

**EXPLORING CULTURAL COMPETENCE IN TEACHING: A STUDY OF
STUDENTS' ACADEMIC PROGRESS AND CLASSROOM INCLUSIVITY**

THESIS

**By
MARSHYA HERVINA NINGRUM**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 AD/ 1447 AH**

**EXPLORING CULTURAL COMPETENCE IN TEACHING: A STUDY OF
STUDENTS' ACADEMIC PROGRESS AND CLASSROOM INCLUSIVITY**

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Sarjana Pendidikan

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I, the undersigned, Marshya Hervina Ningrum, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Marshya Hervina Ningrum. 220101030173. *Exploring Cultural Competence in Teaching: A Study of Students' Academic Progress and Classroom Inclusivity*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M.Pd., 2026.

Keywords: Cultural Competence, Academic Progress, Classroom Inclusivity.

Diversity in modern classrooms has become an unavoidable reality, requiring teachers to create environments where every student feels a sense of belonging. In an academic context, teachers are expected to manage various student backgrounds and abilities to ensure fair access to knowledge. This research aims to explore how teaching practices at SMKN 3 Banjarbaru correlate with students' diverse backgrounds and how these practices impact student engagement in English Language Teaching (ELT). This research utilizes a qualitative case study design. The participants included 2 teachers and 10 students at SMKN 3 Banjarbaru, with data collected through in-depth interviews and classroom observations to understand the recurring patterns of inclusivity and interaction. Data were then analyzed using thematic analysis by understanding patterns or themes in qualitative data that were collected. The results showed that teachers are culturally neutral in the teaching and learning activities, yet still able to create a highly accessible educational classroom that effectively minimizes the psychological gap between instructor and student by using procedural and strategic scaffolding alongside intense verbal, non-verbal instructor immediacy and supportive feedback. Students perceive the impact of teachers' culturally neutral teaching practices as a highly empowering and fair framework that actively optimizes their behavioral, affective, and cognitive engagement in the classroom.

ABSTRAK

Marshya Hervina Ningrum. 22010101030173. *Eksplorasi Kompetensi Budaya dalam Pengajaran: Studi tentang Kemajuan Akademik Siswa dan Inklusivitas Kelas.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Hidayah Nor, M.Pd., 2026.

Kata Kunci: Kompetensi Budaya, Kemajuan Akademik, Inklusivitas Kelas.

Keberagaman di dalam kelas modern telah menjadi kenyataan yang tidak dapat dihindari, sehingga menuntut pendidik untuk menciptakan lingkungan di mana setiap siswa merasa memiliki. Dalam konteks akademik, guru diharapkan mampu mengelola berbagai latar belakang dan kemampuan siswa untuk memastikan akses yang adil terhadap pengetahuan. Penelitian ini bertujuan untuk mengeksplorasi bagaimana praktik pengajaran di SMKN 3 Banjarbaru berkorelasi dengan latar belakang siswa yang beragam dan bagaimana praktik tersebut memengaruhi keterlibatan siswa dalam pembelajaran bahasa Inggris (ELT). Penelitian ini menggunakan desain studi kasus kualitatif. Partisipan meliputi 2 guru dan 10 siswa di SMKN 3 Banjarbaru, dengan data yang dikumpulkan melalui wawancara mendalam dan observasi kelas untuk memahami pola inklusivitas dan interaksi yang berulang. Data kemudian dianalisis menggunakan analisis tematik dengan memahami pola atau tema dalam data kualitatif yang telah dikumpulkan. Hasil penelitian menunjukkan bahwa guru bersikap netral secara budaya dalam aktivitas belajar mengajar, namun tetap mampu menciptakan ruang kelas pendidikan yang sangat mudah diakses yang secara efektif meminimalkan kesenjangan psikologis antara pengajar dan siswa dengan menggunakan *scaffolding* prosedural dan strategis disertai *immediacy* pengajar verbal dan non-verbal yang intens serta umpan balik yang suportif. Siswa mempersepsikan dampak dari praktik pengajaran guru yang netral secara budaya sebagai kerangka kerja yang sangat memberdayakan dan adil yang secara aktif mengoptimalkan keterlibatan perilaku, afektif, dan kognitif mereka di dalam kelas.

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Finally, the writer hopes that this research will be useful for future researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestions will be expected to make it better.

Banjarmasin, Dhu al-Qi'dah, 4th, 1447 A.H
April 22nd, 2026 A.D

Writer

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