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The Effect of the Problem-Based Learning Model Oriented to Culturally Responsive Teaching and Learning Motivation on News Text Listening Skills

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ABSTRACT

Listening comprehension is an essential component of language literacy; however, developing students' ability to comprehend news texts remains a challenge in Indonesian language education. This study examines the effects of Problem-Based Learning (PBL) oriented toward Culturally Responsive Teaching (CRT) and learning motivation on seventh-grade students' news text listening skills. A quantitative quasi-experimental design was employed involving 56 seventh-grade students at SMP Negeri 10 Tanjungpinang, Indonesia, selected through purposive sampling. The experimental group (n = 28) received PBL integrated with CRT, while the control group (n = 28) received PBL without explicit cultural integration. Data were collected using a learning motivation questionnaire and a news text listening comprehension test. Independent-samples t-tests and two-way analysis of variance (ANOVA) were conducted at a significance level of 0.05. The experimental group achieved significantly higher listening scores than the control group (83.75 vs. 63.75; $p < 0.001$). Similar differences were observed among students with high motivation (88.25 vs. 65.50) and low motivation (81.88 vs. 56.63). However, no statistically significant interaction was found between instructional approach and learning motivation ($F = 0.568$; $p = 0.457$). Integrating CRT into PBL was associated with higher news text listening achievement across both motivation levels. These findings highlight the potential of culturally responsive, problem-based instruction to support listening comprehension in junior secondary education.

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1. INTRODUCTION

Students' literacy competence remains one of the most crucial issues in Indonesian education. Literacy is not merely the ability to read written texts, but also the ability to understand, use, evaluate, and reflect on information in various contexts (Nasrullah et al., 2024, 2024; Utami et al., 2025). In the context of twenty-first-century learning, literacy becomes an essential foundation for students to

participate actively in academic, social, and cultural life (Adeoye et al., 2024; Fuchs et al., 2023; Özdoğru, 2022). However, the literacy achievement of Indonesian students still shows serious challenges. The Programme for International Student Assessment (PISA) 2022 reported that Indonesia ranked 69th out of 80 participating countries, with an average reading literacy score of 359 points. This score indicates that Indonesian students are still far below the average achievement of students in Organisation for Economic Co-operation and Development countries (OECD, 2016). This condition shows the urgency of strengthening literacy learning in schools through more contextual, meaningful, and student-centered instructional practices.

The low literacy achievement of Indonesian students is also reflected in the distribution of students' reading proficiency levels. More than half of Indonesian students are still at Level 2 or below, which means that many students are only able to identify simple information and have difficulty processing complex texts critically (OECD, 2019). This problem does not only concern reading skills, but also relates to other receptive language skills, especially listening. Listening skills are often underestimated in language learning because they are frequently considered a passive activity. In fact, listening is an active cognitive process that involves receiving, understanding, interpreting, and evaluating spoken messages. Aryadoust & Luo (2023); Sharif et al. (2024) emphasized that listening is a complex language activity that requires attention, concentration, interpretation, and critical understanding. Therefore, listening skills need to be taught systematically because they serve as the foundation for speaking, reading, and writing skills.

In Indonesian language learning, listening to news texts is an important competence that must be developed, particularly at the junior secondary school level. News texts contain factual information, social issues, cultural values, and linguistic structures that require students to listen carefully and critically. In the current digital era, students are exposed to various forms of news from television, online platforms, and social media. This situation requires students not only to identify explicit information, but also to understand the context, meaning, and social implications of the news they hear. Listening to news texts also supports students' media literacy because they learn to distinguish facts, opinions, main ideas, and relevant information. Therefore, the teaching of news text listening should be connected to students' real-life experiences and cultural backgrounds so that the learning process becomes more meaningful and relevant (Fitriyah et al., 2024; Stevani, 2024; Zeng, 2025).

One instructional model that can support active and contextual listening learning is Problem-Based Learning (PBL) (Mahmud et al., 2024; Rahmani et al., 2024; Yusoff & Abullah, 2024). PBL is a learning model that uses real or contextual problems as the starting point of learning activities. Through this model, students are encouraged to think critically, discuss collaboratively, investigate information, and construct their own understanding. In language learning, PBL provides opportunities for students to connect texts with actual problems found in their environment. When applied to news text listening, PBL can help students understand the content of news more deeply because they are not only asked to listen, but also to analyze the issue presented in the news. Previous research has shown that PBL can improve students' learning outcomes because it promotes active participation, problem-solving skills, and meaningful interaction in the classroom (Rizal et al., 2023; Subagja, 2023; Wagino et al., 2024).

The implementation of PBL becomes more relevant when it is oriented toward Culturally Responsive Teaching (CRT). CRT is a pedagogical approach that places students' cultural backgrounds, experiences, values, and perspectives as important resources in the learning process. Anyichie et al. (2023) explained that culturally responsive teaching integrates students' cultural knowledge and prior experiences into classroom instruction to improve engagement, motivation, and academic achievement. This approach views cultural diversity not as an obstacle, but as a valuable asset for learning. In the context of listening to news texts, CRT allows teachers to select or design news materials that are close to students' social and cultural realities. As a result, students can more easily understand the meaning of the text because the content is connected to their lived experiences (Lindseth & Norberg, 2022).

The importance of culturally responsive learning is also supported by sociocultural theory. Vygotsky (1978) argued that learning is socially constructed through interaction between individuals and their cultural environment. This means that students' understanding cannot be separated from the social and cultural contexts in which they live. When classroom instruction accommodates students' cultural backgrounds, the learning process becomes more authentic and meaningful. In addition, motivation plays a crucial role in determining students' success in learning. Self-Determination Theory explains that students' motivation increases when they experience autonomy, competence, and relatedness in learning activities (Li et al., 2024; Maddens et al., 2023). CRT is closely related to these psychological needs because it gives students space to express their identities, connect learning materials with their experiences, and feel valued in the classroom (Anyichie & Butler, 2023).

Several previous studies have demonstrated the effectiveness of CRT in improving students' engagement and learning outcomes. Hartati et al. (2023) found that the implementation of CRT in Indonesian language learning improved students' achievement and classroom participation. Indaryanti et al. (2025) also reported that CRT integrated with Problem-Based Learning encouraged students to ask questions, engage in discussion, and demonstrate stronger critical thinking skills. Similarly, Hariyanti & Kristanti (2024) showed that CRT supported by interactive video media improved students' achievement in learning Indonesian folk tales. Another study by Sangadah (2025) found that CRT had a positive effect on students' interest and motivation in learning Indonesian. These findings indicate that CRT can strengthen students' cognitive and affective engagement in language learning.

Although previous studies have discussed the benefits of CRT and PBL in language learning, studies that specifically examine the effect of a PBL model oriented toward CRT and learning motivation on students' news text listening skills are still limited. Most previous research has focused on reading, writing, speaking, or general learning achievement, while listening skills, especially listening to news texts, have received less attention. In addition, previous studies have not widely examined learning motivation as a variable that may influence students' listening achievement. This research gap is important because students' listening skills are not only influenced by the instructional model used by the teacher, but also by students' internal motivation to participate actively in learning. Therefore, a more comprehensive study is needed to examine how PBL oriented toward CRT and learning motivation affect students' ability to listen to news texts.

Based on these considerations, this study aims to examine the effect of the Problem-Based Learning model oriented toward Culturally Responsive Teaching and learning motivation on students' news text listening skills. This study is significant because it offers an instructional alternative that combines problem-based, contextual, and culturally responsive learning principles. The results are expected to provide empirical evidence regarding the effectiveness of PBL oriented toward CRT in improving students' listening skills. In practical terms, this study may help Indonesian language teachers design more meaningful listening activities that are relevant to students' cultural backgrounds and learning needs. In theoretical terms, this study contributes to the development of Indonesian language learning by integrating PBL, CRT, and learning motivation as important factors in strengthening students' literacy competence.

2. METHODS

This study employed a quantitative approach with a quasi-experimental design to examine the effect of the Problem-Based Learning model oriented to Culturally Responsive Teaching and learning motivation on students' news text listening skills. A quantitative approach was used because the data were numerical and analyzed statistically to test the relationship and effect among variables (Creswell, 2021). The quasi-experimental design was selected because the research was conducted in a natural classroom setting where full randomization of participants was not possible (Sugiyono, 2022). This study involved three main variables: the Problem-Based Learning model oriented to Culturally

Responsive Teaching as the independent variable, learning motivation as the moderator variable, and news text listening skills as the dependent variable.

The research was conducted at SMP Negeri 10 Tanjungpinang in the second semester of the 2025/2026 academic year. The population consisted of all seventh-grade students, totaling 112 students from four classes. The sample was selected using purposive sampling by considering the similarity of students' academic characteristics and the results of normality testing based on previous Indonesian language scores. Two classes were selected as research samples: class VII.2 as the experimental group, consisting of 28 students, and class VII.3 as the control group, consisting of 28 students. The experimental group received instruction using the Problem-Based Learning model oriented to Culturally Responsive Teaching, while the control group received conventional Problem-Based Learning instruction without explicit integration of students' cultural backgrounds and experiences.

The data were collected using a learning motivation questionnaire and a news text listening skills test. The questionnaire was designed using a Likert scale to measure students' learning motivation, while the listening test was used to assess students' ability to identify news elements, news structure, news content, and linguistic aspects of news texts. The instruments were validated through expert judgment and empirical testing to ensure content and construct validity. The research procedure consisted of preparation, implementation, and final data collection stages. During the implementation stage, students in both groups completed the motivation questionnaire, followed the learning treatment, and completed the listening skills test. The data were analyzed through scoring, score conversion, classification, descriptive statistics, normality testing, homogeneity testing, independent sample t-tests, and two-way ANOVA at a significance level of 0.05. Data processing was supported by SPSS and Microsoft Excel.

3. FINDINGS AND DISCUSSION

3.1 The Effect of PBL Oriented to Culturally Responsive Teaching on Students' News Text Listening Skills

The first hypothesis test was conducted to determine whether there was a significant difference in students' news text listening skills between the experimental class taught using the Problem-Based Learning model oriented to Culturally Responsive Teaching and the control class taught using the conventional approach. The result of the independent sample t-test showed that the mean score of the experimental class was higher than that of the control class. The experimental class obtained a mean score of 83.75, while the control class obtained a mean score of 63.75. This result indicates that students who learned through PBL oriented to CRT achieved better listening skills than students who learned through the conventional approach.

Table 1. The Result of Hypothesis Test 1 on Students' News Text Listening Skills

Group	Mean Score	Levene's Sig.	t-count	t-table	Sig. (2-tailed)	Decision
Experimental Class	83.75	0.019	11.314	2.010	0.000	H_0 rejected
Control Class	63.75					H_1 accepted

Based on Table 1, the Levene's Test for Equality of Variances showed a significance value of 0.019, which was lower than 0.05. This means that the variance between the two groups was not homogeneous; therefore, the interpretation referred to the "equal variances not assumed" row. The t-test result showed that the t-count was higher than the t-table value, namely 11.314 > 2.010. In addition, the significance value was 0.000 < 0.05. Thus, H_0 was rejected and H_1 was accepted. It can be concluded that there was a significant difference in news text listening skills between students taught using PBL oriented to CRT and those taught using the conventional approach.

3.2 The Effect of PBL Oriented to Culturally Responsive Teaching on Students with High and Low Learning Motivation

The second hypothesis test was conducted to examine the difference in news text listening skills between students with high learning motivation in the experimental and control classes. The result showed that students with high learning motivation in the experimental class obtained a mean score of 88.25, while students with high learning motivation in the control class obtained a mean score of 65.50. This finding shows that PBL oriented to CRT had a stronger effect on students with high learning motivation.

Table 2. The Result of Hypothesis Test 2 on Students with High Learning Motivation

Group	Learning Motivation	Mean Score	Levene's Sig.	t-count	df	Sig.	Decision
Experimental Class	High	88.25	0.796	8.392	14	0.000	H_0 rejected
Control Class	High	65.50					H_1 accepted

Based on Table 2, the Levene's Test result showed a significance value of 0.796 > 0.05, indicating that the variance between the two groups was homogeneous. The t-test result showed that the t-count was 8.392 with a significance value of 0.000 < 0.05. Therefore, H_0 was rejected and H_1 was accepted. This means that there was a significant difference in news text listening skills between highly motivated students taught using PBL oriented to CRT and highly motivated students taught using the conventional approach.

The third hypothesis test was conducted to examine the difference in news text listening skills between students with low learning motivation in the experimental and control classes. The result showed that students with low learning motivation in the experimental class obtained a mean score of 81.88, while students with low learning motivation in the control class obtained a mean score of 56.63. This result indicates that PBL oriented to CRT also had a positive effect on students with low learning motivation.

Table 3. The Result of Hypothesis Test 3 on Students with Low Learning Motivation

Group	Learning Motivation	Mean Score	Levene's Sig.	t-count	df	Sig.	Decision
Experimental Class	Low	81.88	0.517	13.205	14	0.000	H_0 rejected
Control Class	Low	56.63					H_1 accepted

Based on Table 3, the Levene's Test result showed a significance value of 0.517 > 0.05, indicating that the variance between the two groups was homogeneous. The t-test result showed that the t-count was 13.205 with a significance value of 0.000 < 0.05. Therefore, H_0 was rejected and H_1 was accepted. This finding confirms that students with low learning motivation who were taught using PBL oriented to CRT achieved significantly better listening skills than students who were taught using the conventional approach.

3.3 The Interaction between Learning Model and Learning Motivation on News Text Listening Skills

The fourth hypothesis test was conducted using two-way ANOVA to determine whether there was an interaction between the learning model and learning motivation in affecting students' news text listening skills. The result showed that the interaction between class and learning motivation had an F-count of 0.568 with a significance value of 0.457.

Table 4. The Result of Two-Way ANOVA on the Interaction between Learning Model and Learning Motivation

Source	F-count	Sig.	Decision
Class × Learning Motivation	0.568	0.457	H_0 accepted

Based on Table 4, the significance value of the interaction between the learning model and learning motivation was 0.457, which was higher than 0.05. This result indicates that there was no significant interaction between PBL oriented to CRT and learning motivation in affecting students' news text listening skills. In other words, the effect of PBL oriented to CRT on students' listening skills did not depend on whether students had high or low learning motivation.

Overall, the findings show that the Problem-Based Learning model oriented to Culturally Responsive Teaching significantly improved students' news text listening skills. Students in the experimental class consistently obtained higher mean scores than students in the control class, both in the overall group and in the groups with high and low learning motivation. However, the two-way ANOVA result showed that learning motivation did not significantly interact with the learning model. This means that PBL oriented to CRT was effective for improving students' news text listening skills across different levels of learning motivation.

Discussion

The findings of this study demonstrate that students taught through Problem-Based Learning (PBL) integrated with Culturally Responsive Teaching (CRT) achieved significantly higher news text listening scores than those receiving PBL without explicit cultural integration. The experimental group obtained a mean score of 83.75, compared with 63.75 in the control group. This difference suggests that incorporating culturally relevant contexts into problem-based instruction may strengthen students' listening comprehension. Rather than relying exclusively on problem-solving activities, culturally responsive PBL connects learning tasks with students' experiences, prior knowledge, and sociocultural environments. This interpretation is consistent with Fitriyah et al. (2024), who highlighted the potential of PBL to develop critical thinking in news text learning, and Rahmani et al. (2024), who examined PBL in listening comprehension. The present findings extend this discussion by suggesting that cultural responsiveness may provide additional instructional value when integrated into PBL.

The higher achievement of the experimental group can also be interpreted through Vygotsky's (1978) sociocultural theory, which emphasizes the role of social interaction and cultural contexts in knowledge construction. Listening comprehension involves more than recognizing spoken information; it requires learners to interpret meaning, connect information with existing knowledge, and evaluate messages critically (Aryadoust & Luo, 2023; Sharif et al., 2024). Within culturally responsive PBL, news texts related to students' familiar social environments may facilitate these cognitive processes by making information more accessible and meaningful. Furthermore, collaborative problem-solving provides opportunities to negotiate interpretations and examine different perspectives. Anyichie et al. (2023) emphasized the importance of instructional practices that recognize learners' cultural backgrounds in supporting classroom engagement. Nevertheless, because the present study did not directly measure cognitive processing or classroom interaction, these mechanisms should be understood as plausible explanations rather than empirically established mediating factors.

The findings concerning students with high learning motivation further support the potential contribution of culturally responsive instruction. Highly motivated students in the experimental group achieved a mean score of 88.25, exceeding the control group's mean of 65.50. This result suggests that students with stronger motivational characteristics may benefit from learning environments that provide meaningful challenges and opportunities for active participation. From the perspective of Self-Determination Theory, learning environments supporting autonomy, competence, and relatedness can contribute to students' motivation and engagement. Maddens et al. (2023) emphasized the importance of these psychological needs in fostering motivation toward learning research skills, while Li et al. (2024) demonstrated their relevance to intrinsic motivation in technology-supported learning. Although these studies examined different instructional contexts, their findings provide a theoretical basis for understanding how culturally relevant problem-solving activities may support motivated learners. In particular, connecting news content with familiar experiences may enhance perceived task

relevance while collaborative investigation offers opportunities to exercise autonomy and develop competence.

Importantly, students with low learning motivation also demonstrated substantially higher listening achievement in the experimental group (M = 81.88) than in the control group (M = 56.63). This finding suggests that culturally responsive PBL may offer instructional benefits beyond students who already possess strong motivation. Learning materials connected to students' everyday experiences may reduce perceived unfamiliarity and encourage participation in listening activities. Anyichie and Butler (2023) found that culturally responsive learning contexts incorporating self-regulated learning practices were associated with students' motivation and engagement during complex tasks. Their findings support the interpretation that instructional relevance and opportunities for meaningful participation can shape learners' engagement. However, the present study measured listening achievement rather than changes in motivation or engagement during instruction. Consequently, the higher scores among low-motivation students should not be interpreted as direct evidence that the intervention increased their motivation.

Despite the significant differences between instructional groups, the two-way ANOVA revealed no statistically significant interaction between instructional approach and learning motivation ($F = 0.568$, $p = .457$). This finding indicates that the available evidence does not establish that the association between instructional approach and listening achievement differs significantly across motivation levels. Although the experimental group outperformed the control group within both motivational categories, these results do not demonstrate equivalent treatment effects or establish that motivation is irrelevant. The absence of a statistically significant interaction may reflect relatively similar patterns across groups, but it may also be influenced by sample size and statistical power. Therefore, the interaction finding should be interpreted cautiously. Future studies with larger samples and more detailed motivational measurements could clarify whether particular motivational characteristics moderate the effectiveness of culturally responsive PBL.

Theoretically, these findings contribute to discussions of how instructional design, cultural relevance, and learner characteristics relate to language comprehension. While previous studies have investigated PBL in listening instruction (Rahmani et al., 2024; Yusoff & Abullah, 2024) and culturally responsive practices in relation to engagement (Anyichie & Butler, 2023), the present study examines their integration in Indonesian news text listening instruction. Practically, the results suggest that teachers may enrich PBL by selecting news materials reflecting students' cultural environments and encouraging collaborative interpretation of authentic issues. Such activities may support the development of listening comprehension while maintaining the problem-solving orientation of PBL.

Several limitations should be acknowledged. The study involved 56 students from two intact classes in one school, limiting generalizability and making it difficult to separate instructional effects from pre-existing class differences. Moreover, the absence of reported listening pretest data prevents direct assessment of improvement from baseline. The study also did not examine implementation fidelity or the specific processes through which cultural responsiveness influenced learning outcomes. Future research should incorporate baseline measurements, larger multisite samples, classroom observations, and validated measures of cultural responsiveness and engagement. Overall, the findings provide preliminary evidence that integrating CRT into PBL is associated with higher news text listening achievement among students with different motivational characteristics, while further investigation is required to establish the underlying mechanisms and broader applicability.

4. CONCLUSION

This study concludes that the Problem-Based Learning model oriented to Culturally Responsive Teaching has a positive effect on students' news text listening skills. The model was able to improve students' listening achievement because it combined problem-solving activities with culturally relevant learning materials. Through this model, students were not only asked to listen to news texts, but also

encouraged to connect the content of the news with their social experiences, cultural background, and real-life contexts. Therefore, listening activities became more meaningful, active, and relevant to students' learning needs.

The findings also show that PBL oriented to CRT was effective for students with both high and low learning motivation. Students with high learning motivation achieved better results when they were taught through a learning model that provided opportunities for active participation, discussion, and cultural connection. Meanwhile, students with low learning motivation also benefited from this model because the culturally responsive learning environment helped increase their interest and involvement in listening activities. However, the study found no significant interaction between the learning model and learning motivation. This means that PBL oriented to CRT can be applied to students with different levels of learning motivation without depending on a particular motivational condition.

Overall, this study provides empirical evidence that PBL oriented to CRT can be used as an innovative and inclusive instructional model for teaching news text listening skills at the junior secondary school level. The model supports the development of students' language competence by integrating critical thinking, contextual learning, and cultural responsiveness. These findings may serve as a reference for Indonesian language teachers in designing listening instruction that is more meaningful, enjoyable, and responsive to students' diversity. Future research is recommended to examine the application of PBL oriented to CRT in other Indonesian language skills, such as speaking, reading, and writing. Further studies may also involve broader samples, different school contexts, or mixed-method designs to obtain deeper insights into students' learning experiences and the long-term impact of culturally responsive problem-based learning.

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