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Implementing Culturally Responsive Teaching to Improve Critical Thinking and Social Sensitivity in 7th Grade Social Studies

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ABSTRACT

Education is a continuous process that should align with students' socio-cultural contexts. Culturally Responsive Teaching (CRT) offers an approach that integrates these contexts into the learning process to enhance critical thinking and social sensitivity. This study aims to examine the impact of CRT on the critical thinking skills and social sensitivity of seventh-grade students at SMPN 11 Madiun. This classroom action research was conducted in two cycles, employing Problem-Based Learning (PBL) and Contextual Teaching and Learning (CTL) models. These methods were designed to incorporate students' cultural backgrounds into Social Science instruction. Students created self-profile videos and explored local folklore as part of the learning activities. In the first cycle, 82% of students demonstrated adequate critical thinking, which increased to 94% in the second cycle. Social sensitivity also improved significantly: initial observations showed that only 43.76% of students met the standard for social sensitivity, while by the end of the second cycle, 100% exhibited empathy and respect for others. The average score of student learning outcomes rose to 90.56, with learning completeness reaching 93.75%. The findings suggest that CRT, when contextualized through culturally relevant materials and learning strategies, can effectively improve students' critical thinking, social awareness, and academic achievement. By creating reflective and culturally meaningful learning experiences, CRT fosters deeper engagement and empathy in the classroom.

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1. INTRODUCTION

Education is one of the most important factors in a nation's development and in improving the quality of its human resources(Budiwibowo, n.d.). In this context, the curriculum plays a vital role at the heart of the education system by determining its direction, content and learning process. (Munandar, 2017) emphasised that the curriculum reflects the right education policy and is an instrument for improving the quality of education. This aligns with the 2003 Indonesian Law No. 20, which defines the curriculum as a set of plans and arrangements regarding objectives, content, and learning methods used as guidelines for national education implementation(Rahayu et al., 2022). In the face of changing times,

the education system must prepare a generation that is resilient, intelligent, creative and moral. One relevant approach to meeting these needs is independent learning. This concept aligns with Ki Hadjar Dewantara's educational philosophy, which emphasises balance between students' will, emotions, and creativity. Independent learning encourages the development of teacher and student competencies and is a medium for character formation rooted in national values (Ainia, 2020; Tarihoran, 2017).

Implementing independent learning policies requires teachers to play an active role as facilitators, creating a conducive and enjoyable learning environment(Chumairoh, 2022). They are expected to be creative and innovative when designing strategies and choosing learning materials to make the learning process interesting and avoid monotony(M. Yusuf & Arfiansyah, 2021). Teachers are also given the freedom to select curriculum components that align with the characteristics and needs of their students, while prioritising the development of critical thinking, creativity, and moral values(Sibagariang et al., 2021). An ideal education liberates students and fosters the development of a character based on the principles of Pancasila. This character encompasses faith, noble morals, independence, awareness of global diversity, critical thinking skills, and the ability to produce meaningful and useful work Sani, 2022). In this case, the learning process is seen as relatively permanent behavioural change resulting from learning experiences (Wuryani et al., 2021).

Furthermore, education is inextricably linked to the cultural environment of students. Local cultural values play a significant role in shaping students' character and developing their potential(Omeri, 2015) . A culture-based learning approach is considered effective in helping students to understand social and scientific realities more comprehensively(Miskiyyah & Buchori, 2023). Therefore, a positive school culture is important in supporting successful learning, particularly in developing students' critical thinking skills and social awareness.

Critical thinking skills are an important aspect of higher order thinking. Critical thinking involves analysing, evaluating and concluding information in a systematic and logical manner(S. J. Sudarmiani & Baedhowi, n.d.). Students with these skills can process information, identify relationships between it, and make sound decisions (Azizah et al., 2018). Conversely, social sensitivity, which is an integral part of a student's character, must also be developed simultaneously through contextual learning practices. However, class VII C at SMPN 11 Madiun presents serious challenges in developing both critical thinking skills and social sensitivity. Students in this class generally have a passive attitude, lack confidence and do not engage with the learning process. Initial data from the guidance counsellor's assessment showed that 87.50% of the 32 students faced social problems, 75% had learning difficulties, and 46.88% had unclear career goals. Initial observations also indicated that only 12.5% of students demonstrated excellent critical reasoning skills, while 28.13% were categorised as poor. Similar results were observed in terms of students' social sensitivity, with only 9.38% in the 'very good' category (Observation Document of Guidance and Counselling Teachers of SMPN 11 Madiun, 2024).

These problems directly impact students' academic achievement. This is evident from the results of daily social studies tests, which reached only 47% in the first semester. One factor influencing this low achievement is the transition period from elementary to junior high school, accompanied by differences in learning culture and social environment. Changes in learning models, increased study hours and diverse family backgrounds present students with challenges in adapting optimally.

A number of previous studies have demonstrated that the Culturally Responsive Teaching (CRT) approach offers a promising solution to the challenges faced in student engagement and learning outcomes. Research by Wulandari and Ningsih (2023) and Rahmawati et al. (2024) indicates that the implementation of CRT can significantly enhance students' critical thinking skills and motivation to learn. Similarly, Sulistyowati et al. (2024) found that CRT positively influences students' emotional engagement and increases active participation in the learning process.

CRT is an instructional approach that integrates students' local values, cultural backgrounds, and lived experiences into the curriculum, thereby making learning more relevant, meaningful, and enjoyable (Septantiningtyas et al., 2019). Beyond simply acknowledging cultural diversity, CRT fosters social

awareness and strengthens students' critical thinking by encouraging reflection on social and cultural contexts (Robo & Taher, 2021).

Given the importance of addressing these educational challenges, this classroom action research aims to evaluate the effectiveness of the Culturally Responsive Teaching approach in improving the critical thinking skills and social awareness of Class VII C students at SMPN 11 Madiun.

2. METHODS

This study employs a descriptive qualitative approach in the form of classroom action research (CAR), which seeks to enhance students' critical reasoning abilities and social awareness via the culturally responsive teaching (CRT) approach. This research is in the form of classroom action research, namely research conducted with the aim of improving the quality of learning practices in the classroom(Sanjaya, 2016; A. M. Yusuf, 2016).The CAR design used refers to the Kemmis and McTaggart model(Indra et al., 2021), consisting of four stages: (1) planning; (2) action implementation; (3) observation; and (4) reflection. The research was conducted in two learning cycles. The stages of the research process are shown in Figure 1 below:

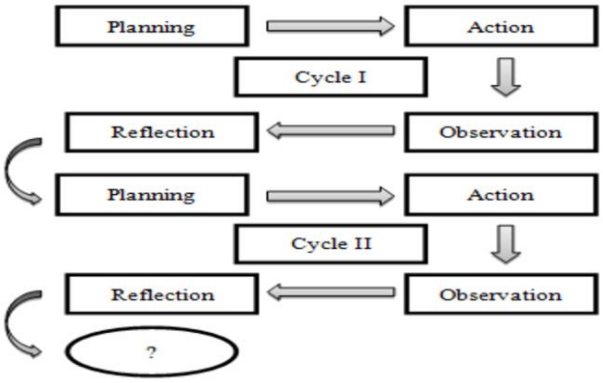

Figure 1. Steps of classroom action research

The subjects in this study were all 32 students of class VII C of SMPN 11 Madiun. Class VIIC was chosen because, based on initial observations of the class, the social sensitivity, critical thinking skills, and learning outcomes of most students were still low. Data sources include primary data obtained from students, teachers, and collaborators through observation, tests, interviews, and questionnaires as well as secondary data including previous learning outcomes, student personal documentation, activity photos, and school archives.

The data collection methods used were observation of student and teacher activities during the learning process(Moleong, 2019; Sudaryono & Rahayu, 2013; Sukmadinata, 2012) questionnaires to measure students' perceptions and changes in attitudes related to social sensitivity and involvement in learning(Anggito & Setiawan, 2018); tests to measure critical reasoning skills before and after implementation of the action; interviews to gain more information from students and teachers regarding the effectiveness of learning; and documentation including photos, recordings of learning activities and field notes.

For the range of values for learning outcomes, indicators of critical reasoning ability and social sensitivity are based on the agreement of social studies teachers at SMPN 11 Madiun, by considering input of student values from elementary school and the school's initial assessment during PPDB, namely :

Table 1. Assessment Criteria

Number	Value	Range Category
1.	Very Good	86 - 100
2.	Good	75 - 85
3.	Quite Good	60 - 74
4.	Not Good	0 - 59

The success of the research is measured by increasing students' critical reasoning skills and social sensitivity, and by the completion of at least 75% of individual learning outcomes and at least 85% of classical learning outcomes. These indicators are assessed through direct observation and formative test results. Data were analysed using the Miles and Huberman model through three stages:

a. Data reduction: filtering important information.
b. Data presentation: presenting the data in narrative form.
c. Verification and drawing conclusions: answering research questions by drawing new conclusions.

3. FINDINGS AND DISCUSSION

3.1 Findings

This research was conducted in Class VII C at SMPN 11 Madiun, with a total of 32 students (16 males and 16 females). This class was selected as the subject of the research due to the diversity of the students' cultural, social and academic backgrounds. The main issue was the students' low critical reasoning ability and social sensitivity, which impacted learning outcomes and classroom dynamics. To address these issues, the research was conducted in three stages: pre-cycle, cycle I and cycle II. The intervention strategy employed combined the Culturally Responsive Teaching (CRT) approach with the Problem-Based Learning (PBL) learning model, the Contextual Teaching and Learning (CTL) method, discussions and jigsaw activities.

3.1.1 Pre Cycle

An initial assessment was conducted in the pre-cycle stage to identify potential student problems. The results of the teacher assessment showed that: - 87.5% of students experienced social problems; 75% of students experienced learning problems; 15.63% of students experienced personal problems;46.88% of students faced career problems. Low learning outcomes were also evident in the average student score of 67.09 and the classical completion rate of only 47%. Based on observations of critical reasoning skills and social sensitivity, the following results were obtained:

Table 2. Critical Reasoning Ability Pre-Cycle

Category	Number of Students	Percentage
High Critical Reasoning	4	12.50%
Critical Reasoning	8	25.00%
Moderate Critical Reasoning	11	34.38%
Low Critical Reasoning	9	28.12%

Table 2 above shows that 9 students (28.12%) are less critical in their reasoning, 11 students (34.38%) are quite critical, 8 students (25%) are good at reasoning, and 4 students (12.5%) are very critical. 37.5% of students meet the completion criteria, but need further assistance with Culturally Responsive Teaching (CRT) research. They have not yet met the classical completion criteria.

Table 3. Social Sensitivity Pre-Cycle

Category	Number of Students	Percentage
Very Socially Sensitive	3	9.38%
Socially Sensitive	11	34.38%
Quite Socially Sensitive	13	40.63%
Less Socially Sensitive	5	15.63%

Table 3 shows that five students (13.63%) were found to have low social sensitivity, 13 students (40.63%) had sufficient social sensitivity, 11 students (34.38%) had good social sensitivity, and three students (9.38%) had very high social sensitivity.

The teacher's performance in facilitating learning was scored 43 out of 60 (71.67%), indicating the need for more effective learning strategies.

3.1.2. Cycle 1

The implementation of Cycle I took place over the course of two meetings. The Culturally Responsive Teaching (CRT) approach involved using folklore videos and student profiles as learning resources. Students became more involved in group discussions.

Table 4. Learning Results of Cycle I

Category	Number of Students	Percentage
Very Good	9	28.13%
Good	17	53.13%
Quite Good	4	12.50%
Not Good	2	6.25%

Based on Table 4, which shows the distribution of student scores in Cycle 1, two students (6.25%) are in the 'poor' category, four students (12.5%) are in the 'fairly good' category, seventeen students (53.125%) are in the 'good' category, and nine students (28.125%) are in the 'very good' category.

Table 5. Critical Reasoning Ability Cycle I

Category	Number of Students	Percentage
High Critical Reasoning	12	38%
Critical Reasoning	14	44%
Moderate Critical Reasoning	6	18%
Low Critical Reasoning	0	0%

Table 5 above shows that there are no students who are less critical in their reasoning. Six students (19%) are quite critical, 14 students (44%) are good, and 12 students (38%) are very critical. 82% of students have improved since the pre-cycle. There has been an increase of around 44.5%. However, this meets classical completeness.

Table 6. Social Sensitivity Cycle I

Category	Number of Students	Percentage
High Social Sensitivity	8	25%
Medium Social Sensitivity	24	75%
Low Social Sensitivity	0	0%

Table 6 shows that 24 students (75%) met the good criteria and 8 students (25%) were included in the very social sensitivity group.

Teacher performance increased, achieving a score of 53/60 (88.3%) and an average of 3.53, which places it in the 'good' category. Group discussion activities also showed improvement, with two groups achieving the 'very good' category.

3.1.3 Cycle II

In Cycle II, the Jigsaw Method was added to the discussion strategy. Folklore media and social role videos were used again to provide a cultural context for learning.

Table 7. Learning Results of Cycle II

Category	Number of Students	Percentage
High Critical Reasoning	20	62.5%
Critical Reasoning	10	31.25%
Moderate Critical Reasoning	2	6.25%
Low Critical Reasoning	0	0%

As shown in Table 7 above, the learning outcomes are as follows: two students (6.25%) in the fairly good category; ten students (31.25%) in the good category; and twenty students (62.5%) in the very good category.

Table 8. Critical Reasoning Ability Cycle II

Category	Number of Students	Percentage
High Critical Reasoning	19	59%
Critical Reasoning	11	35%
Moderate Critical Reasoning	2	6%
Low Critical Reasoning	0	0%

As can be seen from Table 8 above, 2 students (6%) have moderate critical reasoning, 11 students (34%) have good critical reasoning, and 19 students (59%) have high critical reasoning. 94% of students have achieved classical completeness. Only two students still need individual assistance.

Table 9. Social Sensitivity Cycle II

Category	Number of Students	Percentage
High Social Sensitivity	12	37,5%
Medium Social Sensitivity	20	62,5%
Low Social Sensitivity	0	0%

As can be seen from Table 9, 20 students (62.5%) met the fairly sensitive criteria, while 12 students (37.5%) met the very sensitive criteria.

Teacher performance achieved a score of 55/60 (91.7%), placing it in the 'very good' category. All observation indicators showed consistent improvement from the pre-cycle to cycle II.

3.2. Discussion

3.2.1. Critical Reasoning Skills

This study examined the critical reasoning ability of Class VII C students at SMPN 11 Madiun, which showed a significant increase from pre-cycle to cycle 2. Prior to the implementation of Culturally Responsive Teaching (CRT), many students struggled to develop their critical thinking skills. Based on

pre-cycle observations, 9 students were categorised as having poor critical reasoning skills, 11 as having quite good skills, and only 4 as having very good skills. However, positive changes were seen after the implementation of CRT alongside the Problem-Based Learning (PBL) model and Contextual Teaching and Learning (CTL) method, supported by discussion and jigsaw activities.

In cycle 1, improvement was seen with more students in the good and very good categories. In cycle 2, 94% of students had achieved very good critical reasoning skills. No students were in the less critical reasoning category, and only 2 students were in the fairly good category. This shows that more students are able to develop their critical thinking skills through learning that focuses on their socio-cultural context.

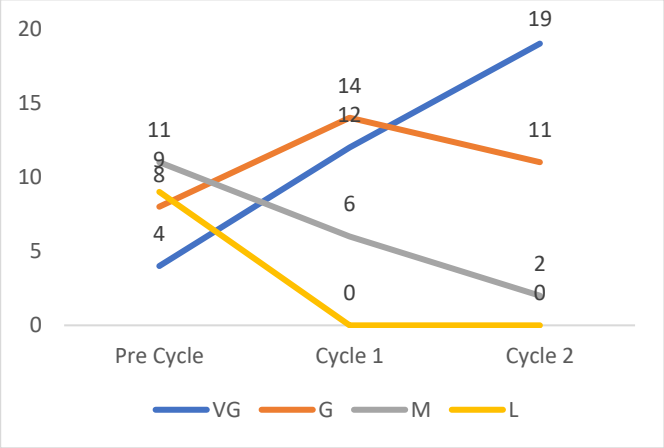

Figure 2. Critical Reasoning Ability pre-cycle, cycle I,II

Figure 2 shows a comparison of critical reasoning skills in the pre-cycle and cycles 1 and 2. It can be seen that the number of students categorised as less critical decreased from 9 in the pre-cycle to 0 in cycles 1 and 2. Conversely, the number of students categorised as 'very good' increased significantly, from four students in the pre-cycle to 19 students in cycle two. This suggests that methods involving discussion and analysis of real-life issues through folklore and case studies have been successful in developing students' critical thinking skills.

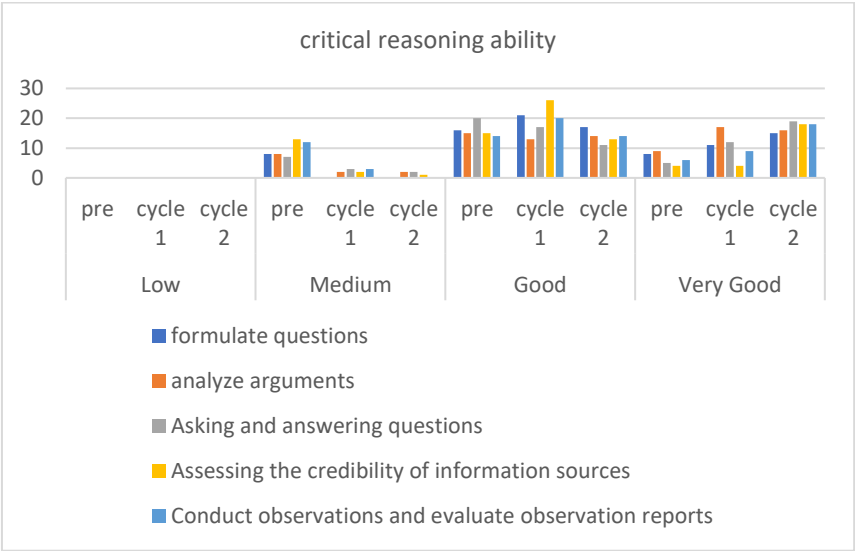

Figure 3. Comparison of Critical Thinking Indicators

Furthermore, Figure 3 shows a comparison of critical reasoning ability indicators. There is a rapid increase in the "assessing the credibility of information sources" indicator, suggesting that students are becoming more adept at evaluating the information they receive. Other indicators, such as 'formulating questions', 'asking and answering questions', and 'conducting observations and assessing observation reports', also show significant improvement. However, the 'analysing arguments' indicator still poses a challenge; although there has been an increase, students still struggle to convey their arguments in a structured, in-depth manner. This suggests that, while students' critical thinking skills are developing rapidly, more in-depth training is needed to hone their analytical abilities. According to (Christina & Kristin, 2016), learning models such as PBL that integrate real-world problems can encourage students to think more critically and question information. This is also reinforced by research results (Rahmanti & Subandi, 2024)that students' critical thinking skills increase when the CRT approach is used together with the Problem Based Learning (PBL) learning model. In addition, emphasized that group discussions allow students to practice their critical reasoning skills and social sensitivity, and the results of this study indicate that the discussion method is effective in improving these abilities. Examining the existing data reveals that the application of CRT alongside PBL and CTL in social studies lessons for Class VII C at SMPN 11 Madiun has successfully improved students' critical reasoning skills. This is evident from the increased percentage of students in the 'very good' category for each indicator. However, additional strategies involving more practical exercises in analysing various arguments critically are needed to achieve better argument analysis skills.

3.2.2. Social Sensitivity

This study found that the social sensitivity of Class VII C students at SMPN 11 Madiun increased significantly from pre-cycle to cycle 2. Prior to the implementation of Culturally Responsive Teaching (CRT), many students struggled to demonstrate social sensitivity in terms of both empathy and understanding of others. Based on pre-cycle observations, 15 students were in the fairly good category, 9 in the good category and 8 in the very good category. Following the implementation of CRT alongside Problem-Based Learning (PBL), Contextual Teaching and Learning (CTL) and group discussions, however, there was a significant improvement.

In Cycle 1, most students showed improvement in terms of social sensitivity, with 24 students achieving a rating of 'good' or 'very good'. By cycle 2, all students were in the good or very good categories, demonstrating 100% improvement in social sensitivity. This demonstrates that all students have a strong capacity for empathy and understanding of others, evident in the enhanced quality of discussions and group work.

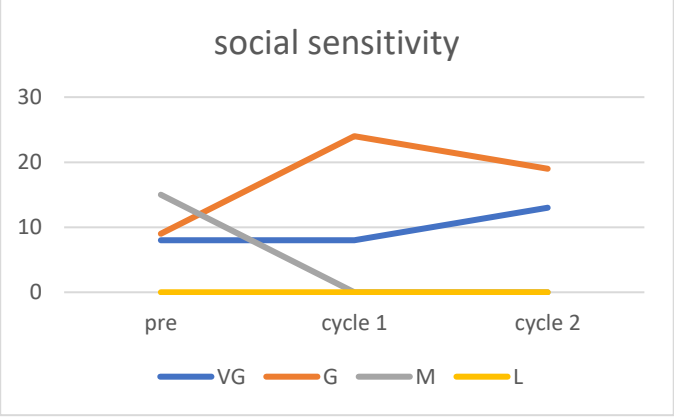

Figure 4. Social Sensitivity Pre-Cycle, Cycle 1, Cycle 2

Figure 4 shows a comparison of social sensitivity in the pre-cycle and cycles I and II. It can be seen that no students were categorised as lacking social sensitivity after cycles I and II. While 15 students

were categorised as 'quite good' in terms of social sensitivity in the pre-cycle, this figure increased rapidly after the application of the CRT method, reaching 100% in cycle II. In Cycle I, 24 students were categorised as 'good', which was a significant increase compared to the pre-cycle.

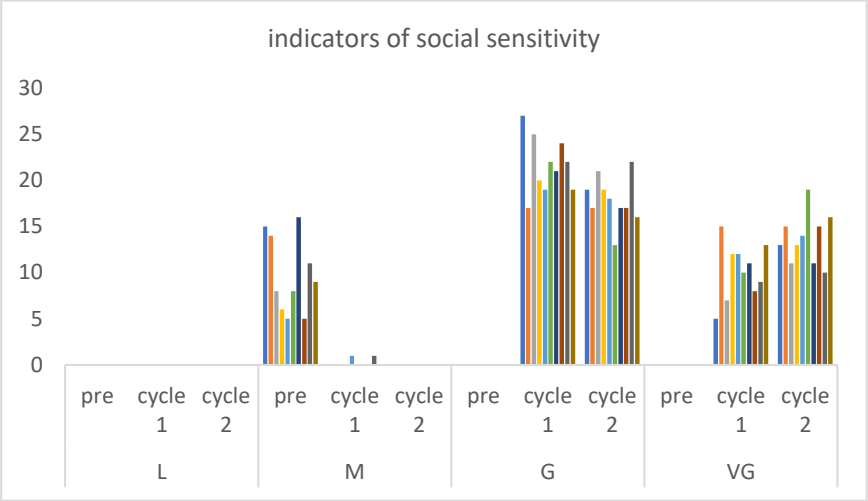

Figure 5. Comparison of social sensitivity indicators

Figure 5 shows the results of comparing the observed social sensitivity indicators. The indicators that showed the most significant increase were 'giving teachers the opportunity to deliver material' and 'respecting friends when expressing opinions'. This suggests that students are becoming more active listeners and are showing greater respect for others, which supports the creation of a conducive learning atmosphere. However, the indicator 'creating a calm atmosphere and appreciating friends who have helped' still shows a lower number than the other indicators. This suggests that students need more training in appreciating help from friends and creating a calmer environment.

(Buchori, 2019) and (Rahmawati et al., 2024) emphasised the importance of integrating cultural values into learning, which also helps to improve students' social sensitivity. Implementing East Javanese folklore as a learning medium has been shown to be very effective in improving students' social sensitivity (S. Sudarmiani et al., 2017). (Pertiwi et al., 2019) also stated that group discussions can help students develop social sensitivity, as they learn to collaborate and respect different perspectives.

Examining the existing data and graphs reveals that implementing CRT in class VII C's social studies lessons at SMPN 11 Madiun has increased students' social sensitivity, as reflected by the higher percentage of students in the good and very good categories. However, there are still several areas for improvement, particularly with regard to appreciating friends' help and fostering a calmer learning atmosphere. This suggests that, while students' social sensitivity has increased, certain aspects require further attention to enhance the overall quality of social interactions in the classroom.

3.2.3. Student Learning Outcomes

Student learning outcomes in this study showed a significant increase along with the implementation of Culturally Responsive Teaching (CRT) using the Problem Based Learning (PBL) model and the Contextual Teaching and Learning (CTL) method. In the pre-cycle, only 47% of students achieved classical mastery, with an average score of 67.09. However, after the application of the method through two cycles, student learning outcomes experienced quite significant changes. In Cycle 1, classical mastery increased to 81.25%, with an average score of 80.31. In this cycle, 26 students managed to achieve mastery, while 6 students had not completed it. This quite significant increase shows that the application of more active methods such as group discussions and real-world problem analysis helps students understand the material better. This is reflected in Table 1, which shows that the percentage of student learning mastery increased compared to the pre-cycle. In Cycle II, classical

mastery reached 93.75%, with an average score of 90.56. There are 30 students who have completed, while only 2 students have not achieved completion, who need individual assistance. These results show very good achievements after cycle II.

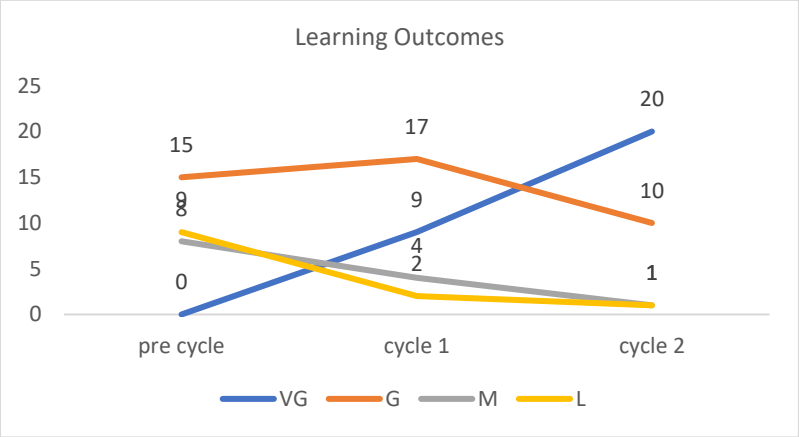

Figure 6. Comparison of Learning Outcomes

Figure 6 shows a clear increase in learning outcomes from the pre-cycle to cycles I and II. In the pre-cycle, 9 students were in the poor category, 8 in the fairly good category and 15 in the good category. However, in cycles I and II, the 'very good' category became dominant, with nine students reaching this level in cycle I and twenty in cycle II. This demonstrates the success of methods involving the analysis of relevant social and cultural issues, such as East Javanese folklore, in improving students' understanding.

As discussed previously, improvements in students' critical reasoning skills are directly related to their understanding of the concepts of the material being taught, as demonstrated by their learning outcomes. As can be seen in Figure 1, improvements in students' critical reasoning skills correspond with improvements in their learning outcomes. Indicators such as formulating questions, analysing arguments and evaluating the credibility of information sources demonstrate that critical thinking skills play a significant role in improving students' understanding of the material.

Based on the results of the observations and data obtained, it can be concluded that applying CRT alongside PBL and CTL is highly effective in enhancing student learning outcomes. This method motivates students to think critically, collaborate and understand various socio-cultural perspectives, significantly improving their understanding of social studies subjects. Students not only achieve better academic understanding with increased critical reasoning skills and social sensitivity, but also show improvements in the social skills needed in everyday life. The results of the impact of CRT on learning aspects are as follows:

a. Increasing Social Awareness

One of the most significant areas impacted by CRT is students' social awareness. This approach helps students to understand and critique social and racial issues that are rarely discussed in traditional learning environments. The impact of this approach is not limited to academic knowledge; it also helps to shape students' characters, making them more empathetic and inclusive.

b. Developing Critical Thinking Skills

CRT encourages students not only to receive information passively, but also to question and analyse it. This helps them to develop the critical thinking skills that are essential in education and in life.

c. Encourage Active Participation

Integrating CRT into the learning process fosters a more democratic environment, encouraging students to share their views and experiences. This encourages active participation in the learning process, which can enhance understanding and retention of the course material.

In addition, the effectiveness of CRT in improving learning outcomes can be explained as follows:

a. More Relevant Content Presentation

Content that is aligned with CRT principles tends to be more relevant to students' lives and experiences. This makes the material more engaging and increases motivation to learn.

b. Equity in Learning

CRT emphasises fairness and equity in every aspect of learning, including assessment. This approach ensures that all students, regardless of their background, have equal access to education and equal opportunities.

c. A more inclusive approach to learning

By incorporating diverse perspectives and experiences into the learning process, CRT creates a more inclusive environment. This helps to reduce prejudice and discrimination in the classroom.

In addition to students, teachers effectively implement CRT through the following methods:(Suprayitno, 2018)

a. Student-centred learning

Teachers who implement CRT typically use student-centred approaches, such as project-based learning or problem-based learning, to actively engage students in the learning process. This method is effective not only in improving learning outcomes, but also in fostering life skills.

b. Collaborative learning

The collaborative approach often used in CRT encourages students to work together to solve problems. This improves both academic and social outcomes, the latter of which are important for students' future lives.

c. Reflection and open dialogue

Teachers should provide space for students to reflect on their experiences and engage in open dialogue about racial and social issues. This supports the development of critical thinking and deeper social awareness.

The difference between this study and previous studies is that it can measure social sensitivity and critical thinking skills as well as student learning outcomes using the Jigsaw and Problem-Based Learning models with discussion techniques in social studies subjects(Rahmawati et al., 2024; Suprayitno, 2018). East Javanese folklore is used as a starting point for activities that contain positive values that can be applied to the core learning process. To obtain more reliable results, the next researcher uses a questionnaire filled out by students, researchers/collaborators, and colleagues to measure students' social sensitivity and critical thinking skills.

The pedagogical implications for teachers from the research on social sensitivity and critical thinking on learning outcomes are that teachers must develop learning that stimulates both aspects, and evaluate the learning process to ensure that students' social sensitivity and critical thinking increase. Teachers also need to create a supportive learning environment, provide motivation, and use various innovative learning methods to foster students' social sensitivity and critical thinking.

4 CONCLUSION

This study concludes that the implementation of Culturally Responsive Teaching (CRT) through the use of student self-profile videos and regional folktales effectively enhances the critical reasoning abilities and social sensitivity of Class VII C students at SMPN 11 Madiun. By encouraging students to share their personal, family, and community backgrounds, and by connecting learning material to culturally relevant stories, students developed a deeper awareness of their peers' social contexts and demonstrated improved analytical skills through case studies derived from folk narratives. These findings support the effectiveness of CRT in creating meaningful, reflective, and socially engaging learning experiences. However, a limitation of this study lies in its scope, as it was conducted in a single class setting with a limited number of students, which may affect the generalizability of the results.

Future research is encouraged to apply CRT in broader contexts using varied and innovative media to further enhance student engagement. Additionally, integrating CRT with interactive approaches such as the social inquiry model may promote greater social interaction and sensitivity among learners, contributing to more dynamic and inclusive classroom environments.

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