

ABSTRAK

Khofifah Verdziani. 2023. **PENERAPAN MODEL *PROBLEM BASED LEARNING* (PBL) UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF PESERTA DIDIK PADA MATERI ELASTISITAS BAHAN**

Berdasarkan hasil studi pendahuluan diketahui kemampuan berpikir kreatif peserta didik masih dalam kategori kurang oleh karena itu penelitian ini bertujuan untuk meningkatkan keterampilan berpikir kreatif peserta didik dengan menerapkan model pembelajaran *problem based learning* (PBL) pada materi elastisitas bahan. Metode yang digunakan dalam penelitian ini adalah *quasi experiment* dengan desain penelitian *pre test-post test control group design*. Sampel penelitian diambil dengan teknik *purposive sampling* sebanyak 2 kelas dengan jumlah sampel 70 peserta didik, sehingga diperoleh kelas kontrol dan kelas eksperimen. Untuk mengukur keterampilan berpikir kreatif peserta didik dilakukan tes berbentuk uraian dengan jumlah soal 4 butir dengan indikator keterampilan berpikir kreatif pada materi elastisitas bahan. Pada penelitian ini digunakan teknik analisis data sebagai berikut, uji coba instrumen yang terdiri dari uji validitas ahli, uji validitas dan juga uji reliabilitas, selain itu ada uji prasyarat yang terdiri dari uji normalitas dan uji homogenitas, serta ada uji hipotesis atau uji-t. Hasil penelitian menunjukkan bahwa $t_{hitung} > t_{tabel}$ yaitu t_{hitung} sebesar 2,09 dan t_{tabel} sebesar 1,67 yang berarti model *problem based learning* berpengaruh terhadap keterampilan berpikir kreatif peserta didik pada materi elastisitas bahan.

Kata kunci: keterampilan berpikir kreatif, *problem based learning*.

ABSTRACT

Khofifah Verdziani. 2023. **THE IMPLEMENTATION OF PROBLEM BASED LEARNING (PBL) IN INCREASING CREATIVE THINKING SKILLS IN STUDENT ON THE TOPIC OF THE ELASTICITY OF MATERIAL**

Based on the preliminary study results, it is known that students' creative thinking skills are still in the low category. Therefore, this research aims to improve students' creative thinking skills by implementing the problem-based learning (PBL) model on the topic of material elasticity. The method used in this study is a quasi-experiment with a pre-test-post-test control group design. The research sample was selected using purposive sampling, resulting in two classes with a total of 70 participants: a control class and an experimental class. To measure students' creative thinking skills, a descriptive test with four questions and indicators of creative thinking skills in the material elasticity was conducted. The data analysis techniques employed in this study include instrument testing, which consists of expert validity, validity tests, and reliability tests. Additionally, there are prerequisite tests, including normality and homogeneity tests. The hypothesis testing or t-test is used to determine whether there is an improvement in creative thinking skills after the implementation of the problem-based learning (PBL) model on the material elasticity. The results of the hypothesis test using the t-test show that the t-value is greater than the t-table, with a t-value of 2.09 and a t-table of 1.67. This indicates that the problem-based learning model has an influence on students' creative thinking skills in the material elasticity.

Keywords: creative thinking skill, problem based learning.