

## ABSTRAK

**DARATUL KHAIRANI:** Penerapan Model Pembelajaran *Culturally Responsive Transformative Teaching* (CRTT) Untuk Meningkatkan Hasil Kognitif dan Minat Belajar Peserta Didik. **Program Studi Pendidikan Kimia FKIP Universitas Malikussaleh, 2024.**

Penelitian ini bertujuan untuk mendeskripsikan penerapan model pembelajaran *Culturally Responsive Transformative Teaching* (CRTT) untuk meningkatkan hasil belajar kognitif dan minat belajar peserta didik dalam proses pembelajaran pada hidrokarbon. Penelitian ini dilaksanakan pada semester ganjil tahun 2023/2024 di SMA Negeri 3 Lhokseumawe.

Penelitian ini merupakan penelitian eksperimen yang menggunakan metode penelitian kuantitatif jenis penelitian *quasy eksperiment* dengan desain *nonequivalent control group desain*. Populasi dari penelitian ini adalah seluruh siswa kelas XI IPA di SMA Negeri 3 Lhokseumawe tahun ajaran 2023/2024 dan sampel yang digunakan dalam penelitian ini adalah kelas X IPA 1 sebagai kelas eksperimen dan kelas X IPA 2 sebagai kelas kontrol. Teknik pengambilan sampel menggunakan *purposive sampling*. Instrumen penelitian menggunakan *pretest*, *posttest* dan angket. Analisis data instrumen untuk mengukur kemampuan hasil belajar kognitif menggunakan soal *pretest* dan *posttest* yang sudah melalui uji prasyarat dengan nilai korelasi 0,80 – 1,00 layak digunakan, dan analisis data instrumen dalam mengukur tingkat minat belajar peserta didik menggunakan angket minat belajar peserta didik yang sudah diuji validasi pada ahli, dan hasil uji validasi ahli untuk angket minat belajar peserta didik diperoleh 15 pernyataan angket dengan kesimpulan layak digunakan. Data hasil penelitian dianalisis menggunakan *software SPSS 22*.

Hasil pengujian hasil belajar kognitif kelas eksperimen dan kontrol menggunakan *independent sample t-test* diperoleh nilai sig. (2-tailed) sebesar 0,000 < 0,05, dan pengujian angket minat belajar peserta didik kelas eksperimen dan kontrol dari hasil uji *Independent Sample T -Test* diketahui bahwa nilai Sig (2-tailed) terhadap minat belajar peserta didik peserta didik 0,001 < 0,05. Berdasarkan

hasil pengujian tersebut dapat disimpulkan bahwa penerapan model pembelajaran *Culturally Responsive Transformative Teaching* (CRTT) mampu meningkatkan hasil kognitif dan minat belajar peserta didik.

**Kata Kunci;** *Culturally Responsive Transformative Teaching* (CRTT),  
Hidrokarbon, Kognitif, Minat

## ABSTRACT

DARATUL KHAIRANI: Application of the Culturally Responsive Transformative Teaching (CRTT) Learning Model to Improve Students' Cognitive Results and Learning Interest. Malikussaleh University FKIP Chemistry Education Study Program, 2024.

This research aims to describe the application of the Culturally Responsive Transformative Teaching (CRTT) learning model to improve cognitive learning outcomes and students' learning interest in the learning process on hydrocarbons. This research was carried out in the odd semester of 2023/2024 at SMA Negeri 3 Lhokseumawe.

This research is experimental research that uses quantitative research methods, a quasi-experimental type of research with a nonequivalent control group design. The population of this study was all students in class XI Science at SMA Negeri 3 Lhokseumawe for the 2023/2024 academic year and the samples used in this research were class The sampling technique uses purposive sampling. The research instrument uses pretest, posttest and questionnaire. Analysis of instrument data to measure the ability of cognitive learning outcomes using pretest and posttest questions that have gone through prerequisite tests with a correlation value of 0.80 - 1.00 is suitable for use, and analysis of instrument data to measure the level of student interest in learning uses a questionnaire about student interest in learning. validation has been tested on experts, and the results of the expert validation test for the student interest in learning questionnaire obtained 15 questionnaire statements with the conclusion that it is suitable for use. The research data were analyzed using SPSS 22 software.

The results of testing the cognitive learning outcomes of the experimental and control classes using the independent sample t-test obtained a sig value. (2-tailed) of  $0.000 < 0.05$ , and testing the experimental and control class students' learning interest questionnaire from the results of the Independent Sample T-Test, it was found that the Sig (2-tailed) value of students' learning interest was  $0.001 < 0.05$ . Based on the test results, it can be concluded that the application of the Culturally Responsive Transformative Teaching (CRTT) learning model is able to improve students' cognitive outcomes and learning interest.

**Keywords:** Culturally Responsive Transformative Teaching (CRTT), Hydrocarbons, Cognitive, Interest