

**PENGARUH MODEL *PROBLEM BASED LEARNING*  
(PBL) DENGAN PENDEKATAN *CULTURALLY  
RESPONSIVE TEACHING (CRT)* TERHADAP  
LITERASI BUDAYA DAN INTERAKSI SOSIAL  
SISWA KELAS IV SD**

Oleh

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**ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki pengaruh model *Problem Based Learning* dengan pendekatan *Culturally Responsive Teaching* terhadap literasi budaya dan interaksi sosial siswa kelas IV SD. Penelitian ini merupakan penelitian eksperimen semu (*quasi-experimental*) dengan rancangan *Nonequivalent Pre-Test Post Test Control Group Design*. Populasi dalam penelitian ini adalah seluruh siswa kelas IV SD Gugus VII Kecamatan Tabanan. Sampel penelitian diambil dengan teknik *random sampling* dengan kelas yang dirandom sebagai *intact group*. Sampel penelitian ini kelompok eksperimen yaitu kelas IV SDN 3 Bongan yang berjumlah 21 orang dan kelas yang dijadikan kelompok kontrol yaitu kelas IV SDN 2 Bongan yang berjumlah 19 orang. Data penelitian dikumpulkan menggunakan metode non tes dengan instrumen kuesioner. Data yang diperoleh dianalisis dengan menggunakan statistik deskriptif dan statistik inferensial yaitu uji Manova. Berdasarkan hasil *test of between-subject effects* dilihat bahwa nilai signifikan untuk literasi budaya dan interaksi sosial sebesar  $0,000 < 0,05$ . Kemudian dari hasil uji Manova diperoleh nilai signifikansi sebesar  $0,000 < 0,05$  sehingga dapat disimpulkan bahwa secara simultan terdapat pengaruh signifikan model *Problem Based Learning* dengan pendekatan *Culturally Responsive Teaching* terhadap literasi budaya dan interaksi sosial siswa kelas IV SD.

**Kata Kunci:** *PBL*, *CRT*, Literasi Budaya, Interaksi Sosial

***THE EFFECT OF PROBLEM BASED LEARNING (PBL) MODEL WITH  
CULTURALLY RESPONSIVE TEACHING (CRT) APPROACH ON CULTURAL  
LITERACY AND SOCIAL INTERACTION OF GRADE IV ELEMENTARY  
SCHOOL STUDENTS***

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***ABSTRACT***

*This study aims to investigate the effect of Problem Based Learning model with Culturally Responsive Teaching approach on cultural literacy and social interaction of grade IV elementary school students. This study is a quasi-experimental study with Nonequivalent Pre-Test Post Test Control Group Design. The population in this study were all grade IV elementary school students in Gugus VII, Tabanan District. The research sample was taken using random sampling technique with randomized classes as intact groups. The sample of this research is the experimental group, namely class IV SDN 3 Bongan totaling 21 people and the class used as the control group is class IV SDN 2 Bongan totaling 19 people. The research data were collected using a non-test method with a questionnaire instrument. The data obtained were analyzed using descriptive statistics and inferential statistics, namely the Manova test. Based on the results of the test of between-subject effects, it can be seen that the significant value for cultural literacy and social interaction is  $0.000 < 0.05$ . Then from the results of the Manova test, a significant value of  $0.000 < 0.05$  was obtained so that it can be concluded that simultaneously there is a significant influence of the Problem Based Learning model with the Culturally Responsive Teaching approach on cultural literacy and social interaction of grade IV elementary school students.*

***Keywords: PBL, CRT, Cultural Literacy, Social Interaction***