

ABSTRAK

Iklima Himmatul Aliyah. 2025. **PENGARUH MODEL *CREATIVE RESPONSIBILITY BASED LEARNING* (CRBL) TERHADAP KEMAMPUAN PEMECAHAN MASALAH PESERTA DIDIK PADA MATERI TERMODINAMIKA**

Latar belakang penelitian ini didasarkan pada rendahnya kemampuan pemecahan masalah peserta didik, yang ditunjukkan oleh hasil tes dengan persentase rata-rata sebesar 19,08%. Kemampuan pemecahan masalah merupakan keterampilan penting yang harus dimiliki peserta didik untuk menghadapi berbagai permasalahan baik dalam pembelajaran maupun dalam kehidupan sehari-hari. Rendahnya kemampuan ini disebabkan oleh model pembelajaran yang masih berpusat pada guru, sehingga menghambat peserta didik untuk berpartisipasi aktif dan melakukan eksplorasi dalam menyelesaikan masalah. Penelitian ini bertujuan untuk mengetahui pengaruh model *Creative Responsibility Based Learning* (CRBL) terhadap kemampuan pemecahan masalah peserta didik pada materi termodinamika. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *posttest only control group design*. Sampel dipilih melalui teknik *purposive sampling*. Kemampuan pemecahan masalah diukur menggunakan tes uraian yang mencakup lima indikator. Data dianalisis melalui uji prasyarat (uji normalitas dan uji homogenitas) serta uji-t untuk menguji hipotesis. Hasil analisis menunjukkan bahwa $t_{hitung} > t_{tabel}$ pada taraf signifikansi 5% berarti bahwa H_0 ditolak dan H_a diterima. Dapat disimpulkan bahwa model pembelajaran *Creative Responsibility Based Learning* (CRBL) berpengaruh terhadap kemampuan pemecahan masalah peserta didik kelas XI di SMA Negeri 1 Jatiwaras tahun ajaran 2024/2025. Implikasi dari hasil penelitian ini menunjukkan bahwa model CRBL memiliki potensi untuk meningkatkan kemampuan pemecahan masalah secara optimal dengan penyesuaian strategi serta pengelolaan kelas yang lebih baik sehingga dapat memberikan dampak yang signifikan terhadap peningkatan kemampuan pemecahan masalah peserta didik.

Kata Kunci: *Creative Responsibility Based Learning* (CRBL), Kemampuan Pemecahan Masalah, Termodinamika.

ABSTRACT

*Iklima Himmatul Aliyah. 2025. **THE EFFECT OF THE CREATIVE RESPONSIBILITY BASED LEARNING (CRBL) MODEL ON STUDENTS' PROBLEM-SOLVING ABILITY IN THERMODYNAMICS***

The background of this study is based on the low problem-solving ability of students, as indicated by an average test score percentage of only 19.08%. Problem-solving ability is a crucial skill that students must possess in order to address various challenges both in academic learning and in everyday life. This low level of ability is caused by learning models that are still teacher-centered, which hinders students from actively participating and exploring in the process of solving problems. The purpose of this study is to determine the effect of the Creative Responsibility Based Learning (CRBL) model on students' problem-solving ability in the topic of thermodynamics. The research method employed is a quasi-experimental design with a posttest-only control group design. The sample was selected using purposive sampling. Problem-solving ability was measured using essay tests covering five indicators. The data were analyzed through prerequisite tests (normality and homogeneity tests) and a t-test to test the hypothesis. The analysis results show that $t_{count} > t_{table}$ at a 5% significance level, indicating that H_0 is rejected and H_a is accepted. It can be concluded that the Creative Responsibility Based Learning (CRBL) model has a significant effect on the problem-solving ability of eleventh-grade students at SMA Negeri 1 Jatiwaras in the 2024/2025 academic year. The implications of these findings suggest that the CRBL model has the potential to enhance students' problem-solving abilities optimally, especially when accompanied by appropriate strategies and effective classroom management. This, in turn, can lead to a significant improvement in students' problem-solving skills.

Keywords: Creative Responsibility Based Learning (CRBL), Problem-Solving Ability, Thermodynamics.