

## ABSTRAK

### **PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) DENGAN PENDEKATAN *CULTURALLY RESPONSIVE TEACHING* (CRT) TERHADAP KEMAMPUAN BERPIKIR KREATIF PESERTA DIDIK PADA MATERI PENCEMARAN LINGKUNGAN KELAS VII SMP NEGERI 1 NATAR**

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Penelitian ini bertujuan untuk mengetahui pengaruh dan tanggapan peserta didik terhadap penerapan model *Problem Based Learning* dengan pendekatan *Culturally Responsive Teaching* terhadap kemampuan berpikir kreatif peserta didik kelas VII SMP Negeri 1 Natar pada materi pencemaran lingkungan. Sampel penelitian dipilih dengan teknik *Cluster Random Sampling* dan diperoleh sampel sebanyak 30 peserta didik dari kelas VII D sebagai kelas eksperimen dan sebanyak 31 peserta didik dari kelas VII F sebagai kelas kontrol. Data kemampuan berpikir kreatif diperoleh menggunakan tes, sedangkan data tanggapan peserta didik diperoleh menggunakan kuisioner. Hasil penelitian dan analisis data menunjukkan hasil uji *Independent Sample t-Test* mendapatkan nilai *Sig. (2-tailed)*  $0,00 < 0,05$  hasil tersebut menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan model PBL dengan pendekatan CRT terhadap kemampuan berpikir kreatif peserta didik pada materi pencemaran lingkungan. Pada kelas eksperimen indikator kemampuan berpikir kreatif *fluency* memperoleh rata-rata *N-gain* paling unggul mencapai 0,89 dengan kategori “tinggi”. Hasil tanggapan peserta didik menunjukkan respon yang positif dengan rata-rata nilai 95,69% yang berpendapat bahwa pembelajaran menggunakan model PBL dengan pendekatan CRT dapat meningkatkan kemampuan berpikir kreatif peserta didik, selain itu peserta didik menyukai dan aktif dalam kegiatan pembelajaran. Dengan demikian, dapat disimpulkan bahwa penerapan model PBL dengan pendekatan CRT berpengaruh terhadap kemampuan berpikir kreatif peserta didik kelas VII SMP Negeri 1 Natar pada materi pencemaran lingkungan.

**Kata Kunci:** *Culturally Responsive Teaching*, Kemampuan Berpikir Kreatif, Pencemaran Lingkungan, *Problem Based Learning*.

## **ABSTRACT**

### **THE INFLUENCE OF THE PROBLEM BASED LEARNING (PBL) MODEL WITH THE CULTURALLY RESPONSIVE TEACHING (CRT) APPROACH ON PARTICIPANTS' CREATIVE THINKING ABILITY EDUCATE ON ENVIRONMENTAL POLLUTION MATERIALS CLASS VII STATE MIDDLE SCHOOL 1 NATAR**

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This research aims to determine the influence and responses of students to the application of the Problem Based Learning model with a Culturally Responsive Teaching approach on the creative thinking abilities of class VII students at SMP Negeri 1 Natar on environmental pollution material. The research sample was selected using the Cluster Random Sampling technique and a sample of 30 students from class VII D as the experimental class was obtained and 31 students from class VII F as the control class. Data on creative thinking abilities was obtained using tests, while student response data was obtained using questionnaires. The results of the research and data analysis show that the results of the Independent Sample t-Test obtained a Sig value. (2-tailed)  $0.00 < 0.05$  These results indicate that there is a significant influence of using the PBL model with the CRT approach on students' creative thinking abilities on environmental pollution material. In the experimental class, the indicator of fluency creative thinking ability obtained the highest average N-gain, reaching 0.89 in the "high" category. The results of students' responses showed a positive response with an average score of 95.69% who believed that learning using the PBL model with a CRT approach could improve students' creative thinking abilities, besides that students liked and were active in learning activities. Thus, it can be concluded that the application of the PBL model with the CRT approach has an effect on the creative thinking abilities of class VII students at SMP Negeri 1 Natar on environmental pollution material.

**Keywords:** Culturally Responsive Teaching, Creative Thinking Ability,  
Environmental Pollution, Problem Based Learning.