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PARECER A

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EDITOR SUMMARY

This article proposes the integration of the Berkeberen tradition of the Gayo Tribe into a Problem-Based Learning (PBL) approach as a strategy for developing students' communication skills. Grounded in current literature and empirical data, the study demonstrates that culturally responsive pedagogical practices foster active listening, collaborative dialogue, and collective knowledge construction.

The results indicate significant improvement in students' communication abilities when engaged in a culturally integrated approach. The research contributes to the field of intercultural pedagogy by offering both empirical evidence and practical recommendations for incorporating Indigenous knowledge into the curriculum. This is an original and relevant contribution, particularly in light of the contemporary challenges posed by inclusive education and the appreciation of cultural diversity.

ARTICLE ANALYSIS

INTRODUCTION

This study combines the Berkeberen tradition of the Gayo Tribe with a Problem-Based Learning (PBL) approach, aiming to enhance students' communication skills.

The introduction builds a solid argumentative line by emphasizing the relevance of practical communication skills in educational and professional contexts, substantiating this claim with contemporary sources.

- It demonstrates a strong command of the state of the art by presenting a consistent overview of PBL and its contributions to communication and critical thinking development;
- The research problem is well justified and contextualized;
- The study's objectives are clearly and specifically articulated.

CRITICAL ANALYSIS

The article is well structured and provides an original and valuable contribution to the field of culturally responsive pedagogy. The clarity of the results and the methodological coherence strengthen the study's overall credibility.

This is a high-potential piece of research that can inform inclusive and intercultural pedagogical practices.

STRENGTH OF ARGUMENT

The connection between theory and practice is robust and well developed, supported by citations from recognized scholars in education, communication, and intercultural studies. This significantly strengthens the scientific credibility of the central argument.

The study positions itself meaningfully within the field of intercultural pedagogy and offers a concrete contribution to improving inclusive and culturally sensitive educational practices.

LIMITATIONS AND OPPORTUNITIES

The article takes an innovative approach by incorporating the Berkeberen tradition of the Gayo Tribe into the PBL methodology as a means to enhance communication competencies.

However, the following areas require improvement:

- The introduction, although well developed, is overly long and could benefit from concise revision;
- The role of teacher mediation needs deeper exploration — how did educators influence or facilitate the interactions?
- The language, while clear, tends to repeat similar ideas across different paragraphs;
- The conclusion should be more concise, focusing on the study's key contributions and avoiding redundancy.

ENGAGEMENT WITH OTHER AUTHORS

The authors emphasize that integrating Indigenous pedagogical practices contributes to the advancement of culturally responsive education and offer evidence-based recommendations for enhancing students' communication skills (Kastoryano, 2018; Peng, 2021).

Kastoryano (2018) notes that such integration transforms the learning environment into a space for shared meaning-making and inclusive knowledge construction. Peng (2021) highlights the importance of teacher training programs that develop intercultural communication competence and culturally responsive pedagogy, empowering teachers to foster equitable dialogue and support diverse perspectives.

Surapaneni (2024) argues that storytelling strengthens personal connections among students and stimulates meaningful dialogue, showcasing the communicative value of narrative techniques.

Navarrete-Muñoz et al. (2024) and Negro et al. (2025) assert that the Berkeberen tradition creates an engaging learning atmosphere by promoting deep connections through shared cultural narratives, thereby enriching community learning.

Finally, Kelly et al. (2021) affirm the transformative potential of culturally relevant pedagogies in improving educational outcomes.

CONTEMPORARY RELEVANCE

The relevance of this topic is evident in the current global context, characterized by cultural diversity, the urgency of inclusion, and the demand for educational methodologies that are both meaningful and aligned with students' realities.

In school environments increasingly shaped by ethnic, social, and cultural pluralism, rethinking curricula and pedagogical approaches through the lens of students' lived experiences and traditions is essential for promoting equity and strengthening engagement.

The Berkeberen tradition, with its emphasis on attentive listening, shared dialogue, and collective meaning-making, brings ancestral knowledge to the fore—knowledge that proves highly effective in developing communication skills that are critical in today's academic, professional, and social contexts.

FINAL EVALUATION

This article presents an innovative proposal by integrating the Berkeberen tradition of the Gayo Tribe into a PBL methodology to foster students' communication skills. With a solid theoretical foundation and clearly defined objectives, the study shows that culturally integrated pedagogical practices strengthen active listening, dialogue, and teamwork.

The research is relevant for offering clear evidence of the positive impact of Indigenous knowledge inclusion within school environments, contributing to a more responsive and inclusive pedagogy. The argument is well substantiated by reputable authors, and both qualitative and quantitative data reinforce the validity of the findings.

To improve the manuscript, we recommend making some sections more concise and deepening the analysis of teacher mediation.

Nevertheless, this is a highly relevant study that aligns with current educational demands and advances a plural, culturally sensitive approach to teaching and learning.

REQUIRED REVISIONS

Please highlight the following changes in yellow within the manuscript:

- The introduction, although well developed, is overly long and could benefit from concise revision;

- The role of teacher mediation needs deeper exploration — how did educators influence or facilitate the interactions?
- The language, while clear, tends to repeat similar ideas across different paragraphs;
- The conclusion should be more concise, focusing on the study's key contributions and avoiding redundancy.

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