PENGARUH PENDEKATAN *CULTURALLY RESPONSIVE TEACHING* BERBANTUAN MEDIA *CLASSPOINT* TERHADAP PENINGKATAN KEMAMPUAN PEMAHAMAN MATEMATIS MURID SEKOLAH DASAR

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ABSTRAK

Penelitian ini dilatarbelakangi oleh permasalahan rendahnya kemampuan pemahaman matematis murid sekolah dasar. Tujuan dari penelitian ini adalah untuk mengetahui gambaran proses pembelajaran kemampuan pemahaman matematis murid, menganalisis pengaruh, besaran pengaruh, dan perbedaan peningkatan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan media *ClassPoint* terhadap kemampuan pemahaman matematis murid sekolah dasar. Metode penelitian yang digunakan yaitu *quasi experiment* dengan desain *nonquivalent control group design*. Sampel penelitian berjumlah 50 murid yang terbagi dalam dua kelompok, yaitu kelompok eksperimen 25 murid dan kelompok kontrol 25 murid. Berdasarkan hasil penelitian dapat diperoleh bahwa (1) gambaran kemampuan pemahaman matematis menggunakan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *ClassPoint* lebih baik daripada kelas kontrol yang menggunakan Pendekatan Matematika Realistik (PMR) dan data kelas eksperimen lebih konsisten di sekitar rata-rata, (2) terdapat pengaruh secara signifikan kemampuan pemahaman matematis yang menggunakan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *ClassPoint* dibandingkan Pendekatan Matematika Realistik (PMR), (3) terdapat pengaruh yang besar terhadap kemampuan pemahaman matematis murid sekolah dasar dengan nilai 1,101 dalam uji *effect size* dengan kategori tinggi, dan (4) terdapat perbedaan peningkatan melalui hasil uji *N-Gain* terhadap Kemampuan Pemahaman Matematis (KPM) murid sekolah dasar. Berdasarkan hasil tersebut dapat disimpulkan bahwa penggunaan pendekatan *Culturally Responsive Teaching* (CRT) berbantuan *ClassPoint* berpengaruh terhadap kemampuan pemahaman matematis murid sekolah dasar.

Kata Kunci: Kemampuan Pemahaman Matematis, *Culturally Responsive Teaching, ClassPoint*

THE EFFECT OF A CULTURALLY RESPONSIVE TEACHING APPROACH USING CLASSPOINT ON IMPROVING MATHEMATICAL COMPREHENSION SKILLS AMONG ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study was motivated by the issue of low mathematical comprehension skills among elementary school students. The purpose of this study is to examine the process of students' mathematical comprehension learning, and to analyze the effect, magnitude, and differences in improvement resulting from the Culturally Responsive Teaching (CRT) approach supported by ClassPoint on the mathematical comprehension skills of elementary school students. The research method used was a quasi-experiment with a nonquivalent 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 findings, it can be concluded that (1) the learning ability process using the Culturally Responsive Teaching (CRT) approach supported by ClassPoint was better than that of the control class compared to the Realistic Mathematics Education (PMR), and the experimental class data were more consistently clustered around the mean; (2) there was a significant effect on mathematical comprehension ability when using the Culturally Responsive Teaching (CRT) approach supported by ClassPoint compared to the Realistic Mathematics Education (PMR), (3) there is a large effect on the mathematical comprehension ability of elementary school students with a value of 1.101 in the effect size test, falling into the high category, and (4) there is a difference in improvement as indicated by the N-Gain test results regarding the Mathematical Comprehension Ability (KPM) of elementary school students. Based on these results, it can be concluded that the use of the Culturally Responsive Teaching (CRT) approach supported by ClassPoint has an effect on the mathematical comprehension skills of elementary school students.

***Keywords**: Mathematical Comprehension Skills, Culturally Responsive Teaching, ClassPoint*

PANGARUH PANDEKATAN RESPONSIF SECARA BUDAYA DIBANTU KU CLASSPOINT KANA NGARONJATKEUN KAMAMPUH PAMAHAMAN MATEMATIKA MURID SAKOLA DASAR

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RINGKESAN

Panalungtikan ieu dilatarbelakangi ku masalah kamampuan pamahaman matematis anu handap dina siswa SD. Tujuan tina panalungtikan ieu nyaéta pikeun ngajelaskeun prosés diajar kamampuan pamahaman matematis siswa, nganalisis pangaruh, gedéna pangaruh, saren g bédana dina paningkatan pendekatan Pangajaran Responsif Budaya (CRT) anu dibantuan ku ClassPoint kana kamampuan pamahaman matematis siswa SD. Métode panalungtikan anu dianggo nyaéta kuasi-ékspérimén kalayan desain kelompok kontrol anu henteu sami. Sampel panalungtikan jumlahna 50 siswa dibagi kana dua kelompok, nyaéta kelompok ékspérimén 25 siswa sareng kelompok kontrol 25 siswa. Dumasar kana hasil panalungtikan, tiasa didapet yén (1) pedaran prosés kamampuan diajar nganggo pendekatan Culturally Responsive Teaching (CRT) anu dibantuan ku ClassPoint langkung saé tibatan kelas kontrol nu Realistic Mathematics Approach (PMR) sareng data kelas ékspérimén langkung konsisten di sakitar rata-rata, (2) aya pangaruh anu signifikan kana kamampuan pamahaman matematis nganggo pendekatan Culturally Responsive Teaching (CRT) anu dibantuan ku ClassPoint dibandingkeun sareng Realistic Mathematics Approach (PMR), (3) aya pangaruh anu ageung kana kamampuan pamahaman matematis siswa SD kalayan nilai 1,101 dina uji ukuran éfék kalayan kategori luhur, sareng (4) aya bédana kanaékan ngaliwatan hasil uji N-Gain kana Kamampuh Pamahaman Matematis (KPM) siswa SD. Dumasar kana hasil ieu, tiasa disimpulkeun yén panggunaan pendekatan Culturally Responsive Teaching (CRT) anu dibantuan ku ClassPoint gaduh pangaruh kana kamampuan pamahaman matematis siswa SD.

Kecap Pamageuh: *Kamampuh Pamahaman Matematika, Pangajaran Responsif Budaya, ClassPoint*