

ABSTRAK

Haryaningtyas, 2025, *Penerapan Culturally Reponsive Teaching (CRT) untuk meningkatkan kemampuan bernalar kritis dan kepekaan sosial siswa kelas VII SMP Negeri 11 Madiun*: Tesis. Madiun: Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (1) Prof. Dr. H. Parji, M.Pd., (2) Dr. Sudarmiani, M.Pd.

Kata kunci: *Culturally Responsive Teaching*, berpikir kritis, kepekaan sosial, pembelajaran berbasis masalah, pendidikan Ilmu Pengetahuan Sosial

Culturally Responsive Teaching (CRT) merupakan pembelajaran dengan menggunakan latar belakang sosial budaya siswa sebagai faktor utama. Siswa kelas VII SMPN 11 Madiun, tahun pelajaran 2024/2025, mempunyai latar belakang sosial dan kemampuan akademik beragam, menyebabkan kemampuan bernalar kritis dan kepekaan sosial kurang. Sifat cuek dan ego terhadap lingkungan menjadikan hasil proses pembelajaran tidak berjalan sesuai tujuan. Penelitian ini mengkaji dampak penerapan *Culturally Responsive Teaching* (CRT) terhadap pengembangan keterampilan berpikir kritis dan kepekaan sosial pada siswa kelas VII di SMPN 11 Madiun. Bertujuan meningkatkan kemampuan bernalar kritis dan kepekaan sosial siswa kelas VII SMPN 11 Madiun .

Penelitian Tindakan Kelas ini menggunakan pendekatan deskriptif kualitatif, dengan metode *Problem-Based Learning* (PBL), *Contextual Teaching Learning* (CTL), *Jigsaw* dan diskusi dengan mengintegrasikan latar belakang budaya siswa dan cerita rakyat Jawa Timur pada proses pembelajaran, melalui dua siklus. Hasil penelitian menunjukkan peningkatan signifikan pada keterampilan berpikir kritis dan kepekaan sosial. Pada pra siklus 62,5%, siklus pertama 81%, siklus 2 94%. Kepekaan sosial pada pra siklus 43,75%, siklus 1 dan 2 mencapai 100% . Hasil belajar siswa menunjukkan peningkatan yang signifikan, dengan ketuntasan klasikal dari 47% pada pra siklus menjadi 93,75% pada siklus 2.

Peningkatan ketuntasan klasikal yang dicapai pada 3 faktor di atas, menunjukkan menerapkan *Culturally Responsive Teaching* (CRT) pada pembelajaran dengan mengintegrasikan latar belakang sosial budaya dan cerita rakyat, siswa makin memahami karakter teman, sehingga menumbuhkan kepekaan sosial dari dalam siswa terhadap orang lain. Dengan siswa diminta menggali inti cerita dan mengkaitkan dengan konsep yang akan dipelajari. Kebiasaan ini membangkitkan kemampuan bernalar kritis siswa, mampu mengambil pelajaran dari cerita rakyat yang dapat diterapkan dalam kehidupan sehari-hari

ABSTRACT

Haryaningtyas, 2025, *The Implementation of Culturally Responsive Teaching (CRT) to Improve Critical Thinking Skills and Social Sensitivity of Seventh Grade Students at SMPN 11 Madiun*: Thesis. Madiun: Magister Study Program of Social Science Education, Graduate Program Pascasarjana, Universitas PGRI Madiun. Advisor (1) Prof. Dr. H. Parji, M.Pd., (2) Dr. Sudarmiani, M.Pd.

Keywords: *Culturally Responsive Teaching, Critical Reasoning, and Social Sensitivity*

Culturally Responsive Teaching (CRT) is a continuous learning process that uses students' socio-cultural background as the main factor. The seventh-grade students of SMPN 11 Madiun in the 2024/2025 academic year have a variety of social backgrounds and diverse abilities and bring about a lack of critical reasoning skills and social sensitivity. Ignorance and ego towards the environment make the results of the learning process not go as intended. This study examined the impact of the application of *Culturally Responsive Teaching (CRT)* on the development of critical thinking skills and social sensitivity in seventh-grade students at SMPN 11 Madiun. Improving critical reasoning skills and social sensitivity of seventh grade students of SMPN 11 Madiun.

This Classroom Action Research applied a qualitative descriptive approach, with *Problem-Based Learning (PBL)*, *Contextual Teaching Learning (CTL)*, *Jigsaw* and discussion methods by integrating students' cultural background and East Java folklore in the learning process, through two cycles. The results showed a significant increase in critical thinking skills and social sensitivity. In pre-cycle 62.5%, first cycle 81%, cycle 2 94%. Social sensitivity at pre-cycle was 43.75%, and cycles 1 and 2 reached 100%. Student learning outcomes showed significant improvement, with classical completeness from 47% in pre-cycle to 93.75% in cycle 2.

The increase in classical completeness achieved in 3 factors above showed that by applying *Culturally Responsive Teaching (CRT)* in learning by integrating students' socio-cultural background and folklore, students were more familiar with the socio-cultural of their friends, thus fostering social sensitivity among them. Students explored the essence of the story and relate it to the learning concepts. This habit encouraged students' critical reasoning skills and made them able to take lessons from folklore that can be applied in everyday life .