

ABSTRAK

Adinda Qori Mubarak. 2024. **PERBANDINGAN PENGARUH MODEL *PROBLEM BASED LEARNING* DAN *PROJECT BASED LEARNING* (PjBL) TERHADAP KETERAMPILAN BERPIKIR KREATIF PESERTA DIDIK PADA MATERI PEMANASAN GLOBAL**

Penelitian ini dilatarbelakangi oleh hasil studi pendahuluan yang dilakukan di SMA Negeri 1 Singaparna bahwa keterampilan berpikir kreatif peserta didik masih kurang kreatif. Guru Fisika di SMA Negeri 1 Singaparna sudah menerapkan model Pembelajaran *Problem Based Learning* (PBL) dan *Project Based Learning* (PjBL) pada materi tertentu, namun belum pernah meninjau keterampilan berpikir kreatif peserta didik. Tujuan Penelitian ini adalah untuk mengetahui perbedaan keterampilan berpikir kreatif peserta didik yang menggunakan model *Problem Based Learning* (PBL) dengan model *Project Based Learning* (PjBL). Metode penelitian yang digunakan adalah kuasi eksperimen (*Quasi Eksperimen*) dengan desain penelitian *nonequivalent control group design*. Populasi penelitian ini adalah seluruh kelas X SMA Negeri 1 Singaparna tahun ajaran 2023/2024 sebanyak 12 kelas. Sampel penelitian diambil menggunakan teknik *proposive sampling* sebanyak 2 kelas yaitu kelas X-5 dan kelas X-8 yang telah diuji homogenitas dengan jumlah masing-masing kelas sebanyak 30 peserta didik. Keterampilan berpikir kreatif peserta didik diukur dengan melakukan tes sebelum perlakuan (*pretest*) dan sesudah perlakuan (*posttest*) berbentuk *essay* dengan jumlah soal 8 butir soal pada materi pemanasan global. Teknik analisis data yang akan digunakan adalah uji prasyarat meliputi uji normalitas dan uji homogenitas, serta uji hipotesis menggunakan uji t dua pihak, serta uji N-gain. Hasil analisis data uji hipotesis menggunakan uji t dua pihak pada taraf signifikansi ($\alpha = 0,05$) menunjukkan bahwa terdapat perbedaan keterampilan berpikir kreatif peserta didik yang menggunakan model pembelajaran *Problem Based Learning* (PBL) dengan model pembelajaran *Project Based Learning* (PjBL) pada materi pemanasan global diperoleh $t_{hitung} > t_{Tabel}$ yaitu $1,92 > 1,67$. Dengan demikian, H_a diterima dan H_0 ditolak. Artinya dapat disimpulkan bahwa terdapat perbedaan keterampilan berpikir kreatif peserta didik yang menggunakan model pembelajaran *Problem Based Learning* (PBL) dengan model pembelajaran *Project Based Learning* (PjBL) pada materi pemanasan global di kelas X SMA Negeri 1 Singaparna tahun ajaran 2023/2024.

Kata Kunci : Model *Problem Based Learning* (PBL), model *Project Based Learning* (PjBL), keterampilan berpikir kreatif, pemanasan global.

ABSTRACT

Adinda Qori Mubarak. 2024. **COMPARISON OF THE INFLUENCE OF PROBLEM BASED LEARNING (PBL AND PROJECT BASED LEARNING (PjBL) MODELS ON THE ABILITY ON THINK CREATIVELY STUDENT ON GLOBAL WARMING MATTER.**

This research was motivated by the results of a preliminary study conducted at SMA Negeri 1 Singaparna that students' creative thinking skills were still less creative. The Physics teacher at SMA Negeri 1 Singaparna has implemented the Problem Based Learning (PBL) and Project Based Learning (PjBL) learning models on certain materials, but has never reviewed students' creative thinking skills. The aim of this research is to determine the differences in the creative thinking skills of students who use the Problem Based Learning (PBL) model and the Project Based Learning (PjBL) model. The research method used was a quasi-experiment (Quasi Experiment) with a nonequivalent control group design. The population of this study was all 12 classes of class each class has 35 students. Students' creative thinking skills are measured by taking a test before treatment (pretest) and after treatment (Posttest) in the form of an essay with a total of 8 questions on global warming material. The data analysis technique that will be used is the prerequisite test including the normality test and homogeneity test, as well as hypothesis testing using the two-tailed t test, and the N-gain test. The results of hypothesis testing data analysis using a two-sided t test at the significance level ($\alpha = 0.05$) show that there are differences in the creative thinking skills of students who use the Problem Based Learning (PBL) learning model and the Project Based Learning (PjBL) learning model in the material. global warming obtained $t_{count} > t_{table}$, namely $1.92 > 1.67$. Thus, H_a is accepted and H_0 is rejected. This means that it can be concluded that there are differences in the creative thinking skills of students who use the Problem Based Learning (PBL) learning model and the Project Based Learning (PjBL) learning model on global warming material in class X SMA Negeri 1 Singaparna in the 2023/2024 academic year.

Keywords: *Problem Based Learning (PBL) models, Project Based Learning (PjBL) models, creative thinking skills, global warming.*