

## ABSTRAK

Pendekatan *Culturally Responsive Teaching* melalui Model Pembelajaran *Problem Based Learning* adalah pendekatan berbasis budaya yang dikaitkan dengan model pembelajaran berbasis masalah. Penelitian ini bertujuan untuk : (1) mengetahui pengaruh pendekatan CRT melalui model pembelajaran PBL terhadap kerjasama peserta didik ; (2) mengetahui pengaruh pendekatan CRT melalui model pembelajaran PBL terhadap berpikir kritis peserta didik. Penelitian ini bersifat *quasi eksperimen* yaitu dengan *non equivalent control group design*. Instrumen yang digunakan pada penelitian ini berupa lembar observasi keterlaksanaan sintaks, lembar observasi kerjasama dan tes yang sudah divalidasi terlebih dahulu dan analisis data menggunakan uji prasyarat dan uji hipotesis. Hasil penelitian diketahui bahwa nilai yang diperoleh dari uji yang telah dilakukan dari data tes kemampuan berpikir kritis adalah  $t_{hitung} = 13,795$  dengan  $p = 0,000$  bermakna bahwa ada perbedaan yang signifikan pada kemampuan berpikir kritis. Dari hasil analisis data observasi keterampilan kerjasama diketahui bahwa nilai yang diperoleh dari uji hipotesis adalah  $Z_{hitung} = -6.210$  dimana  $Z_{hitung} > Z_{tabel}$  bermakna bahwa ada perbedaan yang signifikan pada keterampilan kerjasama. Berdasarkan hasil perhitungan aktivitas pembelajaran menggunakan PBL – CRT diperoleh nilai persentase sebesar 84,86 % dengan kategori sangat baik. Sesuai dengan kriteria penafsiran lembar observasi, maka keterlaksanaan pembelajaran menggunakan PBL-CRT berada pada kategori hampir seluruh kegiatan dilaksanakan.

Kata kunci : *culturally responsive teaching*, *model problem based learning*, berpikir kritis, keterampilan kerjasama.

## **ABSTRACT**

*Culturally Responsive Teaching through Problem Based Learning Model is a culture-based approach associated with a problem-based learning model. This study aims to: (1) determine the effect of CRT approach through PBL learning model on students' cooperation; (2) determine the effect of CRT approach through PBL learning model on students' critical thinking. This research is a quasi-experiment, namely with a non-equivalent control group design. The instruments used in this study are syntax implementation observation sheets, cooperation observation sheets and tests that have been validated in advance and data analysis using prerequisite tests and hypothesis testing. The results showed that the value obtained from the test that has been carried out from the critical thinking ability test data is  $t \text{ count} = 13.795$  with  $p = 0.000$  meaning that there is a significant difference in critical thinking ability. From the results of the analysis of observation data on cooperation skills, it is known that the value obtained from the hypothesis test is  $Z \text{ count} = -6.210$  where  $Z \text{ count} > Z \text{ table}$  means that there is a significant difference in cooperation skills. Based on the calculation of learning activities using PBL - CRT, the percentage value is 84.86% with a very good category. In accordance with the criteria for interpreting the observation sheet, the implementation of learning using PBL-CRT is in the category of almost all activities carried out.*

*Key Words : Culturally Responsive Teaching, Problem Based Learning, Collaboration, Critical Thinking Skills.*

