This study employed a collaborative Classroom Action Research (CAR) design implemented through a lesson study approach. Classroom Action Research was selected as it enables teachers to systematically and continuously improve instructional practices based on authentic classroom problems. The lesson study approach served as a collaborative framework among teachers for planning, implementing, and reflecting on instruction through the stages of planning (plan), implementation (do), and reflection (see) (Yuzadi et al., 2025).

The research was conducted at SMA Negeri 2 Praya during the odd semester of the current academic year. The research participants were 36 students from Class X-1. This class was selected based on preliminary observations and diagnostic assessments indicating low levels of student learning motivation in listening instruction for hikayat texts.

The study was carried out in two cycles. Each cycle consisted of the stages of action planning, action implementation, observation, and reflection. During the planning stage, the researcher collaborated with a partner teacher to design listening instruction for hikayat texts using the Culturally Responsive Teaching (CRT) approach (Safitria, 2025; Yusuf, 2024). The implementation stage involved carrying out the instructional activities in accordance with the prepared lesson plans. The observation stage focused on monitoring students' engagement and responses throughout the learning process. The reflection stage was conducted to evaluate the effectiveness of the implemented actions and to identify strengths and weaknesses as a basis for improvement in the subsequent cycle.

The research instruments included a learning motivation questionnaire and a cognitive-domain written test. The learning motivation questionnaire was used to measure students' motivation levels based on seven aspects: (1) interest in learning hikayat texts, (2) learning strategies, (3) influence of the learning environment, (4) teacher-related factors, (5) learning media factors, (6) career orientation, and (7) self-confidence in learning success. The motivation questionnaire was administered at the end of each cycle. The cognitive-domain written test was used to assess students' learning outcomes following the implementation of the instructional actions in each cycle (Yuzadi et al., 2025; Walid, 2021).

Data analysis techniques in this study comprised both quantitative and qualitative descriptive analyses. Quantitative descriptive analysis was employed to analyse data from the learning motivation questionnaires and students' learning outcome tests by comparing results across cycles. Qualitative descriptive analysis was used to examine observation and reflection data in order to capture changes in students' learning behaviours and levels of engagement throughout the instructional process (Creswell, 2018).

The scoring system for the learning motivation questionnaire utilised a modified Likert-type scale with four response options: Strongly Agree, Agree, Disagree, and Strongly Disagree, assigned scores of 4, 3, 2, and 1 respectively. The obtained scores were subsequently converted into percentages to determine students' levels of learning motivation.

The indicators of research success were determined based on improvements in students' learning motivation and learning outcomes from Cycle I to Cycle II. Learning motivation was considered successful when it reached at least the "moderate" category, while learning outcomes were deemed complete when students achieved the Minimum Mastery Criterion (KKM) of 75. The levels of achievement were categorised as follows: 76%–100% (high), 51%–75% (moderate), 26%–50% (low), and 0%–25% (very low). The

designation of the “moderate” category as the minimum success criterion was based on the research objective, which focused on gradually improving students’ learning motivation through iterative instructional improvements.

4. Results and Discussion

The implementation of the Culturally Responsive Teaching (CRT) approach in listening instruction for *hikayat* texts proved effective in enhancing students’ learning motivation (Willenda et al., 2024). The results of the initial diagnostic assessment revealed that students’ learning motivation was generally low, predominantly falling within the low and very low motivation categories. This condition indicates that previous hikayat instruction had not been sufficiently aligned with students’ experiences, needs, and socio-cultural backgrounds.

Diagnostic assessment constitutes a crucial initial stage in the learning process, particularly in classroom action research conducted through a lesson study approach (Yuzadi et al., 2025). In this study, the diagnostic assessment was administered to identify the learning motivation levels of Grade X-1 students at SMA Negeri 2 Praya in learning *hikayat* texts prior to the implementation of instructional actions. This activity was conducted by the researcher as part of the planning (*plan*) stage of the lesson study cycle, with the aim of obtaining an initial overview of students’ conditions so that the designed instruction could be aligned with actual classroom needs.



Figure 1. Initial Diagnostic Assessment in Hikayat Learning

The diagnostic assessment instrument consisted of a learning motivation questionnaire comprising 25 items. The questionnaire was designed to capture various aspects of students’ learning motivation, including interest in *hikayat* texts, engagement in the learning process, persistence in understanding the texts, and students’ attitudes toward Indonesian language learning in general. The questionnaire was administered to all 36 students in Class X-1. The collected data were processed into percentages and classified into four categories of learning motivation: very low, low, moderate, and high.

Table 1. Students’ Learning Motivation in Hikayat Text Learning (Initial Observation)

No.	Motivation Category	Number of Students	Percentage (%)	General Description
1	High	4	11.11	Students show high interest, enthusiasm in learning, and active engagement in understanding <i>hikayat</i> texts
2	Moderate	14	38.89	Students show moderate interest but still require reinforcement and instructional stimulation
3	Low	10	27.78	Students show low interest, limited engagement, and minimal participation
4	Very Low	8	22.22	Students show almost no interest in <i>hikayat</i> learning
Total		36	100	

Based on the diagnostic assessment results (Table 1), an initial overview of students' learning motivation prior to the instructional intervention was obtained. Only four students (11.11%) were classified in the high motivation category. These students generally demonstrated strong interest in *hikayat* learning, as indicated by their enthusiasm during lessons, readiness to comprehend the texts, and willingness to actively participate in classroom discussions. Although relatively small in number, this group has the potential to stimulate a positive learning atmosphere when supported by appropriate instructional strategies.

The moderate motivation category comprised the largest group, with 14 students (38.89%). These students demonstrated a moderate level of interest and generally followed the lessons well; however, their engagement remained highly dependent on teacher-provided stimuli, such as instructional methods, learning media, and the relevance of materials to their daily lives. This group holds considerable potential for motivation enhancement through contextual and meaningful learning approaches.

Meanwhile, 10 students (27.78%) were classified in the low motivation category. These students exhibited limited interest in *hikayat* learning, as reflected in minimal participation, weak responses to teacher questions, and passive behaviour during lessons. This condition suggests barriers in understanding or valuing *hikayat* texts, stemming from both internal factors (e.g., low reading interest) and external factors (e.g., instructional methods not aligned with students' characteristics).

The very low motivation category included eight students (22.22%). Students in this category showed almost no interest in *hikayat* learning, tended to be unfocused, minimally participative, and indifferent throughout the learning process. This relatively high proportion is a serious concern, as it indicates that a substantial number of students had not yet perceived the relevance and meaning of *hikayat* learning in their lives. If left unaddressed, this condition could negatively affect learning outcomes and foster negative attitudes toward Indonesian language learning in general.

Overall, the diagnostic assessment results indicate that the majority of students in Class X-1 at SMA Negeri 2 Praya were situated within low to moderate motivation categories. This finding underscores the need for innovative and contextual instructional efforts. Instruction that merely focuses on content delivery without connecting it to students' socio-cultural backgrounds risks reinforcing the perception that *hikayat* texts are irrelevant to students' lives.

These initial findings served as the foundation for implementing the Culturally Responsive Teaching (CRT) approach during the instructional phase (Gusnardi et al., 2025). By integrating students' cultural values and social experiences into *hikayat* learning materials, instruction was expected to become more meaningful, contextual, and capable of increasing students' active engagement.

Table 2. Students' Learning Motivation in Hikayat Text Learning (Cycle 1)

No.	Motivation Category	Number of Students	Percentage (%)	Description
1	High	8	22.22	Students show high enthusiasm, active participation in discussions, and interest in culturally based <i>hikayat</i> texts
2	Moderate	24	66.67	Students follow learning activities well and are responsive, but still require reinforcement
3	Low	4	11.11	Students still show low interest and limited engagement
Total		36	100	

The implementation of the CRT approach in Cycle 1 (Table 2) resulted in an improvement in students' learning motivation. The majority of students were classified in the moderate motivation category (66.67%), indicating that students began to demonstrate positive interest and engagement in *hikayat* learning, although further reinforcement was required to elevate motivation to the high category.

The number of students in the high motivation category increased to eight students (22.22%). These students displayed strong enthusiasm, active participation in discussions, interest in culturally grounded materials, and the ability to connect *hikayat* content with cultural values. This improvement suggests that the CRT approach effectively stimulated students' intrinsic motivation.

Meanwhile, the number of students in the low motivation category decreased to four students (11.11%). Although this reduction indicates improvement compared to the pre-intervention condition, this group remained a concern, necessitating further instructional refinement in the subsequent cycle.

Table 3. Comparison of Learning Motivation Before Intervention and Cycle 1

Motivation Category	Pre-Intervention (%)	Cycle 1 (%)	Change
High	11.11	22.22	Increased
Moderate	38.89	66.67	Significantly increased
Low + Very Low	50.00	11.11	Sharply decreased

Table 4. Follow-Up Actions Based on Cycle 1 Reflection

Stage	Reflection Results	Follow-Up Actions in Cycle 2
Plan	Some students still showed low motivation (11.11%)	Lesson planning was revised by adding varied media and more familiar <i>hikayat</i> texts
Do	CRT was effective but required greater media variation	Use of gamelan and culturally familiar <i>hikayat</i> texts
See	Motivation increased but was not yet optimal	Addition of a video-based quiz on the <i>hikayat</i> of the origin of Goa Kreo

Reflection on Cycle 1 became the basis for instructional improvement in Cycle 2. Improvements included the use of more varied learning media, the selection of more familiar *hikayat* texts, the incorporation of gamelan as a medium for reinforcing cultural values, and the addition of evaluation activities in the form of animated video-based quizzes on the *hikayat* of the origin of Goa Kreo.

Table 5. Recapitulation of Students' Learning Motivation in Cycle 2

No.	Motivation Category	Number of Students	Percentage (%)	Description
1	High	26	72	Students are highly enthusiastic, actively engaged in listening, and able to connect <i>hikayat</i> texts with cultural values
2	Moderate	10	28	Students show positive interest and strong learning focus
3	Low	0	0	No students with low motivation
Total		36	100	

The results of Cycle 2 implementation (Table 5) demonstrate a very significant improvement in students' learning motivation. A total of 72% of students were classified in the high motivation category, while the remaining 28% were in the moderate category. No students were categorised as having low learning motivation, indicating that all students experienced improved motivation following optimal and sustained instructional interventions.

Table 6. Comparison of Students' Learning Motivation Across Stages

Motivation Category	Pre-Intervention (%)	Cycle 1 (%)	Cycle 2 (%)	Trend
High	11.11	22.22	72	Very significant increase
Moderate	38.89	66.67	28	Decreased due to shift to high category
Low + Very Low	50.00	11.11	0	Fully eliminated
Total	100	100	100	

The comparison across stages (Table 6) reveals a consistent upward trend in students' learning motivation. The high motivation category increased dramatically, while the low and very low motivation categories declined to 0% by Cycle 2. These findings confirm that the CRT approach, supported by appropriate learning media and evaluation strategies, effectively enhanced students' learning motivation comprehensively.

Table 7. Impact of Instructional Actions on Learning Motivation in Cycle 2

Instructional Aspect	Action Implemented	Impact on Motivation
Approach	Culturally Responsive Teaching (CRT)	Learning became more contextual and meaningful
Media	Gamelan and animated <i>hikayat</i> videos	Increased interest and listening focus
Materials	Familiar <i>hikayat</i> texts	Facilitated comprehension and student engagement
Evaluation	Video-based quizzes	Enhanced motivation and active participation

Overall, the findings demonstrate that the implementation of the Culturally Responsive Teaching (CRT) approach in listening instruction for *hikayat* texts not only significantly enhanced students' learning motivation but also made learning more meaningful, contextual, and relevant to students' lives and cultural backgrounds.

Discussion

The findings of this study demonstrate that the implementation of the Culturally Responsive Teaching (CRT) approach in listening instruction for *hikayat* texts effectively enhanced students' learning motivation. This result reinforces the view that learning motivation is not solely influenced by students' internal factors, but is also strongly shaped by how learning is designed to align with their experiences, needs, and socio-cultural backgrounds (Willenda et al., 2024).

The results of the initial diagnostic assessment revealed that the majority of students were categorised as having low to moderate learning motivation. This condition indicates that the *hikayat* instruction previously implemented had not yet been sufficiently contextualised and had failed to establish meaningful connections between literary content and students' lived experiences. Instruction that is predominantly textual and detached from students' cultural contexts tends to position learners as passive recipients, resulting in low levels of interest, engagement, and learning persistence. These findings underscore the importance of diagnostic assessment as an initial stage in classroom action research, particularly within the lesson study framework, to identify students' actual learning conditions prior to the design and implementation of instructional interventions (Yuzadi et al., 2025).

The application of the CRT approach in Cycle 1 began to yield positive changes in students' learning motivation. The increase in the number of students classified in the moderate and high motivation categories suggests that when *hikayat* texts are connected to students' cultural values and social experiences, learning becomes more meaningful. From a theoretical perspective, CRT positions culture as both a learning resource and a pedagogical foundation, enabling students to feel that their identities are recognised and that learning materials are closely related to their everyday lives (Willenda et al., 2024). This condition fosters the emergence of intrinsic motivation, as reflected in increased enthusiasm, active participation in discussions, and students' ability to relate *hikayat* content to the cultural values being explored.

Nevertheless, reflections from Cycle 1 indicated that improvements in learning motivation had not yet been evenly distributed across all students. The continued presence of students within the low motivation category suggests that the CRT approach needs to be supported by more varied instructional strategies and more concrete learning media. This finding reinforces a key principle of classroom action research:

instructional improvement should be conducted in a reflective and continuous manner, rather than as a one-time intervention (Yuzadi et al., 2025).

Further refinement of instruction in Cycle 2—through the selection of more familiar hikayat texts, the use of culturally based media such as gamelan, and the incorporation of interactive video-based evaluations—significantly strengthened the effectiveness of the CRT approach. Cultural media functioned as a bridge between literary texts and students' cultural realities, rendering the listening process not only cognitive but also affective and reflective. When students are emotionally and culturally engaged in learning, their motivation increases substantially, as evidenced by the absence of students classified in the low motivation category in Cycle 2.

From a theoretical standpoint, these findings support the assertion that culturally responsive learning can create more contextualised and meaningful learning experiences, which ultimately lead to comprehensive improvements in learning motivation (Willenda et al., 2024; Gusnardi et al., 2025). The CRT approach enables students to interpret hikayat texts not merely as narratives from the past, but as representations of cultural values that remain relevant to their contemporary lives. Consequently, literature learning is oriented not only toward textual comprehension, but also toward the internalisation of values and the development of attitudes.

The consistent upward trend in students' learning motivation from the pre-intervention stage through Cycle 2 confirms that the integration of the CRT approach, the use of appropriate learning media, and interactive evaluation strategies constitutes an effective pedagogical combination in listening instruction for *hikayat* texts. These results further reinforce the view that Indonesian language education, particularly literature instruction, should be designed in a contextual and culturally responsive manner in order to achieve learning objectives optimally and sustainably.

4. Conclusion

Based on the findings of the classroom action research conducted through a lesson study approach, it can be concluded that the implementation of Culturally Responsive Teaching (CRT) was effective in enhancing students' learning motivation in listening instruction for *hikayat* texts in Class X-1 at SMA Negeri 2 Praya. The improvement in learning motivation occurred gradually and consistently, from the pre-intervention stage to Cycle 2, in line with reflective and continuous refinements of instructional strategies.

At the pre-intervention stage, students' learning motivation was predominantly classified within the low to moderate categories, indicating that previous *hikayat* instruction had not been fully aligned with students' experiences and socio-cultural backgrounds. This condition highlighted the need for a more contextual and meaningful instructional approach. Following the implementation of the CRT approach in Cycle 1, students' learning motivation began to improve, as evidenced by an increase in the number of students in the moderate and high motivation categories and a decrease in those classified as having low motivation.

Further refinement of instructional practices in Cycle 2—through the selection of more familiar *hikayat* texts, the use of culturally based learning media, and the incorporation of interactive evaluation activities—strengthened the effectiveness of the CRT approach. As a result, all students were classified within the moderate to high motivation categories, with no students remaining in the low motivation category. These findings indicate that listening instruction for *hikayat* texts that integrates cultural values and students' social experiences can create a more engaging and meaningful learning environment while fostering active student participation.

In conclusion, the application of the Culturally Responsive Teaching (CRT) approach not only contributes to the enhancement of students' learning motivation but also strengthens the relevance of *hikayat* instruction within students' lived contexts. Therefore, CRT may serve as an alternative instructional strategy in Indonesian language education, particularly in literature-based learning, to sustainably improve students' motivation and active engagement in learning.

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