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Integrating Culturally Responsive Teaching and Differentiated Learning to Promote Critical Thinking in Chemistry Learning toward Sustainable Development Goal 4

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ABSTRACT

Objective: To combine Culturally Responsive Teaching (CRT) and differentiated learning in chemistry instruction to increase student engagement and improve students' critical thinking skills. **Method:** Qualitative research conducted at MA Pembangunan UIN Jakarta involving 32 students. The learning model was implemented in chemistry topics of hydrolysis and acid-base titration. Data were collected through interviews, observations, and reflective journals. **Results:** The implementation of CRT-integrated differentiated learning improved students' critical thinking skills. Students were able to connect chemical concepts with relevant real-life experiences and cultural contexts. The approach also promoted active participation, collaboration, appreciation of cultural diversity, and an inclusive learning environment. **Novelty:** Proposing an integrated instructional framework that combines Culturally Responsive Teaching (CRT) and differentiated learning to foster students' critical thinking in chemistry education while advancing Sustainable Development Goal (SDG) 4: Quality Education. The framework promotes inclusive, equitable, and culturally relevant learning by accommodating diverse student backgrounds and learning needs, thereby supporting both conceptual understanding and higher-order thinking skills.

INTRODUCTION

The diversity of students in learning requires attention to their levels of achievement, backgrounds, language abilities, particular educational needs (Nusser & Gehrler, 2020; Gusteti & Neviyarni, 2022; Tomlinson, 2001), cognitive development, initial abilities, learning styles, motivation, and more (Estari, 2020). This diversity is a valuable asset. Diverse classrooms enhance learning by facilitating opportunities for students to learn from each other about their different cultures, experiences, and perspectives (Forbes & Lord, 2024). Given this unique diversity, teachers can design learning by differentiating content, processes, teaching outcomes, or learning environments according to students' readiness, passion, and profile (Hiruy, & Melesse, 2022). As facilitators in the classroom, teachers can meet students' diverse needs and empower them individually in the learning process (Strogilos et al., 2023) while providing authentic, realistic, and genuine experiences (Güth & van Vorst, 2024). They do this by detailing what needs to be learned (Nsabayezu et al., 2022; Üce & Ceyhan, 2019). Designing learning for different competency levels is considered a vital method to enable all students to participate in the class and develop competencies according to their levels of achievement. One approach that can support such learning is differentiated instruction (Melesse & Belay, 2022). Differentiated instruction also accommodates all student differences in readiness, interest, and learning profiles (Pozas & Letzel-Alt, 2023; Valiandes & Neophytou, 2018). Research shows that students' learning abilities are higher in classrooms implementing differentiated instruction (Haelermans, 2022), and this approach positively impacts