



Integrating Culturally Responsive Teaching (CRT) and Pancasila Students' Profile Strengthening Project to Teach Advertisement Text in Senior High School

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ABSTRACT

On teaching advertisement text, the teacher found the opportunity to make students enthusiastic to learn advertisement text, namely by integrating it to Pancasila students' profile strengthening project with the theme of entrepreneurship. This integrated educational approach is put into practice by pre-service English teacher of Teacher Professional Education program at Public Senior High School 14 Semarang on teaching advertisement text. The implementation of CRT optimized the theories of Gay (2018) and the strategy from Irizarry(2015). The researchers focused to map the local wisdom culture especially the traditional food of Central Java province, Indonesia. The aim of this study was to use the CRT approach to teach advertisement text by doing the collaboration with P5 project. In light of this, the qualitative descriptive technique was chosen for the research design. The populations of this study were 10th grade students of Public Senior High School 14 Semarang. The samples used in this study were 10th grade students of Public Senior High School 14 Semarang at X-9 class. The results of this research mentioned five stages namely preparing and conditioning the class, explaining the local food branding, presenting the draft of local food advertisement target, monitoring the progress, and performing the outcomes. This research also revealed that the integration of CRT in English subjects, especially advertisement text with Pancasila students' profile strengthening project successfully encourage the cultural sensitivity, especially traditional food. The teacher favorably acts as a facilitator who knows and assesses the mapping of the students' original culture.

Introduction

Indonesia takes the issue to raise awareness of multicultural education over the past few decades. The concept for using this strategy emerged when sociologists focused on the lifestyles of heterogeneous cultures as important components. The model of integrated intercultural education for each generation was born from this idea (Reed & Black, 2006). In essence, the curriculum harmonizes the idea of education to describe a locally integrated teaching and learning context. Based on this premise, numerous parties, including

institutions and people, actively apply such educational concepts and programs in all learning environments.

In their book "Reflective Teaching in Bilingual Classrooms," Richards and Lockhar (2007) stress the significance of a culturally sensitive approach to language teaching. An integrated educational approach is put into practice by pre-service English teacher of Teacher Professional Education program at Public Senior High School 14 Semarang on teaching short functional text namely advertisement text. It had been the collaboration between English subject and Pancasila students' profile strengthening project with the theme of entrepreneurship. Pancasila students' profile strengthening project is the efforts to realize Pancasila Students who are able to behave in accordance with Pancasila values, namely faith and devotion to God Almighty, global celebrity, mutual assistance, independence, critical reasoning, and creativity. In this project, students can have the opportunity to follow the process of learning activities carried out informally (Santoso et al., 2023). The process of learning activities carried out will also be more interactive, the structure of learning activities will also be more flexible. As for the project, students were asked in groups to make food and beverage products for sale. Most of the products produced are traditional food and beverages that have been modified so as to increase the value of their products, such as *lumpia*, *bandeng presto*, *tahu bakso*, and etc. This activity is in line with the principles contained in the MERDEKA curriculum which expects the teacher for having the ability to integrate the culture on learning materials. Students in a class have a variety of traits and cultural backgrounds. The diversity can be ethnic differences, religions, regional languages, special foods, cultures and traditional houses. Teachers find it difficult to bring together student diversity in a class with academic, cultural, and community demands in the future of life. The diversity of the students should be considered by the teacher (Yansyah, 2020). Teachers need to prepare their students to compete in a changing world. This issue as a result, teachers must acquire knowledge and skills (Edwards & Edick, 2013). Culturally responsive teaching is being the solution on facilitating the teacher to introduce the local wisdom culture through learning activities that can be in the form of content, processes, and products.

Focusing on students' social-emotional needs as well as academic performance is essential for culturally responsive education (Jordan, 2022). Institutional racism is reduced when educators examine their attitudes and biases toward kids, as well as how those attitudes and biases affect their professional behavior. By examining students' academic and psychosocial aptitudes, culturally responsive teaching can help students grow as diverse individuals (Gay, 2018). According to Edwards & Edick (2013), culturally responsive teaching (CRT) can help teachers support students' academic performance. Culturally responsive teaching connects learning to student life and makes it meaningful (Karataş et al., 2022). Culturally responsive teaching explores students' traits and experiences. This is founded on the idea that when academic knowledge and abilities are present in students' daily lives, learning becomes more meaningful, more appealing, and simpler to comprehend (Kumar et al., 2022). Students can achieve academic success, build cultural competency, and gain critical awareness through culturally responsive teaching (Ladson-Billings in Edwards & Edick, 2013). The role of teachers should employ a variety of techniques to get to know their students, foster a sense of community within the classroom, modify the curriculum to meet the requirements and preferences of the students, and make the lessons relevant to the local wisdom culture (Lawrence, 2020). The importance of teacher's ability to improve creativity and students' sense of belonging is also supported by Alexander (2020); the genuine teacher-student connections and instruction that takes into culturally responsive

teaching were essential in promoting students' success. These teachers' perspectives supported the necessity for partnerships that promote cross-cultural linkages, outside interaction, high expectations, and mutual respect.

In learning advertisement text, the teacher found an opportunity to make students enthusiastic, namely by linking it to Pancasila students' profile strengthening project. The purpose is for students to have clear guidelines for producing advertisements and to be more proficient, focused, and knowledgeable in the subject. Therefore, the ability to write advertising is necessary in order to pique the audience's attention and encourage them to purchase the goods or services being offered. Advertising typically promotes products or services. The modern advertising infrastructure allows for exponential growth in product or service sales. The purpose of advertising, according to Kosasih (2014: 148), is to promote or persuade the audience to offer goods or services. While Wahono et al. (2016: 32) assert that commercials can also make appeals in addition to providing goods or services, including public service advertisements. According to Astuti and Samhati (2016: 1), advertising is, in theory, a method of conveying messages that communicators carry out in a non-personal fashion through the media to be seen by communicants in exchange for payment. From a few of these justifications, it can be concluded that advertising is a message distributed with the intention of convincing the target audience to purchase and utilize the products or services it supplies.

Students at Public Senior High School 14 Semarang need real experience and skills to be able to make good and attractive advertisements. If this experience is not obtained, it will be difficult for the advertisements produced to meet the expected standards. Samosir et al. (2021) found the problem on this topic; instead of the grammatical errors, the inventiveness and worth of students' learning outcomes in learning how to produce advertisement copy are less satisfactory under actual classroom circumstances. Belova et al., (2016) added the explanation that the situation is not as envisaged. Writing advertisement still does not adhere to the standards of a full advertisement, including proper language and word choice. The identical message, which was supplied by Charlina et al. (2022), writing advertisement text was not really conveyed in class and did not match the expected signs, for instance, students are still having trouble identifying the product being sold. Students haven't been able to shorten terms using the conventions used in classified advertising. The shortened words are also less thick and unclear. Thus, editing presents challenges for students. It became the teacher's reflection to provide real experience to his students on advertisement text learning material. In case they needed to advertise their products in Pancasila students' profile strengthening project, the students were asked to make good and attractive advertisement text. By doing the integration between English subjects on the topic of advertisement text and the Pancasila students' profile strengthening project with an entrepreneurial theme, students could directly get real experience on writing the advertisement.

Teacher must establish a shared understanding with students about making judgments on things directly related to the teaching and learning process to implement a class based on the CRT approach. These include things like attitudes, curricular content, and assessments. According to the above description, it is also mentioned regarding the concept of class application, which states that a teacher is not expected to master the class when giving information. Teachers can play the role of a portion that requests information from students. Such class actions, according to Irizarry (2015) truly reflect a socially constituted community. Irizarry (2015) mentioned the following strategies in creating a teaching context based on the CRT approach such as participating in the community, mapping local

wisdom, serving as tour guides, and immersing experiences. The implementation of the culturally responsive teaching approach on the topic of advertisement text is expected can support students' knowledge in relation to printing pamphlets or advertising promotion media that attract customers. It contains several important elements of knowledge, namely how the language is used, what structures are in the advertisement text, what positive sentences can attract customers, and all of these student products will be packaged in English. The teacher needed to sort out to adjust learning materials and the cultural context of students. This is intended for cultural integration owned by students in line with the social functions contained in English the material like advertisement text (Paragae, 2021). The cultural wisdom used in writing ad text is traditional food of Semarang, such as *lumpia*, *bandeng presto*, *tahu bakso*, and etc. The researcher, who served as a pre-service English teacher in class X-9 of Public Senior High School 14 Semarang provided material reinforcement in class through discussion activities and showed examples of advertisements. Through these activities, students were expected to have an overview or draft related to the entrepreneurial product advertisement that would be made.

Previous research from Schirmer & Lockman (2022) about culturally responsive teaching in an undergraduate online general education course showed the themes of non-differentiated replies, missed opportunities to address linguistic or cultural disparities, and a lack of support for collaboration or a sense of community. Hutchison & McAlister-Shields (2020) also doing the research about culturally responsive teaching: Its application in higher education environments mentioned the instructional activities can help their students learn how to co-design culturally responsive lessons. This kind of training should result in a process whereby faculty in higher educational settings can help pre-service teacher candidates and graduate-level students understand the community in which they will serve or already serve and to bring their students' knowledge resources into constructive and effective learning environments. In addition, Iwai (2019) on their research about pre-service teachers' perceptions of culturally responsive teaching using multicultural literature revealed that Pre-service teachers improved their knowledge of multicultural literature and culturally responsive teaching, as well as their ability to teach a variety of students and put that knowledge into practice. Referring to all previous researches, there are some important points highlighted. First, English teachers as educators are expected to be able to accompany and transfer knowledge to teach student where they come from diverse cultural backgrounds. Second, there is no cultural responsive curriculum created to support the English teacher and English teaching. Third is student diversity is the source of English teaching. Some key points have been noted with reference to all prior researches. In order to implement CRT to students who come from a variety of cultural backgrounds, the instructors must first be able to accompany them and impart knowledge. Second, there is no curriculum designed to assist teachers that is culturally appropriate. Student diversity is the third factor that influences how lesson is taught by combining with cultural understanding. Based on these, the current research is different from the previous research. The implementation of CRT in English subjects, especially advertisement text in collaboration with the Pancasila students' profile strengthening project by optimizing theories of Gay's CRT and Irizarry's strategy can provide enlightenment that culture can be content in English learning and collaboration with other fields that have the potential to increase students' insight will make teachers become collaborative teachers. So, students will understand the learning material along with good cultural sensitivity skills as well.

As a result of the background justification given, the research question for this research was "How is the CRT approach applied in teaching advertisement text within the

collaboration with the Pancasila students' profile strengthening project?". This then later, the aim of this research is in line with the problem; to use the CRT approach to teach advertisement text by doing the collaboration with Pancasila students' profile strengthening project.

Research Methods

Each research project must be able to support, a design that will serve as a roadmap for collecting research data. Every expert has varied definitions of what study design means. Creswell (2013) stated research design consists of specific strategies and procedures for data collecting and analysis. In light of this, a descriptive qualitative technique was chosen for the research design. It is used to explain the evaluation of CRT use in teaching advertisement text.

The populations of this study were 10th grade students of Public Senior High School 14 Semarang. The samples used in this study were 10th grade students of Public Senior High School 14 Semarang at X-9 class. Based on the characteristics of the samples chosen, the sampling technique used was purposive sampling (Fraenkel Wallen N. E. & Hyun H. H, 2017).

Three meetings were observed in order to obtain supporting data related to the implementation of CRT approach on advertisement text. The implementation of CRT approach by English teacher will be observed at each meeting by an observer (in this case, the researcher also serves as an observer). A few steps were taken when doing the research. The researcher first chose the research sample. The CRT Approach to advertisement text was then used in instructional activities by integrating with the Pancasila students' profile strengthening project. As part of the observation process, the teaching and learning activities were recorded. Additionally, in order to address research issues, the researcher evaluated data; the results of this study were then reported.

Findings

Based on the research objectives stated above, the researcher focused on the point of mapping local wisdom (assess mapping) in this finding. This finding is based on the theory of Irizarry (2015) regarding the strategy of implementing CRT during the learning process. The researchers chose to focus on the strategy in which the researchers map the associations of community members according to tribe/ethnicity in Central Java province, Indonesia. CRT approach on teaching advertisement text topic includes numerous stages such as preparing and conditioning class, giving explanation on the local food branding, presenting the draft of local food advertisement target, monitoring the progress, and performing the results. From these stages, it was discovered that students participate and make collaboration in all the activities as follows:

a. Preparing and conditioning class

The first thing the teacher considered was to prepare advertisement text learning materials with Culturally Responsive Teaching (CRT) content in them. In implementing CRT on this topic, English teachers coordinated with teachers who handle the Pancasila students' profile strengthening project because they already had assignments on the project to carry out selling activities with the theme of traditional food. In class x-9, students had been divided into 3 groups to carry out the project. Furthermore, the teacher gave an explanation of the advertisement text material by displaying the types of traditional food in Central Java province. In the advertisement

material, students gained the understanding of definition, types, strategies, generic structure, and the language features of advertisement text. Students are also given examples of food advertisements in restaurants that sell traditional food so that students can analyze the content in it and get an overview or inspiration related to the product to be made. In groups, they were given the opportunity to discuss the advertising text that would be made for the marketing of the project.

b. Giving explanation on the local food branding

The teacher gave an explanation regarding the types of traditional food found in Semarang and the other Central Java area. To equip marketing activities, teachers provided strategies to increase the selling value of traditional food products that will be used as projects. The strategy offered by the teacher is through the selection of iconic friends to be brand ambassadors to be appointed in advertising products owned by the group. Second, students could add positive, imperative, connotative and persuasive sentences in the advertising products that would be created including providing unique product names in order to increase the value of the food. And finally, the teacher advised students to conduct a field survey of the taste, price, and quality of similar products that would be used in this project. Throughout the series of activities in this phase, students were expected to get inspiration to create interesting, unique and informative advertising texts. Teachers gave students the freedom to create advertising text in the form of posters, pamphlets, videos, or animations.

c. Presenting the draft of local food advertisement target

Students made presentations related to the draft advertisements that have been made. Class presentations were carried out by displaying advertising text and showing food products to be sold. The main focus in the presentation was the suitability of the theme, the uniqueness of the product, and the content standards contained in the advertisement text. The presentation was carried out alternately and each group was given the opportunity to ask questions and provide input related to the advertising products made. The teacher served as a facilitator in the classroom, namely providing feedback in the form of appreciation for the work that has been made by students. In addition, teachers also provided input that aims to make the advertisement text produced by each group meet attractive, unique, and informative advertising standards.

d. Monitoring the progress

The teacher monitored the progress of advertisements that have been made by students. Checking was carried out on the preparation of making products to be sold, the content to be included in advertisements, the value of product prices and sales strategies (whether a pre-order system had been carried out or not). The progress data for making the resulting advertisement text were as follows:

Table 1. Data of monitoring students' readiness on making the product of advertisement text

Name of Groups	List of products	Fullness of content standards in advertisement text	Availability of product
WIRAWAN	<i>Putu ayu, arem-arem, tahu bakso Semarang, sosis Solo, and lumpia</i>	<ul style="list-style-type: none"> ✓ Purpose ✓ Name of product ✓ Users 	<ul style="list-style-type: none"> -Product is available on D-Day -Pre order

		✓ Correct tenses	
		✓ Positive word	
		✓ Connotation	
		✓ Imperative sentence	
WARPATLAS	<i>Sate srepeh, bandeng presto, lemper, gemblong bakar, and mendoan.</i>	✓ Purpose	-Product is available on D-Day
		✓ Name of product	-Pre order
		✓ Users	
		✓ Correct tenses	
		✓ Positive word	
		✓ Connotation	
		✓ Persuasive sentence	
		✓ Contact person or social media information	
KEDAI TERSERAH	<i>Banana crunchy, lumpia Semarang, tahu bakso, arem-arem and Serabi notosuman</i>	✓ Purpose	-Product is available on D-Day
		✓ Name of product	-Pre order
		✓ Users	
		✓ Correct tenses	
		✓ Positive word	
		✓ Persuasive sentence	

Table 1 mentioned that WIRAWAN groups had various products such as *Putu ayu, arem-arem, tahu bakso Semarang, sosis Solo, and lumpia*. The fullness of content standards in advertisement text were purpose, name of product, users, correct tenses, positive word, connotation, and imperative sentence. This group still needed to add persuasive word and contact person or social media information. The product was available on D-day. Pre-order system was also available for buyer candidates. The second group was WARPATLAS. They sold various products such as *Sate srepeh, bandeng presto, lemper, gemblong bakar, and mendoan*. The fullness of content standards in advertisement text were purpose, name of product, users, correct tenses, positive word, connotation, persuasive sentence, and contact person or social media information. This group still needed to add imperative words in order to improve an informative advertisement. The buyer candidates could buy the product on the D-day or list the pre-order system. The third group was KEDAI TERSERAH. This group had various products also such as *Banana crunchy, lumpia Semarang, tahu bakso, arem-arem and Serabi notosuman*. The fullness of content standards in advertisement text were purpose, name of product, users, correct tenses, positive word, and persuasive sentence. This group still needed to add connotation, imperative words, and contact person or social media information. The product could be available on the D-day. The buyer candidates also could book by listing on pre-order system. From all the traditional food mentioned above, most of the traditional food were from Semarang, instead of the other traditional food were from different regions in the province of Central Java, Indonesia. Here are where the traditional food comes from such as *Putu ayu (all over Central Java district), arem-arem (Kebumen), tahu bakso (Semarang), sosis (Solo), lumpia (Semarang), sate srepeh (Rembang), bandeng presto (Pati), lemper (all over Central Java district), gemblong bakar (all over Central Java district), mendoan (Banyumas), banana crunchy (Semarang), and serabi notosuman (Solo)*.

e. Performing the results

The teacher had informed that the resulting advertising text will be presented and presented during the anniversary of Public Senior High School 14 Semarang. Products produced by students were in the form of pamphlets and advertising videos. At this

stage, students showed the superiority of the quality of their respective products accompanied by advertisements that have been made. Students had been equipped with some imperative and persuasive utterance knowledge in previous meetings so that they demonstrated or practiced promotional activities to get many buyers. The teacher gave appreciation and constructive feedback for the hard work done by students to complete the creation of advertising texts with traditional food themes.

Discussion

Culturally responsive teaching explores students' traits and experiences. This statement was supported by Karataş et al. (2022) who explained when academic knowledge and abilities are present in students' daily lives, learning becomes more meaningful, more appealing, and simpler to comprehend. This approach is expected to fulfil MERDEKA curriculum that has a mission on integrating the learning materials and local wisdom culture. It means that teacher needs special approach to integrate materials and culture. CRT is being the solution on facilitating the teacher to introduce the local wisdom culture through learning activities that can be in the form of content, processes, and products. Students got academic success, build cultural competency, and gain critical awareness through culturally responsive teaching (Ladson-Billings in Edwards & Edick, 2013). The teachers on handling CRT should employ a variety of techniques to get to know their students. There are substantial links between the teacher traits and how frequently teachers engage in socially and culturally aware instruction (Abacioglu et al., 2020). Perspective taking was a better predictor of both CRT aspects. It can be said that the importance of including, in particular, perspective-taking experiences and exercises into teacher education and professional development programs, which could benefit all students regardless of background. It also needed to foster a sense of community within the classroom, modify the curriculum to meet the requirements and preferences of the students, and make the lessons relevant to the local wisdom culture (Lawrence, 2020). By examining students' academic and psychosocial aptitudes, culturally responsive teaching can help students grow as diverse individuals (Gay, 2018).

The implementation of CRT in English subjects, especially advertisement text in collaboration with the Pancasila students' profile strengthening project by optimizing theories of Gay (2018) and the strategy from Irizarry(2015) provide the enlightenment about the culture that can be a content in English learning. The researcher focused on the second strategy in which the researchers map the associations of community members according to tribe/ethnicity in Central Java province, Indonesia. The collaboration with other fields has the potential to increase students' insight. There were five stages such as preparing and conditioning class, giving the explanation on the local food branding, presenting the draft of local food advertisement target, monitoring the progress, and performing the results.

The first stage was preparing and conditioning the class. The activities contained to ask permission to the teacher who handled Pancasila students' profile strengthening project in Public Senior High School 14 Semarang. It should be the way to build the collaboration between English subject and P5 project. The English teacher continued to explain the

advertisement materials by using the content of local wisdom culture. Students in X-9 class of Public Senior High School 14 Semarang have different cultural backgrounds. There are students who are native residents of Semarang, but there are also students who come from other cities in Central Java. So teachers need to do the right cultural content mapping. According to Markey et al. (2021), the teacher must consider when planning culturally responsive teaching as a means of nurturing intercultural inclusiveness. Understanding student learning needs and vulnerabilities, facilitating respectful discussions, challenging assumptions, and encouraging intercultural dialogue, are vital areas for consideration. Students had the assignments on the Pancasila students' profile strengthening project to carry out selling activities or entrepreneurship with the theme of traditional food. To complete the project, students in X-9 class were separated into three groups. Furthermore, the teacher demonstrated the many forms of traditional food in Central Java region to explain advertisement text materials. Students learned about the definition, types, methods, generic structure, and language elements of advertisement text through the advertisement material. Students were also provided samples of food advertisements in conventional food restaurants so that they can examine the content and acquire an overview or inspiration for the product to be developed. They were given the opportunity to discuss the advertisement text that would be created for the products in groups. At this stage, students are motivated and proud of their traditional food culture. This goal is in line with the statement of Chou et al. (2018) that mentioned the purpose of CRT implementation are "establishing inclusion" to "developing a positive attitude," "enhancing meaning," and finally "engendering competence" through reflection.

The second stage was giving explanation on the local food branding. This activity focused to explain the different varieties of traditional food found in Semarang and other parts of Central Java. Teachers proposed ideas to raise the value of traditional food products that will be used as projects to equip marketing activities. The teacher's plan involved selecting iconic friends to serve as brand ambassadors in advertising products owned by the group. Brand ambassador is someone who has a big and trustworthy role to represent certain products, one of which is in forming a positive image of a product. There are many ways that can be done to create a positive image of a product so that it is well known by the audience (Aliffia & Purnama, 2022). Second, students could include positive, urgent, connotative, and persuasive language in the advertising products they produce, such as providing distinctive product names, to boost the food's worth. The use of an imperative sentence in advertising slogans allows the advertisers to establish a direct and living connection with their audiences, create the illusion of a dialogue, draw attention to the advertised object or service, and persuade a potential customer of the need to choose the advertised object or service (Khrabskova & I.V. Tomicheva, 2022). It can be said that imperative sentence is fundamental to gain audience's perspective. Furthermore, the teacher suggested that students do a field survey of the flavor, price, and quality of comparable products that would be used in this project. Students are intended to be inspired to develop engaging, original, and instructive advertising texts as a result of the activities in this phase. A survey of product desires and tastes is needed to get a positive response from our target market (Chung & Kim, 2021).

Thus, the seller can develop strategies that are better than their competitors, so that the potential and opportunity to win the competition becomes greater. Teacher allowed students to write advertising text for posters, brochures, movies, or animations.

The third stage was presenting the draft of local food advertisement target. The activity focused on students' presentation on their advertisement draft. Displaying commercial material and exhibiting food products for sale are used in class presentations. The quality of product will be shown by its appearance or packaging including food and beverages. Greene et al., (2022) suggested that 'personalities' are a uniquely powerful advertising tool for targeting young adults. This marketing technique is considered very useful because it shows the personality of the owner. The presentation's key focus is the theme's applicability, the originality of the product, and the content requirements contained in the advertisement language. Students explained the excellence of taste, product uniqueness (originality), and attractive packaging to convince audiences that the qualities were original products that were delicious, healthy, and nutritious. It is useful because these aspects can increase public awareness in regard to the behavioral and perceptual impacts of food advertising, and to inform and influence the decisions of health professionals and policy makers (Vukmirovic, 2015). The presentation was delivered alternately, with each group having the opportunity to ask questions and provide feedback on the advertising materials created. The teacher acted as a facilitator in the classroom by giving students feedback in the form of gratitude for their efforts. Furthermore, teachers provided advice aimed at making the ad copy produced by each group attractive, original, and memorable.

The fourth stage was monitoring the progress. The teacher kept track of the progress of student-created advertisement. Monitoring is needed to maintain the quality of our product advertisements and evaluate things that can be improved in these advertisements. According to Mpinganjira & Maduku (2019), consumers' perceptions of brand ethical value are significantly influenced by perceived privacy control, desire for privacy, privacy worries, and attitude toward mobile behavioral advertising. It means that each advertisement contains different ethics and intends to achieve the perspective of the expected target market. The activities focused to check the preparation of creating things to be sold, the content of advertisements, the value of product prices, and sales techniques (whether or not a pre-order system has been implemented). The data showed that WIRAWAN group sold a variety of goods, including *Putu ayu*, *arem-arem*, *tahu bakso Semarang*, *sosis Solo*, and *lumpia*. The purpose, product name, users, correct tenses, positive were the fullness of content standards in advertisement text. These categories still required persuasive words and contact person or social media information. On D-day, the product was available. For buyer candidates, a pre-order mechanism was also accessible. WARPATLAS was the name of the second group. *Sate srepeh*, *bandeng presto*, *lemper*, *gemplong bakar*, and *mendoan* were among the items they sold. The purpose, name of the product, users, correct tenses, positive word, connotation, persuasive sentence, and contact person or social media information were the fullness of content standards in advertisement text. In order to improve an informative commercial, this group still needed to incorporate imperative words. Buyer candidates could purchase the product on the D-day or register for the pre-order system.

KEDAI TERSERAH was the third group. This group sold various products namely *banana crunchy*, *lumpia Semarang*, *tahu bakso*, *arem-arem*, and *serabi notosuman*. The purpose, product name, users, correct tenses, positive word, and compelling sentence were the content standards in advertisement language. This category still needed to include connotation, imperative words, and contact information or social media links. The products were accessible on D-Day. Buyer candidates could also book by listing on the pre-order mechanism. As the additional information, the majority of the traditional foods mentioned above were from Semarang, while the other traditional foods were from various places in Central Java province, Indonesia. Here are where the traditional food comes from such as *Putu ayu* (all over Central Java district), *arem-arem* (Kebumen), *tahu bakso* (Semarang), *sisis* (Solo), *lumpia* (Semarang), *sate srepeh* (Rembang), *bandeng presto* (Pati), *lemper* (all over Central Java district), *gemplong bakar* (all over Central Java district), *mendoan* (Banyumas), *banana crunchy* (Semarang), and *serabi notosuman* (Solo).

The last stage was performing the results. The activity focused on the performance of students on advertising the product. The teacher stated that the resulting advertising text will be presented on the Public Senior High School 14 Semarang anniversary. Student-created products include pamphlet, poster and commercial videos. At this stage, students demonstrate the superiority of the quality of their respective items, supported by marketing. Promotion can affect increasing brand awareness for consumers, especially new consumers. These statements were supported by Guitart et al. (2018) which mentioned that advertising up should be consistently used over time. To boost a company's market sustainability, it is critical to use the appropriate form or combination of forms of advertising based on the product and target demographic (Korenkova et al., 2020). Promotion carried out by the brand becomes a means to introduce the product and the brand itself. Subsequently, promotion is important when starting a new business. Students were confident to advertise their products. In prior meetings, students were given some imperative and compelling utterance knowledge so that they may exhibit or practice promotional efforts to attract a large number of buyers. So, the students were confident to advertise their products. The teacher praised and provided helpful criticism to students for their efforts in creating advertising texts with traditional cuisine themes.

Furthermore, the role of teacher acts as a facilitator who knows and assesses the mapping of the students' original culture. This condition is in line with the research from Lawrence (2020) that mentioned the role of teachers should employ a variety of techniques to get to know their students, foster a sense of community within the classroom, modify the curriculum to meet the requirements and preferences of the students, and make the lessons relevant to the local wisdom culture. In addition, teacher reflects various activities that have the potential to increase understanding of the material we teach, especially on the topic of advertisement text through the content of local wisdom culture. It was supported by Alexander (2020) that showed the importance of teacher's ability to improve creativity and students' sense of belonging. It means that the genuine teacher-student connections and instruction that takes into culturally responsive teaching were essential in promoting

students' success. This connection has been completed through the integration of CRT on the topic of advertisement text with the Pancasila students' profile strengthening project.

Conclusion

The integration of CRT in English subjects, especially advertisement text with Pancasila students' profile strengthening project successfully encourage the cultural sensitivity, especially traditional food. Through this learning, students get the following benefits namely the improvement of local wisdom cultural understanding (knowing various types of traditional food and the ingredients used) and the ability of creating informative advertisement.

On integrating this approach, the teacher favorably acts as a facilitator who knows and assesses the mapping of the students' original culture. Teacher reflects various activities that have the potential to increase understanding of the material we teach, especially on the topic of advertisement text through the content of local wisdom culture. Some suggestions are proposed as follows; the teachers should sort out the cultural content that can be included in English material and the teachers should also have extensive cultural references related to student backgrounds in order to help spark student creativity.

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