

ABSTRAK

Siska Amanda. 2026. Pengaruh Pendekatan *Culturally Responsive Teaching* terhadap Kemampuan Komunikasi Matematis Siswa SMP. Tanjungpinang: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Dr. Nur Izzati, S.Pd., M.Si. Pembimbing II: Dr. Rezky Ramadhona, S.Pd., M.Pd.

Kata Kunci: *Culturally Responsive Teaching*, kemampuan komunikasi matematis, siswa SMP, pembelajaran matematika.

Kemampuan komunikasi matematis siswa SMP masih tergolong rendah. Salah satu penyebabnya adalah proses pembelajaran yang belum sepenuhnya mengaitkan materi pembelajaran dengan latar belakang budaya yang dimiliki siswa. Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan *Culturally Responsive Teaching* (CRT) terhadap kemampuan komunikasi matematis siswa SMP. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi-experimental* dan desain *nonequivalent control group design*. Sampel penelitian terdiri atas dua kelas, yaitu kelas eksperimen dan kelas kontrol yang dipilih menggunakan teknik *cluster random sampling*. Instrumen penelitian berupa tes kemampuan komunikasi matematis pada materi kekongruenan bangun-bangun geometri. Analisis data dilakukan menggunakan uji *independent samples t-test* satu pihak (*one-tailed*) pada taraf signifikansi 0,05. Hasil analisis menunjukkan bahwa nilai signifikansi lebih kecil dari 0,05 sehingga H_0 ditolak dan H_a diterima. Hal ini menunjukkan bahwa terdapat pengaruh positif yang signifikan dari penerapan pendekatan *Culturally Responsive Teaching* (CRT) terhadap kemampuan komunikasi matematis siswa SMP. Dengan demikian, pendekatan *Culturally Responsive Teaching* (CRT) dapat menjadi salah satu alternatif pembelajaran yang efektif untuk meningkatkan kemampuan komunikasi matematis siswa.

ABSTRACT

Siska Amanda. 2026. The Effect of the Culturally Responsive Teaching Approach on Junior High School Students' Mathematical Communication Skills. Tanjungpinang: Mathematics Education Program, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University. Primary Advisor: Dr. Nur Izzati, S.Pd., M.Si. Secondary Advisor: Dr. Rezky Ramadhona, S.Pd., M.Pd.

Keywords: *Culturally Responsive Teaching, mathematical communication skills, middle school students, mathematics education.*

Junior high school students' mathematical communication skills remain relatively low. One of the causes is a learning process that has not fully linked the instructional material to the students' cultural backgrounds. This study aims to determine the effect of the Culturally Responsive Teaching (CRT) approach on the mathematical communication skills of junior high school students. This study employs a quantitative approach using a quasi-experimental method and a nonequivalent control group design. The research sample consisted of two classes—an experimental class and a control class—selected using cluster random sampling. The research instrument was a test of mathematical communication skills on the topic of congruence of geometric figures. Data analysis was conducted using a one-tailed independent samples t-test at a significance level of 0.05. The results of the analysis show that the significance value is less than 0.05; therefore, H_0 is rejected and H_a is accepted. This indicates that there is a significant positive effect of implementing the Culturally Responsive Teaching (CRT) approach on the mathematical communication skills of junior high school students. Thus, the Culturally Responsive Teaching (CRT) approach can serve as an effective alternative teaching method to improve students' mathematical communication skills.