ABSTRAK

Eni Sarifatul Puadah, 2024. **PENGARUH MODEL CREATIVE PROBLEM SOLVING (CPS) TERHADAP KETERAMPILAN PEMECAHAN MASALAH DAN SELF-REGULATION PESERTA DIDIK PADA MATERI GELOMBANG CAHAYA**

Tujuan dari penelitian ini adalah untuk menganalisis dampak penerapan model *Creative Problem Solving* (CPS) terhadap kemampuan peserta didik dalam memecahkan masalah serta pengaturan diri (*self-regulation*) pada topik gelombang cahaya. Latar belakang penelitian ini berfokus pada rendahnya kemampuan peserta didik dalam memecahkan masalah serta dalam mengatur regulasi diri selama proses pembelajaran. Penelitian ini dilaksanakan dengan menggunakan metode kuasi eksperimen dengan pendekatan *posttest only control group design*. Populasi penelitian terdiri dari seluruh peserta didik kelas XI IPA di SMA Negeri 4 Tasikmalaya. Sampel penelitian diambil melalui teknik *cluster random sampling*, yang membagi peserta didik menjadi dua kelompok: kelas eksperimen dan kelas kontrol. Instrumen penelitian untuk mengukur keterampilan pemecahan masalah peserta didik adalah soal essai yang mencakup empat indikator, yaitu memahami masalah, merencanakan strategi, melaksanakan strategi, dan mengevaluasi solusi. Untuk mengukur *self-regulation*, digunakan angket berskala Likert dengan tiga indikator utama: metakognisi, motivasi, dan perilaku. Analisis data dilakukan dengan menggunakan uji prasyarat berupa uji normalitas multivariat dan uji homogenitas multivariat Box's M, serta uji hipotesis menggunakan *Multivariate Analysis of Variance* (MANOVA). Hasil uji hipotesis menunjukan nilai $F_{hitung} > F_{tabel}$ yaitu 108,957 > 1,74 dengan nilai signifikansi sebesar 0,000. Karena nilai signifikansi 0,000 < 0,05 sehingga H_a diterima dan H_0 ditolak. Berdasarkan hasil tersebut, dapat disimpulkan bahwa terdapat pengaruh signifikan dari model *Creative Problem Solving* (CPS) terhadap keterampilan pemecahan masalah dan *self-regulation* peserta didik pada materi gelombang cahaya di kelas XI IPA SMA Negeri 4 Tasikmalaya.

Kata kunci: *Creative Problem Solving, Keterampilan Pemecahan Masalah, Self-Regulation*

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ABSTRACT

Eni Sarifatul Puadah, 2024. ***THE EFFECT OF CREATIVE PROBLEM SOLVING (CPS) MODEL ON LEARNERS PROBLEM SOLVING AND SELF-REGULATION SKILLS ON LIGHT WAVE MATERIALS***

This study aims to evaluate the impact of the Creative Problem Solving (CPS) model on students' problem-solving skills and self-regulation in the context of light wave material. The background of this research is motivated by the low problem-solving ability and self-regulation skills of students during the learning process. The research method used is a quasi-experimental design with a posttest only control group design. The study population consists of all eleventh-grade science students at SMA Negeri 4 Tasikmalaya. The sample was selected using cluster random sampling, dividing students into experimental and control groups. The instrument for measuring students' problem-solving skills consisted of essay questions covering four indicators: understanding the problem, planning strategies, implementing strategies, and evaluating solutions. Self-regulation was measured using a Likert-scale questionnaire with three main indicators: metacognition, motivation, and behavior. Data analysis was conducted using prerequisite tests including multivariate normality and Box's M multivariate homogeneity tests, followed by hypothesis testing using Multivariate Analysis of Variance (MANOVA). The hypothesis test results show an F_{hitung} value of 108.957, which exceeds the $F_{hitung} > F_{tabel}$ value of 1.74, with a significance level of 0.000. Since the significance value of 0.000 < 0.05, the alternative hypothesis H_a is accepted, and the null hypothesis H_0 is rejected. It can be concluded that the Creative Problem Solving (CPS) model has a significant impact on students' problem-solving skills and self-regulation in the light wave material for eleventh-grade science students at SMA Negeri 4 Tasikmalaya.

Keywords: Creative Problem Solving, Problem Solving Skills, Self-Regulation