

ABSTRAK

PENGEMBANGAN LKS MATERI PENCEMARAN LINGKUNGAN BERBASIS *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF SISWA

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Penelitian ini bertujuan untuk mengembangkan LKS materi pencemaran lingkungan berbasis PBL yang efektif untuk meningkatkan keterampilan berpikir kreatif (KBK) siswa. Penelitian ini menggunakan desain pengembangan 4-D yang terdiri atas tahap *define, design, develop, dan disseminate* (Thiagarajan dkk., 1974). Data penelitian ini berupa data kualitatif dan kuantitatif. Data kualitatif berupa data validasi ahli serta data respon guru dan siswa terhadap LKS dan pembelajaran menggunakan LKS hasil pengembangan yang dianalisis secara deskriptif. Data kuantitatif berupa data KBK siswa yang diperoleh dari nilai pretes dan postes yang dianalisis menggunakan uji normalitas, homogenitas, t_1 , t_2 , dan *Mann-Whitney U*. Hasil validasi ahli terhadap LKS yang meliputi aspek kesesuaian isi dan konstruksi memperoleh kategori sangat valid. Sedangkan respon guru dan siswa terhadap LKS berdasarkan aspek kesesuaian isi dan kemenarikan memperoleh kategori sangat tinggi. LKS hasil pengembangan diimplementasikan untuk mengetahui efektivitasnya dengan menggunakan desain kuasi eksperimen, yaitu *the matching only pretest-posttest control group design*. Hasil implementasi LKS

berbasis PBL menunjukkan adanya peningkatan KBK siswa dengan kriteria *n-Gain* yang tinggi yaitu sebesar 0,73. Selain menggunakan *n-Gain*, besarnya dampak dari penggunaan LKS berbasis PBL dapat dilihat hasil perhitungan *effect size* yaitu berdasarkan kriteria Cohen's berkategori besar dengan nilai 0,92. Berdasarkan hasil *n-Gain* dan *effect size* tersebut, maka LKS berbasis PBL efektif untuk meningkatkan KBK siswa. Peningkatan KBK tertinggi terjadi pada indikator *elaboration*. Adapun respon guru dan siswa terhadap pembelajaran menggunakan LKS berbasis PBL sangat tinggi.

Kata kunci: Lembar kerja siswa, *problem based learning*, keterampilan berpikir kreatif

ABSTRACT

DEVELOPING WORKSHEET OF ENVIRONMENT POLLUTION BASED ON PROBLEM BASED LEARNING TO IMPROVE STUDENTS' CREATIVE THINKING SKILL

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The purpose of this research was to develop worksheet of environment pollution material based on PBL that was effective to improve students' creative thinking skill. This research used a 4-D development design consisting of define, design, develop, and disseminate (Thiagarajan et al., 1974). The data of this research were qualitative and quantitative data. Qualitative data consists of expert validation data and teachers' and students' response data on worksheet and learning using worksheet of development result that analyzed descriptively. Quantitative data were students creative thinking skill data obtained from the value of pretest and posttest that analyzed used test of normality, homogeneity, t_1 , t_2 , and Mann-Whitney U. Results of expert validation on worksheet that covering content conformity and construction aspects obtained very valid category. While teacher and student responses to worksheet based on content conformity and attractiveness aspects got very high category. Worksheet of development result was implemented to know its effectiveness by using quasi experimental design, that was the matching only pretest-posttest control group design. The result of implementation

worksheet based on PBL showed the improvement of students' creative thinking skill with high n-Gain criterion that was 0.73. In addition to using n-Gain, the magnitude of the impact of the use worksheet based on PBL can be seen the effect size calculation results, that was based on criteria Cohen's got large category with a value of 0.92. Based on the result of n-Gain and effect size, then worksheet based on PBL was effective to improve students' creative thinking skill. The highest improvement of creative thinking skill occurred in elaboration indicator. The response of teachers and students on learning using worksheet based on PBL was very high.

Keywords: *worksheet, problem based learning, creative thinking skill*