

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) BERDIFERENSIASI DITINJAU DARI KEMAMPUAN BERPIKIR KREATIF PESERTA DIDIK

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Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) Berdiferensiasi ditinjau dari kemampuan berpikir kreatif peserta didik. Penelitian ini menggunakan desain eksperimental semu dengan pola desain yaitu *Pretest-posttest Non-equivalen Control Group Design*. Subyek penelitian ini adalah peserta didik kelas X SMA N 1 Tanjung Bintang yang berjumlah 360 orang dengan sampel diambil dengan teknik *cluster random sampling*, sehingga terpilih 72 peserta didik yaitu kelas X-4 dan X-6. Data kemampuan berpikir kreatif diambil menggunakan tes dan dianalisis menggunakan *Uji Independent Sample T-Tes*, sedangkan data keterlaksanaan sintaks dan tanggapan peserta didik diambil dengan angket dan dianalisis secara deskriptif. Hasil analisis data menunjukkan bahwa kemampuan berpikir kreatif kelas eksperimen lebih tinggi (*N-gain* 0,59) dan berbeda nyata dibandingkan dengan kelas kontrol (*N-gain* 0,29). Hasil ini didukung oleh uji *effect size* berkategori “besar” (2,22), yang artinya bahwa model PBL Berdiferensiasi berpengaruh besar terhadap kemampuan berpikir kreatif. Kemampuan berpikir kreatif tertinggi pada kelas eksperimen terdapat pada indikator *Fluency* (*N-gain* 0,65) dengan kategori “sedang” dan terendah pada indikator *Elaboration* (*N-gain* 0,55). Hasil analisis angket tanggapan menunjukkan bahwa pada kelas eksperimen memberikan tanggapan yang lebih positif (92,50%) dibandingkan kelas kontrol, dengan seluruhnya (100%) menyatakan sintaks pembelajaran terlaksana dengan lengkap dan benar. Dengan demikian, dapat disimpulkan bahwa penerapan model PBL berdiferensiasi berpengaruh signifikan ditinjau dari kemampuan berpikir kreatif peserta didik.

Kata kunci: Kemampuan Berpikir Kreatif, Model *Problem Based Learning* Berdiferensiasi, Perubahan Iklim.

ABSTRACT

THE EFFECT OF DIFFERENTIATED PROBLEM BASED LEARNING (PBL) MODEL IN TERMS OF STUDENTS' CREATIVE THINKING ABILITY

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This study aims to determine the effect of Differentiated Problem Based Learning (PBL) model in terms of students' creative thinking ability. This research uses a pseudo-experimental design with a design pattern that is Pretest-posttest Non-equivalent Control Group Design. The subjects of this study were class X students of SMA N 1 Tanjung Bintang totaling 360 people with samples taken by cluster random sampling technique, so that 72 students were selected, namely classes X-4 and X-6. Data on creative thinking skills were taken using tests and analyzed using the Independent Sample T-Test, while data on the implementation of syntax and students' responses were taken with a questionnaire and analyzed descriptively. The results of data analysis showed that the creative thinking ability of the experimental class was higher (N-gain 0.59) and significantly different compared to the control class (N-gain 0.29). These results are supported by the effect size test categorized as "large" (2.22), which means that the Differentiated PBL model has a large effect on creative thinking skills. The highest creative thinking ability in the experimental class was in the Fluency indicator (N-gain 0.65) with the category "medium" and the lowest in the Elaboration indicator (N-gain 0.55). The results of the response questionnaire analysis showed that the experimental class gave a more positive response (92.50%) than the control class, with all (100%) stating that the learning syntax was complete and correct. Thus, it can be concluded that the application of differentiated PBL model has a significant effect in terms of students' creative thinking ability.

Keywords: *Creative Thinking Ability, Differentiated Problem Based Learning Model, Climate Change.*