

ABSTRAK

Kasanah, Uswantun (2025), Pengaruh Pembelajaran Berdiferensiasi Berbasis *Culturally Responsive Teaching* (CRT) Terhadap Keterampilan *Computational Thinking* dan Karakter Berkebhinekaan Global di Sekolah Dasar Swasta Kota Singaraja. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha. Tesis ini sudah disetujui dan diperiksa oleh Prof. Dr. I Nengah Suastika, S.Pd., M.Pd. dan Prof. Dr. Desak Putu Parmiti, M.S.

Kata Kunci: Pembelajaran Berdiferensiasi, CRT, *Computational Thinking*, Berkebhinekaan Global.

Penelitian ini dilatarbelakangi adanya tuntutan pembelajaran mendalam secara berdiferensiasi dalam kebutuhan lingkup pendidikan yang heterogen. Penelitian ini bertujuan menganalisis pengaruh pembelajaran berdiferensiasi berorientasi *Culturally Responsive Teaching* (CRT) terhadap keterampilan *computational thinking* dan karakter berkebhinekaan global siswa kelas IV SD. Penelitian ini menggunakan rancangan eksperimen semu dengan *nonequivalent post-test only control group design*. Sampel penelitian adalah 99 siswa kelas IV SD yang terbagi menjadi kelas eksperimen ($n = 50$) dan kelas kontrol ($n = 49$) dalam masing-masing 5 kelas populasi. Data keterampilan *computational thinking* dikumpulkan melalui tes dekomposisi dan pengenalan pola, sedangkan karakter berkebhinekaan global diukur melalui kuesioner. Pengujian inferensial menggunakan taraf signifikansi 5%. Uji prasyarat menunjukkan data berdistribusi normal, homogen, dan tidak terjadi multikolinieritas. Hasil uji MANOVA menunjukkan bahwa pembelajaran berdiferensiasi berbasis CRT berpengaruh positif secara simultan signifikan terhadap keterampilan *computational thinking* dan karakter berkebhinekaan global (Sig. = 0,000). Secara parsial, hasil uji ANOVA menunjukkan pengaruh positif terhadap keterampilan *computational thinking* yang signifikan antara kelas eksperimen (rerata = 82,45) dan kelas kontrol (rerata = 72,15) dengan Sig. (0,002). Demikian pula, karakter berkebhinekaan global siswa kelas eksperimen (rerata = 85,12) secara signifikan lebih tinggi dibandingkan kelas kontrol (rerata = 78,34) dengan Sig. (0,001). Temuan ini membuktikan bahwa sinergi pembelajaran berdiferensiasi berorientasi CRT efektif meningkatkan keterampilan *computational thinking* dan karakter berkebhinekaan global di sekolah dasar heterogen.

ABSTRACT

Kasanah, Uswantun (2025), *The Influence of Differentiated Learning Based on Culturally Responsive Teaching (CRT) on Computational Thinking Skills and Global Diversity Character in Private Elementary Schools in Singaraja City*. Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education. This thesis has been approved and examined by Supervisor I Prof. Dr. I Nengah Suastika, S.Pd., M.Pd. and Supervisor II Prof. Dr. Desak Putu Parmiti, M.S.

Keywords: Differentiated Learning, CRT, Computational Thinking, Global Diversity Character.

This research is motivated by the demand for in-depth differentiated learning within the context of heterogeneous educational environments. The objective of this research is to investigate how differentiated learning, integrated with a Culturally Responsive Teaching (CRT) approach, affects the global diversity character and computational thinking abilities of fourth-grade students. This study employed a quasi-experimental design with a nonequivalent post-test only control group design. The research sample were 99 fourth-grade students, divided into an experimental class ($n = 50$) and a control class ($n = 49$) within each is 5 population classes. Data on computational thinking skills were collected through decomposition and pattern recognition tests, while the global diversity character was measured through questionnaires. Inferential testing was conducted at a 5% significance level. Prerequisite tests showed that the data were normally distributed, homogeneous, and free from multicollinearity. The MANOVA test results indicated that CRT-based differentiated learning had a significant simultaneous positive effect on computational thinking skills and global diversity character (Sig. = 0.000). Partially, the ANOVA test results showed a significant positive effect on computational thinking skills, with the experimental class (mean = 82.45) outperforming the control class (mean = 72.15) at Sig. (0.002). Similarly, the global diversity character of the experimental class students (mean = 85.12) was significantly higher than that of the control class (mean = 78.34) at Sig. (0.001). These findings prove that the synergy of CRT-oriented differentiated learning is effective in improving computational thinking skills and global diversity character in heterogeneous elementary schools.