

ABSTRAK

Permasalahan dalam penelitian ini adalah rendahnya kemampuan berpikir kreatif peserta didik pada mata pelajaran sejarah di kelas X-8 SMA Negeri 2 Banjar. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Discovery Learning* berbantuan infografis terhadap peningkatan kemampuan berpikir kreatif peserta didik dalam pembelajaran sejarah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi-eksperimen berbentuk *nonequivalent control group design*. Populasi penelitian adalah seluruh peserta didik kelas X SMA Negeri 2 Banjar. Sampel diambil melalui teknik *purposive sampling*, yaitu kelas X-8 sebagai kelas eksperimen dan kelas X-10 sebagai kelas kontrol, masing-masing berjumlah 36 peserta didik. Pengumpulan data dilakukan melalui tes tertulis, kemudian dianalisis menggunakan uji validitas, reliabilitas, normalitas, homogenitas, uji hipotesis (*t-test*), dan uji N-Gain. Berdasarkan analisis uji-t terdapat perbedaan yang signifikan antara posttest kelas eksperimen dan kelas kontrol. Nilai sig(2tailed) sebesar $0,000 < 0,05$ pada kelas eksperimen. Dari perhitungan uji-t dikatakan ada Pengaruh Model Pembelajaran *Discovery Learning* berbantuan infografis dalam Kemampuan Berpikir Kreatif yang berarti H_a diterima dan H_0 ditolak. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Nilai rata-rata N-Gain kelas eksperimen sebesar 0,7745 menunjukkan peningkatan kemampuan berpikir kreatif yang termasuk dalam kategori tinggi. Temuan ini menunjukkan bahwa penerapan model *Discovery Learning* berbantuan infografis efektif dalam meningkatkan kemampuan berpikir kreatif peserta didik pada mata pelajaran sejarah.

Kata kunci: *Discovery Learning* , Kemampuan berpikir kreatif, Pembelajaran Sejarah, Infografis

ABSTRACT

The problem in this study is the low creative thinking ability of students in history subjects in class X-8 SMA Negeri 2 Banjar. This study aims to determine the effect of Discovery Learning learning model assisted by infographics on improving students' creative thinking skills in learning history. This research uses a quantitative approach with a quasi-experiment method in the form of a nonequivalent control group design. The research population was all students of class X SMA Negeri 2 Banjar. Samples were taken through purposive sampling technique, namely class X-8 as the experimental class and class X-10 as the control class, each totaling 36 students. Data collection was done through written tests, then analyzed using validity, reliability, normality, homogeneity, hypothesis testing (t-test), and N-Gain test. Based on the t-test analysis, there is a significant difference between the posttest of the experimental class and the control class. The sig (2tailed) value is $0.000 < 0.05$ in the experimental class. From the t-test calculation, it is said that there is an effect of the Discovery Learning Learning Model assisted by infographics in Creative Thinking Ability, which means H_a is accepted and H_0 is rejected. The results showed that there was a significant difference between the experimental and control classes. The average N-Gain value of the experimental class of 0.7745 shows an increase in creative thinking skills which are included in the high category. This finding shows that the application of the Discovery Learning model assisted by infographics is effective in improving students' creative thinking skills in history subjects.

Keywords: *Discovery Learning* , Creative thinking skills, History learning, *Infographics*