

**PENGARUH PENDEKATAN *CULTURALLY RESPONSIVE TEACHING*
(CRT) BERBANTUAN *ASSEMBLR EDU* TERHADAP KEMAMPUAN
PEMAHAMAN MATEMATIS PESERTA DIDIK KELAS V SEKOLAH
DASAR**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemahaman matematis peserta didik di SDN Giriharja. Tujuan dari penelitian ini adalah untuk (1) mengetahui gambaran proses pembelajaran peserta didik yang menggunakan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *Assemblr Edu* dengan peserta didik yang menggunakan pembelajaran konvensional, (2) mengetahui perbedaan rata-rata kemampuan pemahaman matematis peserta didik yang menggunakan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *Assemblr Edu*, dan (3) mengetahui seberapa besar pengaruh penggunaan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *Assemblr Edu* terhadap kemampuan pemahaman matematis peserta didik kelas V sekolah dasar. Metode penelitian yang digunakan yaitu kuasi eksperimen dengan desain *nonequivalent control grup design*. Sampel penelitian berjumlah 50 orang peserta didik yang terbagi dalam dua kelompok, yaitu kelompok eksperimen 25 orang peserta didik dan kelompok kontrol 25 orang peserta didik. Berdasarkan hasil penelitian dapat diperoleh bahwa (1) gambaran proses pembelajaran menggunakan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *Assemblr Edu* dengan sangat baik dengan rata-rata hasil observasi guru dan peserta didik sebesar 94% serta pembelajaran konvensional dengan rata-rata hasil observasi guru dan peserta didik sebesar 87%, (2) terdapat perbedaan rata-rata signifikan kemampuan pemahaman matematis yang menggunakan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *Assemblr Edu*, dan (3) terdapat pengaruh pada penggunaan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *Assemblr Edu* dengan nilai 0,691 dalam uji *effect size* dengan kategori sedang. Sehingga dapat disimpulkan bahwa terdapat pengaruh penggunaan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *Assemblr Edu* terhadap kemampuan pemahaman matematis peserta didik kelas V sekolah dasar.

Kata Kunci: *Culturally Responsive Teaching*, *Assemblr Edu*, Kemampuan Pemahaman Matematis

**THE EFFECT OF CULTURALLY RESPONSIVE TEACHING (CRT)
APPROACH ASSISTED BY ASSEMBLR EDU ON MATHEMATICAL
UNDERSTANDING ABILITY OF GRADE V ELEMENTARY SCHOOL
STUDENTS**

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ABSTRACT

This study was motivated by the low mathematical comprehension skills of students at SDN Giriharja. The objectives of this study were to (1) determine the learning process of students using the Culturally Responsive Teaching (CRT) approach assisted by Assemblr Edu compared to students using conventional learning methods, (2) to determine the difference in the average mathematical comprehension ability of students using the Culturally Responsive Teaching (CRT) approach assisted by Assemblr Edu, and (3) to determine the extent of the influence of using the Culturally Responsive Teaching (CRT) approach assisted by Assemblr Edu on the mathematical comprehension ability of fifth-grade elementary school students. The research method used was a quasi-experimental design with a nonequivalent control group design. The research sample consisted of 50 students divided into two groups: an experimental group of 25 students and a control group of 25 students. Based on the research results, it was found that (1) the learning process using the Culturally Responsive Teaching (CRT) approach assisted by Assemblr Edu was very good, with an average observation score of 94% for both teachers and students, while conventional learning had an average observation score of 87% for both teachers and students, (2) there was a significant difference in the average mathematical comprehension ability using the Culturally Responsive Teaching (CRT) approach assisted by Assemblr Edu, and (3) there was an effect on the use of the Culturally Responsive Teaching (CRT) approach assisted by Assemblr Edu with a value of 0.691 in the effect size test with a moderate category. Therefore, it can be concluded that there is an effect of the use of the Culturally Responsive Teaching (CRT) approach assisted by Assemblr Edu on the mathematical comprehension ability of fifth-grade elementary school students.

Keywords: *Culturally Responsive Teaching, Assemblr Edu, Mathematical Comprehension Ability*

**PANGARUH PENDEKATAN PANGAJARAN RESPONSIF BUDAYA (CRT)
DIBANTUAN KU *ASSEMBLR EDU* KANA KAMAMPUH PAMAHAMAN
MATEMATIKA SISWA KELAS V SAKOLA DASAR**

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ABSTRAK

Panaliti ieu di latar belakang ku rendahna kamampuh pemahaman matematis peserta didik di SDN Giriharja. Tujuan tina ieu panalungtikan nya éta pikeun (1) ngajéntrékeun gambaran prosés pembelajaran peserta didik anu ngagunakeun pendekatan *Culturally Responsive Teaching* (CRT) anu dibantu ku *Assemblr Edu* sareng peserta didik anu ngagunakeun pembelajaran konvensional. (2) mikanyaho bédana rata-rata kamampuh pamahaman siswa peserta didik anu ngagunakeun pendekatan *Culturally Responsive Teaching* (CRT) dibantuan *Assemblr Edu*, jeung (3) mikanyaho sabaraha gedé pangaruh ngagunakeun pendekatan *Culturally Responsive Teaching* (CRT) mantuan *Assemblr Edu* pikeun kamampuh siswa kelas V SD. Méthode panalungtikan nya éta kuasi ékspérimén kalawan desain *nonequivalent control grup design*. Sampel panalungtikan aya 50 urang peserta didik anu dibagi dina dua kelompok, nya eta kelompok eksperimen 25 urang peserta didik jeung kelompok kontrol 25 urang peserta didik. Dumasar kana hasil panalungtikan bisa kapanggih yén (1) gambaran prosés diajar ngagunakeun pendekatan *Culturally Responsive Teaching* (CRT) dibantu *Assemblr Edu* kalayan saé pisan kalayan rerata hasil observasi guru sareng peserta didik nyaéta 94% sarta pembelajaran konvensional kalayan rerata hasil observasi guru sareng peserta didik nyaéta 87%, (2) aya béda rata-rata signifikan kamampuh siswa dina ngagunakeun pendekatan *Culturally Responsive Teaching* (CRT) dibantuan *Assemblr Edu*, jeung (3) aya pangaruh kana digunakeunana pendekatan *Culturally Responsive Teaching* (CRT) kalawan *Assemblr Edu* dina uji ukuran *effect size* kalayan kategori sedeng. Ku kituna bisa dicindekkeun yén aya pangaruh tina ngagunakeun pendekatan *Culturally Responsive Teaching* (CRT) dibantuan ku *Assemblr Edu* kana kamampuh pamahaman matematik siswa kelas V Sakola Dasar.

Kecap Pamageuh: *Culturally Responsive Teaching, Assemblr Edu, Kamampuh Pamahaman Matematika.*