The Power of Respecting Others: Reconceptualization of Sociocultural Background and Students' Learning Styles in English Classroom

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Abstract: The students in the class sometimes cannot define the term of cultural background among students, they did not know their learning styles, and method that can lead into effective learning. Through a deep understanding of the concept of multicultural education and a reconceptualization of the classroom as a cultural entity, we can observe how social interactions, identities, and daily life practices within it make valuable contributions to inclusive and meaningful learning. This research tried to focus on the understanding of the learners in their cultural awareness in order to have respect of others who have variety in sociocultural background and their identity. To respect on others, they have to know themselves so that they can appreciate another culture or everyone without considering their races and gender. The subject of the study was 23 students of English department of university of Lampung who come from different background and ethnicity. The method was descriptive qualitative by giving open ended questionnaire in gathering the data. The data analysis uses coding in order to get meaningful and clear description. The result shows that the students who come from different background in terms of gender, ages and ethnicity, also have variety in their learning styles. The students think that differences in sociocultural background are not big problems for them. There are ways to overcome problems that might be happened in sociocultural differences among students; for example, understand and respect each other, do not harm or make fun of others, it is also influenced by the attitude of the members which more tolerance and open minded. Their opinions on the way to achieve gender equality in the classroom is through active student participation, not discriminating, students have the same duties and obligations, increasing awareness, equal treatment and opportunities, having to think openly, having the same rights to learn.

Keywords: Effective Learning, English Classroom, Respecting Others, Sociocultural Background, Students' Learning Styles

A. Introduction

Multicultural education has become an increasingly relevant and important topic in today's classroom context. The classroom is not just a place for learning, but also an

arena that reflects culture and identity (Banks, 2008), (Nieto, 2001). Reconceptualizing classrooms as cultural centers recognizes the complexity of the social interactions, identity representations, and everyday life practices that occurred within them (Banks, 2020). This context is further enriched by the diversity of students who present different backgrounds. From differences in socio-economics, culture, gender, learning styles, to learning abilities, the classroom is a place where the dynamics of this diversity are directly manifested (Gorski & Pothini, 2013). In the Indonesian context, the classroom is also an interesting reflection of the nation's rich culture, reflected in students' daily interactions and learning patterns. Through a deep understanding of the concept of multicultural education and a reconceptualization of the classroom as a cultural entity, we can observe how social interactions, identities, and daily life practices within it make valuable contributions to inclusive and meaningful learning (Gay, 2018). Thus, exploring the classroom as a cultural representation opens up opportunities to implement educational approaches that are responsive and respectful of diversity, especially in Indonesia (Sleeter & Carmona, 2017).

The issue of multicultural education has become one of the most interesting themes for researchers in Indonesia (Tillar, 2022). Based on the results of a literature search, several important research results were found regarding multicultural education in Indonesia, both at the early childhood education level, primary education, secondary education and higher education levels. The large number of studies that take up the theme of multicultural education provide some important information. First, the high level of awareness of researchers regarding the importance of building awareness of a multicultural society. A large number of studies on multiculturalism show human awareness that there are serious problems in human life that must be resolved by ending the conflicts that have occurred so far. Second, studies on multicultural education also show researchers' confidence or optimism regarding the contribution of education in realizing a multicultural society. Humans are tired of fighting, so humans want to end or break the chain of conflicts through education so that they are not passed on to the next generation (Nieto, 2015). The problem is how multicultural education will be carried out. Multicultural education should focus on learning materials, methods, or both.

The issue of multicultural education then culminates in a discussion about the implementation and goals of multicultural education. Some researchers have indeed explained what multicultural education means. Among several researchers, JA Banks' opinion is one that has been widely quoted by authors (Banks & Banks, 2015). There are several key words in understanding multicultural education put forward by Bank. First, multicultural education is a process. Second, the aim of this process is to shape environmental education. Third, the educational environment that we want to create is an environment that allows everyone with different conditions to get the same education. Based on this, multicultural education is better understood as a condition when there is no discrimination in education.

Several Indonesian researchers have different perspectives in looking at multicultural education. For example, (Supriatin & Nasution, 2017) multicultural education is not only a problem related to the field of education but even has strong roots in social life and is even understood as a social movement. Multicultural education, in Supriatin's view, is an effort to provide understanding to society, in this case as educational subjects, about the values of multiculturalism, such as mutual respect, solidarity, peaceful coexistence, and respect for differences. The same thing can be found in research conducted by (Junaidi, 2018), (Kartikawati et al., 2018), and (Sutarto, 2019), who understand multicultural education as education that is directed at providing understanding and appreciation for differences in humans, whether related to skin color, religion, race, political preferences, gender, and so on. Multicultural education, in the view of Indonesian researchers, is understood as an educational process to instill multicultural values in students.

Implementation of multicultural education can be carried out in various aspects and institutions. Then, according to (Tillar, 2022), the multicultural education priority program is educational institutions as cultural centers, citizenship education, multicultural education curriculum, book policy and teacher education. Her ideas are comprehensive macro concepts. Implementation of multicultural education in schools includes three things, namely school culture, school management and the learning process. Culture is a view of life that is mutually recognized by a group of people, which includes ways of thinking, behavior, attitudes, values that are reflected in both physical and abstract forms. This culture can also be seen as a behavior, values, attitude and way of life to adapt to the environment, as well as a way to view problems and solve them. Therefore, a culture will naturally be passed down from one generation to the next. Schools are the main institutions designed to facilitate the process of cultural transmission between generations. The concept of classroom as culture refers to the way in which the physical environment or space in which a person lives reflects and shapes their identity, values, and social experiences in society. This involves understanding that the space in which a person lives or lives is not just a physical location, but is also an integral part of how individuals and groups define and express themselves. Traditional understandings of social class often focus on economic factors such as income, education, or type of employment. However, apart from these aspects, the living environment or classroom also plays an important role in shaping a person's identity and social experiences. This classroom includes not only a person's home, but also the surrounding environment, including neighbors, public facilities, and infrastructure.

The classroom can be mentioned having one aspect of cultural dimensions (Nieto, 2001), (Banks & Banks, 2019) can be described as follows:
1. Identity and Social Experience: Where a person lives reflects the cultural and social aspects of their class. For example, the physical environment such as housing type, architectural style, or population density can provide clues about

a person's economic status and lifestyle.

2. Values and Preferences: The classroom also influences a person's values and cultural preferences. For example, individuals from different class strata may have different tendencies in terms of lifestyle, consumption of goods and services, or recreational activities.
3. Access to Resources: The living environment can influence a person's access to important resources such as education, health services, transportation, and employment. This inequality of access can be reflected in differences in the quality of infrastructure and facilities in various social class areas.
4. Social Interaction: The classroom also influences a person's social interactions. Individuals living in neighbourhoods with similar economic backgrounds tend to have more similar experiences and values, while interactions between different class groups can create unique social dynamics.
5. Political and Policy Implications: Understanding the classroom as a culture has significant implications in terms of social and economic policy formulation. Awareness of classroom differences can help drive policies that promote inclusion, equality of access, and reduced social inequality.

Thus, the concept of classroom as culture implies that a person's physical environment is not only a place of residence or location, but also contains deep social and cultural meaning. Taking these aspects into account is important in understanding the complexity of social stratification and how inequalities and class differences can be reflected in the daily lives of individuals and society more broadly.

To gain an understanding of the importance of studying educational anthropology, the following points can be understood, including: understanding the basic essence of culture, producing a cultured generation, respecting the diversity of Indonesian culture, understanding cultural messages, innovating with new and noble cultures, embedding the practice of character education and ethical education. character and the creation of cultured students (Banks, 2020). Teachers can support students' diverse backgrounds and identify socio-cultural approaches to understanding the impact of educational policies. The implementation of education programs needs to take into account the special environmental conditions, customs, psychological atmosphere, and the level of intelligence of the local population to achieve optimal results. Educational Anthropology is an academic study of the education system from a cultural perspective.

Student diversity in the classroom is a fact of life in all schools and classrooms in Indonesia. And students do more things than we can count. In learning, to be effective, teachers must be aware of several important ways in which students vary and consciously consider that diversity when planning and delivering instruction. We cannot successfully teach subject matter without educating children. Several types of diversity can be found in the classroom.

Research shows that boys and girls differ in their cognitive characteristics, the problem is why and how big the difference is (Halpern & LaMay, 2000). The girls generally show greater verbal aptitude than boys, while boys typically excel in visual-spatial abilities (Slavin, 2012). The elementary school level, gender differences are seen in boys' cognitive abilities. -men and women in overall performance. Girls often excel in verbal fluency, spelling, writing, reading, and mathematical calculations. Boys often excel at mathematical reasoning, spatial relationships, and insight problems (Cimpian et al., 2020). However, it is important to note that gender differences are not very large and individual differences within each gender are also large (Miller & Halpern, 2014). After examining 165 studies, Hyde and Linn (1988) concluded that gender differences in verbal ability were so small as to be insignificant, and the Educational Testing Service (1997), which examined many more studies, agreed (Huang, 2020).

Tannen (1991) in Cruickshank (2006) has studied why men and women differ in the way they participate in class (Li, Q., & Papageorgiou, 2021). He suggests that boys talk more often in class because they have learned to use language more openly in playgroups and group activities. In such groups, language is one way that high-status boys encourage low-status boys. In contrast, girls talk less in class because they have learned to use language more privately, with good friends, and to share secrets. Good and Brophy (1999) believe that gender differences are not caused by genetic factors, but are acquired, and conclude, "To the extent that society begins to expect equal achievement from boys and girls in different subject areas, we may begin to see that" (Buchmann & DiPrete, 2006).

Teaching for gender equality offers the following suggestions to help promote gender equality in classroom interactions. Instead of asking students to express an idea or reading, sometimes ask them how the idea or material they read feels. Rather than expecting them to raise their hands, encourage students to occasionally jump up to express themselves. Also, sometimes have students work in homogeneous, single-sex groups. Effective teachers are aware of gender differences and are able to create classrooms that do not harm gender (Stoet & Geary, 2018). Of course, we do not want to exclude students from participation or success in school activities because of gender. (Slavin, 2012) goes further to say that not only should we treat boys and girls the same way in similar situations, but we should also overcompensate (e.g., directing more math and science questions to girls) to address differences in gender expectations.

This article aims to examine the concept of class as culture and reconceptualize classes, especially school classrooms, which reflect the cultural acculturation of students who come from different backgrounds and also their learning styles differences. How the differences that exist in a classroom show diversity that can be used to get to know one's own culture and respect other cultures.

B. Methods

The method of the research is that qualitative in the form of descriptive analysis. The procedure of the research can explained as follows: determining the problems, creating questionnaire in the form open ended to know the students' sociocultural background, their learning styles and their perspectives. In the form of analysis data, the researchers did a coding analysis in order to find meaningful explanation form the questionnaire findings. Students of English Education study program in University of Lampung become the subject of the research especially students in the second semester that come from one class consisting 23 students who fill in the questionnaire. The open ended questionnaire is delivered to the students in order to know their perspectives on the sociocultural background and their learning styles. After the students fill in the questionnaire, the researcher analyze the data in the form of coding and descriptive analysis so that the findings can be formulated based the the data. the Here is the figure that show the procedure of the analysis

C. Results and Discussion

There are some findings that can be described in this section. The findings related with learners background, students' learning style and students' perspectives on sociocultural differences among member of the class. In this section explain the results of research and comprehensive discussion.

Learners' Background

Learner's background portrays a wide array of factors that influence a student's educational experience and outcomes. Experts in education and learning theory provide a comprehensive understanding of what constitutes a learner's background. (Banks, 2008) emphasizes the importance of understanding the diverse cultural, ethnic, and linguistic backgrounds of students. He highlights that students' cultural identities and experiences significantly shape their learning processes and engagement. In order to have a meaningful understanding of what occurred and exact situation of the learners in English classroom nowadays, the researcher tried to identify learners' background by giving them questions related with their background. The table shows the description of learners' background in terms of gender, age and ethnicity.

Table 1. Learners' Background

Gender		Age			Ethnicity			
Male	Female	18	19	20	Lampung	Java	Palembang	Other
34.68%	65.2%	7.3%	9.7%	3%	13 %	5.2 %	13%	8.6%

Learners' Learning Styles and Students' Achievement

Howard Gardner introduces the theory of multiple intelligences, suggesting that learners have different strengths and preferences in how they process information, which are influenced by their backgrounds.

Table 2. Students' Learning Styles and Achievement

Learning styles						
Kinesthetic	Very strong aural	Multimodal	Mild Aural	Mild kinesthetic	Strong kinesthetic	Very strong kinesthetic
4.5%	4.5%	63.5%	13.5%	4.5%	4.5%	4.5%
Students' achievement (Grade point average)						
3.50-3.60	3.61-3.70	3.71-3.80	3.81-3.90	3.91-4.00		
0	4.3%	17.4%	30.5%	25.7%		

Based on the questionnaire that has been distributed, around 63.5% of students have a multimodal learning style, meaning they have a combined learning style of kinesthetic, aural and also reading and writing. Aural learning style ranks second at around 18 percent of students, which is a combination of very strong aural and mild aural. Then the kinesthetic learning style is in third place, around 13.5% of students choose the mild kinesthetic learning style 4.5%, strong kinesthetic 4.5% and very strong kinesthetic 4.5%. Student academic achievement up to semester 2 is very good, ranging from 3.61 to 4.00. This shows that student achievement in this class is quite high with the highest percentage with a GPA of 3.81-3.91.

Students' perspectives on the sociocultural differences, learning styles and learning achievement among members of English class

Table 3. Learners' Perspectives

No	Theme	Pattern (students' answer)	Description
1.	Differences in socio-cultural backgrounds among students in English classroom	T1: grateful and pleasant T2: unique and not boring T3: increase tolerance and respect T4: new insights T5: good and positive T6: no problem T7: varied and diverse T8: understand and appreciate T9: enrich learning	The students think that differences in sociocultural background are not big problems for them. Likewise, they feel positive, good, grateful, unique and pleasant since they can get new insights, increase tolerance and respect, so that they can enrich learning by the diversity and variation among members.
2.	Ways to overcome problems with various socio-cultural differences among students	L1: do not demean and make fun of others L2: understand each other L3: through joint activities L4: respect each other L5: collaboration and discussion L6: tolerance and open minded	There are ways to overcome problems that might be happened in sociocultural differences among students; for example, understand and respect each other, do not harm or make fun of others, it is also influenced by the attitude of the members which

		L7: project-based learning L8: use Indonesian L9: how to communicate L10: does not discriminate L11: how to behave L12: inclusion class	more tolerance and open minded. Through collaboration and discussion in the classroom or doing project-based learning and also several joint activities within members, how to communicate each other, how to behave, consequently, it can lead into good atmosphere of the class among members who come from different sociocultural background.
3.	Students' opinion on learning style influence learning achievement	19 students say important 1 student chose not important 3 students chose neutral	There are 19 students who think that learning styles can influence learning achievement. About 1 student chose that learning styles did not influence learning achievement and 3 of 23 students decide neutral.
4.	Students' opinion on gender equality matter and opinion on ways to achieve gender equality in the classroom	12 students chose important in gender equality 9 students chose very important 2 students said not important The method: J1: rights and obligations are the same J2: does not discriminate J3: promote active student participation J4: increase education and awareness J5: equal treatment and opportunities J6: open minded J7: broadening horizons J8: equal learning J9: equal opportunity J10: making women leaders	About 12 out of 23 students show 9 out of 23 students stated that gender equality was very important, 12 people said it was important and 2 people said it was not important. The way to achieve gender equality in the classroom is through active student participation, not discriminating, students have the same duties and obligations, increasing awareness, equal treatment and opportunities, having to think openly, having the same rights to learn.
5.	Students' opinion on the ways of improving learning achievement in the class	B1: active and brave B2: make a schedule and focus B3: improve the learning atmosphere B4: choose the right learning style B5: appropriate learning methods B6: lots of discussion B7: determine effective learning methods B8: split at home B9: set goals B10: effective learning B11: discipline B12: positive environment	Ways to improve learning achievement are to be actively involved in class, dare to have an opinion, make a schedule and focus on studying, choose the right learning style, choose the right learning method, improve the learning atmosphere, have lots of discussions, determine effective learning methods, exercise at home, determine goals, study effective, disciplined and supportive environment.

There are ways to overcome problems that might be happened in sociocultural differences among students; for example, understand and respect each other, do not harm or make fun of others, it is also influenced by the attitude of the members which more tolerance, open minded and do not discriminate. These statements are inline with the propotitions from (Banks & Banks, 2019), multicultural education fosters an environment where students learn to understand and appreciate each other's diverse backgrounds. Respecting each other's cultural backgrounds is fundamental in creating an inclusive classroom environment (Nieto, 2015). Creating a school environment where students feel safe and respected reduces instances of demeaning behavior and bullying (Dessel, A., & Rogge, 2020). Promoting tolerance and open-mindedness in classrooms helps students appreciate diverse perspectives (Gay, 2018). Addressing issues of discrimination and ensuring equity in educational opportunities for all students (Howard, 2019). (Slavin, 2012) states that collaboration and discussion are essential for fostering critical thinking and respect among students. Through collaboration and discussion in the classroom, doing project-based learning that can engage students in meaningful activities that require collaboration and critical thinking (Thomas et al., 2020). Join activities and cooperative learning strategies enhance mutual understanding and teamwork among students (Johnson & Johnson, 1989). The others way to overcome the problems is that how to communicate each other, how to behave, consequently, it can lead into good atmosphere of the class among members who come from different sociocultural background. Effective communication strategies are crucial for resolving conflicts and building positive relationships in the classroom (Ting-Toomey & Dorjee, 2018). Teaching students' respectful behavior and the importance of community in the classroom (Kohn, 2006).

The way to achieve gender equality in the classroom is through active student participation, not discriminating, students have the same duties and obligations, increasing awareness, equal treatment and opportunities, having to think openly, having the same rights to learn. Gender equality in education involves ensuring that both boys and girls have the same rights and obligations in their learning environments (OECD, 2019). An inclusive education system should not discriminate based on gender and should ensure equal opportunities for all students (United Nations Educational, 2020). Promoting active participation of all students, regardless of gender, helps in building a more inclusive and engaging learning environment (Boaler, 2016). Increasing education and awareness about gender issues among students can help challenge and change existing gender inequalities (Nguyen, T. H., & Rydell, 2018). Ensuring equal treatment and opportunities for all students, regardless of gender, is crucial for achieving gender equality in education (Chambers, D. J., & Henson, 2019). Fostering an open-minded attitude in students can help them appreciate diverse perspectives and promote gender equality (Dweck, 2016). Broadening students' horizons and encouraging them to explore non-traditional fields can help reduce gender gaps in various disciplines (Cimpian et al., 2020; Cruickshank & Metcalf, 2006).

Overcoming problems related to sociocultural differences among students is crucial for creating a harmonious and inclusive classroom environment. Key strategies include fostering mutual understanding and respect, promoting tolerance and open-mindedness, and avoiding harmful behaviours such as making fun of others. These approaches align with the principles of multicultural education, which emphasize the importance of appreciating diverse backgrounds (Banks & Banks, 2019), (Nieto, 2015). Creating a safe and respectful school environment reduces instances of demeaning behavior and bullying (Dessel & Rogge, 2020). Promoting tolerance helps students appreciate diverse perspectives (Gay, 2018), and addressing discrimination ensures equity in educational opportunities (Howard, 2019). Collaboration and discussion are essential for fostering critical thinking and mutual respect among students (Slavin, 2012), and project-based learning can engage students in meaningful activities that enhance understanding and teamwork (Thomas et al., 2020), (Johnson & Johnson, 1989). Effective communication and respectful behaviours are vital for resolving conflicts and building positive relationships in the classroom (Ting-Toomey & Dorjee, 2018), (Kohn, 2006). These strategies create a good atmosphere in classes with students from diverse sociocultural backgrounds.

Achieving gender equality in the classroom requires active student participation, non-discrimination, equal rights and obligations, increased awareness, and equal treatment and opportunities. An inclusive education system should ensure that both boys and girls have the same rights and obligations (OECD, 2019) and should not discriminate based on gender (United Nations Educational, 2020). Promoting active participation and increasing awareness about gender issues can help challenge and change existing inequalities (Boaler, 2016), (Nguyen, T. H., & Rydell, 2018). Ensuring equal treatment and opportunities (Chambers, D. J., & Henson, 2019), fostering open-mindedness (Dweck, 2016), and broadening students' horizons (Cimpian et al., 2020) are crucial for achieving gender equality in education. In conclusion, by respecting sociocultural differences and promoting gender equality, educators can create an inclusive, supportive, and effective learning environment that benefits all students.

D. Conclusions

One essential idea that greatly affects the dynamics of an English classroom is respect for others. Teachers may establish a more inclusive, interesting, and productive learning environment by acknowledging and appreciating the many sociocultural origins and distinct learning styles of their pupils. A more individualized and culturally sensitive pedagogy will replace the one-size-fits-all approach in this reconceptualization.

Several benefits result when educators honor and include their students' ethnic identities and learning preferences into their pedagogical approaches. First of all, when they are understood and valued, pupils have higher self-esteem and are more

motivated to learn. Second, a richer learning environment is created for all students as a result of the classroom becoming a place where different viewpoints are acknowledged and exchanged. Thirdly, valuing variety fosters social cohesiveness, lowers instances of prejudice and conflict, and improves the safety and supportiveness of learning environments.

Teachers who embrace the value of respecting others help pupils succeed academically as well as in a multicultural and globalized society. This strategy is in line with current educational objectives, which place a strong emphasis on equity, inclusiveness, and the creation of global citizens who are understanding, accepting, and appreciative of diversity. In the end, the way that sociocultural origins and learning styles are conceptualized in English classrooms highlights the revolutionary power of respect in education and opens the door to a more cohesive and productive learning community.

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