

ABSTRAK

Diane Sri Afandi. 2025. **PENGARUH MODEL PEMBELAJARAN *CHILDREN LEARNING IN SCIENCE* (CLIS) TERHADAP KETERAMPILAN BERPIKIR KREATIF PESERTA DIDIK PADA MATERI FLUIDA STATIS**

Penelitian ini dilatarbelakangi oleh hasil studi pendahuluan di MA Negeri 1 Kota Tasikmalaya kepada pendidik dan peserta didik serta hasil tes uraian keterampilan berpikir kreatif yang menunjukkan kategori kurang kreatif. Salah satu solusi untuk mengatasi permasalahan tersebut yaitu dengan menerapkan model pembelajaran CLIS. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran CLIS terhadap keterampilan berpikir kreatif peserta didik pada materi fluida statis. Metode penelitian yang digunakan yaitu kuasi eksperimen dengan desain *post-test only control group*. Populasi penelitian mencakup seluruh kelas XI Saintek MA Negeri 1 Kota Tasikmalaya yang terdiri dari 5 kelas dengan total 153 peserta didik. Sampel penelitian dipilih melalui teknik *cluster random sampling*, yaitu kelas XI Saintek 3 sebagai kelas eksperimen dan kelas XI Saintek 2 sebagai kelas kontrol. Teknik pengumpulan data menggunakan tes uraian (*posttest*) sebanyak 8 soal mencakup 4 indikator keterampilan berpikir kreatif. Teknik analisis data menggunakan uji prasyarat (normalitas dengan *Chi-Square* dan homogenitas dengan uji *Fisher*) serta uji hipotesis (uji-t) dengan taraf signifikansi $\alpha = 0,05$. Berdasarkan uji prasyarat, diperoleh data berdistribusi normal dan kedua kelas memiliki varians yang homogen, sehingga pengujian hipotesis dilakukan menggunakan uji-t. Berdasarkan hasil uji hipotesis, diperoleh hasil $t_{hitung} = 4,30 > t_{tabel} = 1,67$ sehingga H_a diterima. Kesimpulannya, pada taraf kepercayaan 95%, terdapat pengaruh model pembelajaran CLIS terhadap keterampilan berpikir kreatif peserta didik pada materi fluida statis di kelas XI Saintek MA Negeri 1 Kota Tasikmalaya tahun ajaran 2024/2025. Hal tersebut terjadi karena model pembelajaran CLIS menekankan pada keterlibatan aktif serta kolaboratif peserta didik melalui pengalaman langsung dan interaksi sosial, sehingga mereka dapat mengembangkan ide-ide dan menyampaikan gagasan dengan bahasa mereka sendiri, yang pada akhirnya dapat melatih keterampilan berpikir kreatif secara optimal.

Kata kunci: fluida statis, keterampilan berpikir kreatif, model pembelajaran *children learning in science* (CLIS).

ABSTRACT

Diane Sri Afandi. 2025. ***THE EFFECT OF THE CHILDREN LEARNING IN SCIENCE (CLIS) LEARNING MODEL ON STUDENTS' CREATIVE THINKING SKILLS IN STATIC FLUID MATERIAL***

This study was motivated by preliminary findings at MA Negeri 1 Kota Tasikmalaya, based on interviews with teachers and students, as well as the results of an essay test on creative thinking skills, which indicated a low level of creativity. One solution to address this issue is by implementing the CLIS learning model. This study aims to examine the effect of the CLIS learning model on students' creative thinking skills in the topic of static fluids. The research method used was a quasi-experimental design with a post-test only control group. The population consisted of all 11th-grade science classes at MA Negeri 1 Kota Tasikmalaya, totaling 153 students from five classes. The sample was selected using cluster random sampling, with class XI Saintek 3 as the experimental group and class XI Saintek 2 as the control group. Data were collected through an essay test (post-test) consisting of eight questions covering four indicators of creative thinking skills. Data analysis techniques included prerequisite tests (normality using Chi-Square and homogeneity using Fisher's test) and hypothesis testing (t-test) at a significance level of $\alpha = 0.05$. The prerequisite test results showed that the data were normally distributed and the variances of both groups were homogeneous, allowing the use of a t-test for hypothesis testing. The t-test results showed $t_{\text{statistic}} = 4,30 > t_{\text{table}} = 1,67$, indicating that H_a is accepted. In conclusion, at a 95% confidence level, the CLIS learning model has a significant effect on students' creative thinking skills in the static fluid topic for class XI science students at MA Negeri 1 Kota Tasikmalaya in the 2024/2025 academic year. This occurs because the CLIS learning model emphasizes active and collaborative engagement of students through direct experiences and social interactions, allowing them to develop ideas and express their thoughts in their own language, which ultimately fosters the optimal development of creative thinking skills.

Keywords: static fluid, creative thinking skills, children learning in science (CLIS) learning model.