

# INTEGRATING CULTURALLY RESPONSIVE TEACHING IN DIGITAL LESSON PLANNING

## A Sustainable Approach to Japanese Language Education

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### Abstract

Integrating 21st-century skills (4C capabilities) with Culturally Responsive Teaching (CRT) remains a significant challenge in Japanese language teacher education. While lesson planning is essential to bridge global linguistic standards with local environments, empirical evaluation of novice teachers' instructional designs is often lacking. This study aims to evaluate how pre-service Japanese language teachers integrate 4C capabilities and CRT tenets within their digital lesson plans (RPPs) and pedagogical scenarios. Employing a qualitative multi-case content analysis design, the study targeted a initial population of 76 pre-service teachers divided into 19 fixed collaborative cohorts at Universitas Negeri Semarang. Utilizing a purposive sampling technique driven by the principle of data saturation, a total of 11 lesson plans (representing 57.8% of the cohort population) across various Marugoto communicative themes were analyzed textually using a specialized four-level rubric. The findings revealed a distinct pedagogical landscape characterized by high cultural responsiveness but a severe structural imbalance in literacy skill development. Pre-service teachers successfully achieved the highest level (Level 4) in CRT and Collaboration by deploying localized cultural scaffolding (e.g., bridging Omiai with kopdar, or Matsuri with Dugderan) and interactive role cards. Furthermore, spatial-visual media (such as rumpang maps and floor plans) effectively elevated Critical Thinking to Level 4. However, a critical "communicative misconception" was unveiled: an absolute majority of the cohorts systematically omitted the writing mechanics and dictation phases (scoring Level 1), exposing an extreme oral-proficiency bias that equated communicative competence exclusively with speaking and listening. This study concludes that while personal-themed topics serve as excellent gateways for cross-cultural identity validation, teacher education programs must urgently reinforce a balanced communicative approach to prevent scriptorial illiteracy in foreign language classrooms.

**Keywords:** 4C Capabilities, Culturally Responsive Teaching, Japanese Pre-service Teachers, Data Saturation, Oral-Proficiency Bias

### Introduction

Japanese language education in senior high schools faces increasing demands to align with global standards while remaining relevant to local contexts. Pre-service teachers are expected to design lesson plans that not only develop linguistic competence

but also foster 21st century skills such as critical thinking, creativity, collaboration, and communication. However, many teacher candidates struggle to integrate these competencies into lesson planning and classroom practice. Culturally Responsive Teaching (CRT) offers a pedagogical framework that emphasizes

inclusivity, cultural awareness, and student agency, making it highly relevant for Japanese language education in diverse classrooms.

This study addresses the problem of how pre-service teachers can integrate CRT principles into digital lesson planning and implement them through micro-teaching practices. The research questions focus on: (1) how lesson plans and teaching modules can be designed to incorporate 21st century skills and CRT, and (2) how micro-teaching activities contribute to the development of communication confidence, collaboration, and cultural sensitivity among pre-service teachers.

The purpose of this research is to describe the process of digital lesson planning and its implementation in micro-teaching, highlighting the role of CRT in advancing sustainable Japanese language education. The benefits of this study include providing a model for teacher education that bridges global competencies with local needs, contributing to curriculum innovation, and supporting the achievement of Sustainable Development Goal 4 (Quality Education).

## **Method**

This study employed a qualitative content analysis design utilizing a multi-case study approach to examine the integration of 21st-century skills (4C capabilities) and Culturally Responsive Teaching (CRT) in instructional designs. The target population comprised 76 pre-service Japanese language teachers at Universitas Negeri Semarang, distributed across three academic classes in the Japanese Language Lesson Planning (PPBJ) course. The participants were divided into 19 fixed collaborative cohorts, with each cohort consisting of 4 students. This group formation was strictly maintained into the following semester for the Micro-teaching course, where the 19 cohorts were redistributed into 4 new practicum classes to ensure collaborative continuity and

consistency in instructional design development.

To select sub-samples for the in-depth pedagogical scenario analysis, a purposive sampling technique was applied. While all 19 cohorts developed lesson plans integrated with the JF Standard (Marugoto framework), the detailed textual and structural analysis was focused on 11 selected lesson plans (RPPs) (representing 57.8% of the total cohort population). These 11 RPPs were carefully chosen to ensure a comprehensive representation of various socio-cultural and communicative categories, such as *Jibun to Kazoku* (Self and Family), *Shokuji no Kansou* (Culinary Experiences), *Jiyuu Jikan to Goraku* (Leisure and Entertainment), and *Ryokou to Koutsuu* (Travel and Transportation).

The determination to cease data collection at the 11th sample was strictly guided by the principle of data saturation (Fusch & Ness, 2015). During the cross-case analysis of the 9th, 10th, and 11th lesson plans, the researchers encountered identical, recurrent patterns—specifically the systematic omission of writing literacy mechanics and a high level of localized cultural onboarding. Because the inclusion of the remaining samples (Groups 12 to 19) merely replicated the established codes and failed to yield any new conceptual dimensions, the dataset was deemed theoretically saturated.

Data collection procedures primarily involved the documentation and analysis of digital lesson plans (RPP), teaching modules, and instructional scenarios developed by the cohorts. The analytical tool utilized was a specialized assessment rubric mapping the 4-level scales of the 4C capabilities and CRT tenets. Regarding data analysis, the textual data from the RPP documents and teaching scenarios were evaluated using the Miles, Huberman, and Saldaña (2014) framework, comprising data condensation, data display, and conclusion drawing/verification. The research procedure progressed

systematically from digital lesson planning, text-based competency mapping, and cross-case evaluation, culminating in the expert validation of the evaluation rubrics and student-developed products by Japanese language education experts.

## Finding and Discussion

The content analysis of 11 microteaching lesson plans (*Rencana Pelaksanaan Pembelajaran / RPP*) designed by Japanese language pre-service teachers at Universitas Negeri Semarang (UNNES) revealed a consistent pattern in integrating 21st-century skills (the 4C capabilities: *Communication, Collaboration, Critical Thinking, and Creativity*) and the *Culturally Responsive Teaching (CRT)* approach. Based on the principle of data saturation, the selection of these 11 lesson plans from a total of 19 groups has reached a point of saturation, as the subsequent groups consistently replicated the same structural and cognitive patterns observed in the preceding ones.

In general, the recapitulation of the students' performance levels across the 9 learning stages—based on the *Marugoto A1/A2* textbooks—is presented in the following thematic findings:

### *Integration of 21st-Century Skills (4C)*

#### 1. Communication

The communication aspect recorded its highest achievement during two crucial phases: Introduction (導入 / *Dounyuu*) and Application Practice (会話の出力 / *Kaiva no Shutsuryoku*). During the Introduction phase, the majority of the groups (e.g., Groups 1, 7, 8, 9, 10, and 11) successfully achieved Level 4. The pre-service teachers demonstrated a high proficiency in stimulating active, classical two-way interactions through contextual, open-ended prompt questions.

Conversely, during the core drilling and structural reinforcement phases (stages 2, 3, and 4), communication skills were

constrained to Level 3, as student interactions remained strictly confined within the boundaries of formulaic grammar drills. However, communication skills surged back to Level 4 during the Application Practice phase through the deployment of meaningful transactive tasks, such as role-plays and interactive simulations.

#### 2. Collaboration

The findings indicated a stark polarization within the collaboration aspect. At the onset of the lesson (Introduction), collaboration remained at a fundamental level (Level 2), given that interaction was heavily dominated by teacher-to-student individual dialogues. However, collaboration increased exponentially, reaching the maximum level (Level 4), during the Application Practice phase and the execution of worksheets.

The pre-service teachers successfully engineered *mingling activities* (as observed in Groups 2 and 8) and paired task assignments utilizing situational role cards (Groups 5, 7, and 10). These techniques effectively compelled all students to engage in total, simultaneous collaboration to complete their communicative missions.

#### 3. Critical Thinking

Students' critical thinking skills were stimulated progressively by the pre-service teachers. The Introduction phase consistently scored at Level 3, where students were prompted to observe visual stimuli on PowerPoint slides to analyze a specific problem (e.g., analyzing a lost tourist in Group 7 or identifying emotional expressions at a festival in Group 9).

The most compelling finding occurred during the Application Practice phase, where Critical Thinking reached Level 4 specifically in groups that utilized spatial-visual media. Group 4 (the Blank House Floor Plan) and Group 7 (the Route Map Navigation) proved highly effective in forcing students to perform real-time

logical and spatial analysis, ensuring that their spoken Japanese directions did not mislead their interlocutors.

#### 4. Creativity

Creativity proved to be the most challenging indicator to cultivate in the early and intermediate stages of the lesson. From the Introduction phase through the Question-and-Answer Drill (Stages 1 to 4), creativity scores were restricted to Level 2. This limitation stems from the fact that the learning scenarios were tightly bound to the mechanical imitation of audio tracks and rigid text-template substitution drills.

Students were only able to explore creativity at Levels 3 and 4 during the final Application phase. In this stage, they were granted full autonomy (*free production*) to incorporate bodily gestures (such as *ojigi* or expressive reactions to tasting food) and to spontaneously modify the syntax of their dialogues to reflect their personal communicative styles.

#### ***Oral Proficiency Bias: The Systematic Omission of the Writing/Dictation Phase***

The most critical finding and the primary scientific contribution of this study is the systematic disappearance of the Dictation/Writing Practice (Stage 5) and Sentence Expansion Drill (Stage 6) within the pre-service teachers' learning scenarios.

Out of the 11 groups analyzed, an absolute majority—including Groups 1, 6, 7, 8, 9, and 10, and finalized by Group 11—consistently scored at Level 1 (Not Present) in the Dictation/Writing Practice stage. Although the lesson plans' assessment components listed written vocabulary evaluations, the actual step-by-step classroom procedures revealed that the pre-service teachers immediately jumped from the oral Question-and-Answer Drill (Stage 4) to the oral Application Practice (Stage 7). Most notably, Group 11 completely omitted the written knowledge assessment instrument, relying solely on oral practical performance evaluation.

This pervasive pattern unveils a *communicative misconception* among pre-service teachers: they mistakenly equate a Can-Do-oriented curriculum (*Marugoto*) exclusively with oral communication (*speaking*), thereby completely bypassing the essential reinforcement of writing mechanics and syntactic extension drills during guided practice phases.

#### ***Implementation of Culturally Responsive Teaching (CRT)***

The CRT approach was successfully integrated by the pre-service teachers, anchored firmly at two distinct junctures: the introductory phase (scaffolding) and the final application/worksheet phase (validation).

3.1 Introductory Phase (Cultural Scaffolding): The majority of the groups achieved Level 4. The pre-service teachers demonstrated competence in establishing cultural scaffolding by bridging Japanese cultural concepts with the local socio-cultural realities of Indonesian high school students. For instance, Group 8 bridged the Japanese *Omiai Party* with the local *kopdar* (community meet-up) subculture among Indonesian youths; Group 9 connected the festival topic with Semarang's local *Dugderan* festival; and Group 10 linked Japanese culinary items (ramen/udon) with familiar local flavor profiles (sambal/gudeg).

3.2 Application Phase (Validation of Cultural Identity): In the final stage, CRT scores returned to Level 4. Through highly personalized tasks, students were given the autonomy to validate and express their own cultural identities using the Japanese language. Group 11 (Family theme) stood out as an exemplary model of inclusive CRT, as it allowed students to describe their real, pluralistic Indonesian family structures (e.g., living with

grandparents, being an only child, or having multiple siblings) into Japanese expressions with pride and self-confidence.

## **Discussion**

The empirical findings of this study demonstrate a unique pedagogical landscape among Japanese language pre-service teachers, characterized by high cultural responsiveness but hampered by a severe structural imbalance in skill development. The discussion is centered around two primary phenomena: the systematic oral-proficiency bias and the success of localized cultural scaffolding.

### ***The Communicative Misconception: Oral-Proficiency Bias and Literacy Omission***

The most striking revelation in this study is the absolute omission of the Dictation/Writing stage (Stage 5) and Sentence Expansion drills (Stage 6) across the majority of the lesson plans (Groups 1, 6, 7, 8, 9, 10, and 11). This phenomenon points toward a profound "communicative misconception" among pre-service teachers. When utilizing a Can-Do-oriented textbook like Marugoto, which champions oral production and communicative competence, novice teachers tend to fall into an extreme linguistic bias. They mistakenly operationalize "communicative" exclusively as "speaking" (hanashimasu) and "listening" (kikimasu), thereby neglecting the mechanical foundation of writing literacy (kakimasu).

This finding aligns with the concerns raised by Richards (2006) on Communicative Language Teaching (CLT) pitfalls, where novice educators frequently sacrifice accuracy and literacy mechanics for the sake of fluency. By jumping directly from formulaic Q-A drills to free oral application without the stabilizing mediation of writing or dictation drills, pre-service teachers remove a vital cognitive stepping stone. Nation (2009) argues that for foreign language learners, writing mechanics and

dictation serve as a crucial cognitive anchor that consolidates auditory input into semantic memory. Omitting this phase risks producing learners who may achieve superficial oral fluency but suffer from severe fossilization of grammatical errors and scriptorial illiteracy. This suggests that teacher training programs must place a stronger emphasis on balanced communicative curriculum design, ensuring that Can-Do philosophies do not inadvertently lead to the extinction of writing literacy in the classroom.

### ***Localized Cultural Scaffolding and Identity Validation via CRT***

In contrast to the structural deficiencies in literacy instruction, the pre-service teachers demonstrated exceptional competence in executing Culturally Responsive Teaching (CRT). The consistently high scores (Level 4) during the Introduction and Application phases across most groups (especially Groups 8, 9, 10, and 11) reveal that topics deeply embedded in students' personal spheres—such as family, food, hobbies, and festivals—serve as highly effective gateways for cultural integration.

From a theoretical standpoint, the method employed by these pre-service teachers represents a successful execution of "cultural scaffolding" (Gay, 2018). By bridging unfamiliar Japanese socio-cultural concepts (e.g., Omiai, Matsuri, culinary flavor profiles) with highly localized Indonesian equivalents (e.g., kopdar, Dugderan, sambal/gudeg), the teachers lowered the students' affective filter (Krashen, 1982). Furthermore, during the Application phase, allowing students to express their true domestic and social realities (such as the diverse, extended family structures in Group 11) serves as a powerful form of identity validation.

According to Ladson-Billings (2014), when a foreign language curriculum validates the native cultural identity of the learners, it fosters a deeper cross-cultural empathy or Intercultural Awareness. The students do not merely mimic a foreign tongue; instead,

they use the foreign tongue as a tool to project their own identity to the world. The high success rate of CRT in personal topics suggests that meaning-making in foreign language acquisition occurs most rapidly when the target language directly intersects with the learners' lived experiences and cultural funds of knowledge.

## Conclusions

The comprehensive distribution and performance levels of both 4C capabilities and CRT tenets across the 11 selected lesson plans are systematically summarized in Table 1.

Table 1. Recapitulation of 4C Capabilities and CRT Levels Across 11 Sample Lesson Plans

| Group / Cohort | Main Can-Do Topic    | Comm. Level | Collab. Level | Critical Thinking Level | Creativity Level | CRT Level | Key Structural Finding     |
|----------------|----------------------|-------------|---------------|-------------------------|------------------|-----------|----------------------------|
| Group 1        | Jibun to Kazoku      | 4           | 2             | 3                       | 2                | 4         | Writing Phase Omitted      |
| Group 2        | Sumai (Mingling)     | 3           | 4             | 3                       | 2                | 3         | Complete Collaboration     |
| Group 3        | Position/Letak Benda | 3           | 3             | 3                       | 2                | 2         | Formulaic Drill Oriented   |
| Group 4        | House Layout Map     | 3           | 3             | 4                       | 2                | 2         | High Spatial Logic         |
| Group 5        | Kalimono no Ireru    | 3           | 4             | 3                       | 3                | 4         | Contextual Role Card       |
| Group 6        | Family Photos        | 3           | 3             | 2                       | 2                | 3         | Writing Phase Omitted      |
| Group 7        | Route Navigation Map | 4           | 4             | 4                       | 3                | 4         | Spatial-Visual Scaffolding |
| Group 8        | Leisure Time (Omiai) | 4           | 4             | 3                       | 2                | 4         | Balanced CRT Scaffolding   |
| Group 9        | Festival (Matsuri)   | 4           | 3             | 3                       | 2                | 4         | High Cultural Awareness    |
| Group 10       | Culinary (Shokujii)  | 4           | 4             | 4                       | 3                | 4         | Balanced 4C-CRT Synergy    |
| Group 11       | Family (Jikoshoukai) | 4           | 4             | 3                       | 3                | 4         | Omitted Written Evaluation |

This study concludes that Japanese language pre-service teachers at Universitas Negeri Semarang possess a strong pedagogical capacity to design culturally responsive learning environments, yet they face a critical structural imbalance in multi-literacy development. Through the lens of the 4C capabilities and the *Culturally Responsive Teaching* (CRT) framework, two overarching conclusions can be drawn. First, a pervasive "communicative misconception" exists among novice teachers, wherein a *Can-Do*-oriented

curriculum (*Marugoto*) is mistakenly interpreted as an exclusively oral pedagogy. This bias leads to the systematic omission of writing mechanics and dictation drills during guided practice, risking superficial oral fluency at the expense of structural writing literacy. Second, topics deeply embedded in students' personal spheres (such as family, local festivals, and daily food habits) serve as highly effective cultural anchors. By leveraging localized scaffolding, pre-service teachers successfully lowered students' affective filters and validated their native cultural identities, thereby fostering deeper intercultural awareness.

Based on these findings, this study offers two primary recommendations. First, Teacher Education Institutions (LPTKs) must refine their microteaching and curriculum design courses to emphasize a more balanced communicative approach, ensuring that oral *Can-Do* philosophies are systematically integrated with foundational writing literacy. Second, future researchers are encouraged to expand this analysis into actual classroom implementations (*real teaching*) to evaluate how these lesson plan configurations translate into real-time student learning outcomes across a broader and more diverse demographic.

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