

CHAPTER V

CLOSURE

A. Conclusion

1. The practices in teaching and learning activity that correlates to students' diverse cultural backgrounds regarding their sense of belonging and inclusion in the classroom

Teachers create a highly accessible educational classroom that effectively minimizes the psychological gap between instructor and student by prioritizing procedural and strategic scaffolding alongside intense verbal, non-verbal instructor immediacy and supportive feedback. The instructional practices addressing student diversity within this educational environment remain primarily at the sensory and observable level of "Surface Culture," passing over the deep cultural frameworks that shape internal thought processes, values, and cognitive styles. Despite this "culturally-neutral" instructional stance and the absence of profound cultural integration within the curriculum, the findings demonstrate that a strong sense of belonging and classroom inclusion is successfully achieved through academic view rather than explicit cultural responsiveness. Ultimately, this intentional allocation of

academic focus and tailored equity functions as a replacement for culturally responsive teaching, assuring students that their role as learners is deeply protected, valued, and integrated within a welcoming classroom environment.

2. The way students perceive the impact of culturally competent teaching practices on their academic engagement and overall progress

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. Through the perspective of Social Exchange Theory, students act as rational individuals who prioritize their peers' academic abilities over their personal identities to maximize knowledge sharing and minimize learning expenses, illustrating that social division or exclusion within the classroom occurs based on academic reciprocity rather than cultural or geographical backgrounds. Moreover, by moving away from tedious lecture-based teaching (*ceramah*) towards procedural scaffolding, strategic differentiation, and interactive communication, educators significantly reduce the cognitive and psychological demands of learning while also lowering the students' affective filter. This systematic approach to providing structural clarity, academic patience, and incremental supportive feedback completely redefines mistakes as valuable opportunities for mediation rather than as signs of failure. As a result, this immediate and responsive environment effectively supports the entire Vygotskian process of internalization, transforming external teacher-mediated

guidance into the student's own self-regulated “inner-speech” and culminating in the enlightening "aha!" moment of intellectual independence within the Zone of Proximal Development.

B. Suggestion

Future research should expand this research's scope by including multiple schools across different regions and institutional types, such as general high schools and religious schools, to determine if the academic inclusivity model is a widespread pattern. Additionally, a longitudinal approach is recommended to track how consistent scaffolding and the "aha! moment" contribute to long-term student self-regulation and academic confidence over time.

Researchers should also focus on developing instructional materials that explicitly integrate local cultural identities to see if they increase student motivation compared to current neutral models. Furthermore, future studies should investigate peer-scaffolding training to prevent the exclusion of passive students in group work and explore the institutional pressures in vocational schools that cause teachers to prioritize academic performance over cultural expression.