

ABSTRAK

Rifni Syahrismilani. 2025. **PENGARUH MODEL *CREATIVE RESPONSIBILITY BASED LEARNING* (CRBL) TERHADAP KREATIVITAS ILMIAH SISWA PADA MATERI FLUIDA DINAMIS**

Penelitian ini dilatarbelakangi oleh kreativitas ilmiah di SMA Negeri 6 Tasikmalaya yang berada dalam kategori kurang baik. Penyebabnya yaitu guru belum memfasilitasi model pembelajaran yang meningkatkan kreativitas ilmiah. Upaya untuk mengatasi permasalahan tersebut adalah menggunakan model pembelajaran *Creative Responsibility Based Learning* (CRBL). Tujuan penelitian adalah untuk mengetahui pengaruh model *Creative Responsibility Based Learning* (CRBL) terhadap kreativitas ilmiah siswa pada materi fluida dinamis. Metode penelitian menggunakan metode kuasi eksperimen dan desain penelitian *posttest-only control group design*. Populasi penelitian yaitu kelas XI SMA Negeri 6 Tasikmalaya 2024/2025 terdiri dari 2 kelas. Sampel penelitian menggunakan kelas XI-1 sebagai kelas eksperimen sebanyak 40 siswa, dan kelas XI-2 sebanyak 40 siswa sebagai kelas kontrol. Teknik sampling yang digunakan ialah sampling jenuh. Teknik pengumpulan data menggunakan instrumen tes. Tes dilakukan berupa *posttest* dengan soal yang diberikan berbentuk uraian. Uji coba instrumen yang digunakan adalah uji validitas dan reliabilitas, analisis data menggunakan uji normalitas, uji homogenitas, uji hipotesis yaitu uji t dengan taraf signifikansi ($\alpha = 0,05$). Pada uji hipotesis diperoleh $t_{statistik} > t_{tabel}$ maka H_0 ditolak artinya ada pengaruh model *Creative Responsibility Based Learning* (CRBL) terhadap kreativitas ilmiah siswa pada materi fluida dinamis. Model *Creative Responsibility Based Learning* berpengaruh terhadap Kreativitas Ilmiah karena mendorong siswa untuk mengambil tanggung jawab aktif dalam proses pembelajaran, dan memecahkan masalah.

Kata kunci: *Creative Responsibility Based Learning*, Fluida Dinamis, Kreativitas Ilmiah

ABSTRACT

Rifni Syahrismilani. 2025. ***THE EFFECT OF THE CREATIVE RESPONSIBILITY BASED LEARNING (CRBL) MODEL ON STUDENTS' SCIENTIFIC CREATIVITY IN DYNAMIC FLUID***

This research motivated by scientific creativity in SMA Negeri 6 Tasikmalaya which in the poor category. The reason is that the teacher has not facilitated a learning model that enhances scientific creativity. Effort overcome this problem to use Creative Responsibility Based Learning (CRBL) learning model. The purpose of study was to determine effect of Creative Responsibility Based Learning (CRBL) model on students' scientific creativity fluid dynamic material. The research method used quasi-experimental method and posttest-only control group design. The research population was class XI of SMA Negeri 6 Tasikmalaya 2024/2025 consisting of 2 classes. The research sample used class XI-1 as experimental class of 40 students, and class XI-2 as control class of 40 students. The sampling technique used was saturated sampling. The data collection technique used test instrument. The test was carried out form of posttest with questions given in form of descriptions. The instrument trials used were validity and reliability tests, data analysis using normality tests, homogeneity tests, and hypothesis tests, namely t-test with significance level ($\alpha = 0.05$). In hypothesis test, $t_{\text{statistic}} > t_{\text{table}}$ is obtained, H_0 is rejected, meaning that there an influence of the Creative Responsibility Based Learning (CRBL) model on students' scientific creativity in fluid dynamic material. The Creative Responsibility Based Learning model influences Scientific Creativity because encourages students to take active responsibility in the learning process and solve problems.

Keywords: Creative Responsibility Based Learning, Dynamic Fluid, Scientific Creativity