

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* BERDIFERENSIASI KONTEN TERHADAP KEMAMPUAN BERPIKIR KREATIF PESERTA DIDIK

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Penelitian ini bertujuan untuk menganalisis pengaruh model *Problem Based Learning* (PBL) berdiferensiasi konten terhadap kemampuan berpikir kreatif peserta didik pada materi pencemaran lingkungan di SMP Negeri 8 Bandarlampung. Penelitian menggunakan *quasi eksperimental* dengan tipe *non-equivalen pretest-posttest control group design*. Sampel diambil menggunakan teknik *purposive sampling* terpilih kelas VII A berjumlah 30 peserta didik sebagai kelas eksperimen dan kelas VII C berjumlah 29 peserta didik sebagai kelas kontrol. Data kemampuan berpikir kreatif diperoleh dari hasil *pretest-posttest* yang dianalisis menggunakan uji *Independent sample t-test* dan data tanggapan peserta didik mengenai pembelajaran menggunakan model PBL berdiferensiasi konten dikumpulkan menggunakan angket dan dianalisis dengan persentase.

Hasil penelitian menunjukkan bahwa kemampuan berpikir kreatif sig (2-tailed) $0,00 < 0,05$ dengan hasil rata-rata *N-gain* lebih tinggi dengan kategori sedang (0,43) dibandingkan dengan rata-rata *N-gain* kelas kontrol yang termasuk kategori rendah (0,24). Indikator kemampuan berpikir kreatif yang tertinggi adalah *fluency* (*N-gain* 0,6) sedangkan kemampuan terendah pada *originality* (*N-gain* 0,38). Berdasarkan perolehan hasil angket respon peserta didik didapatkan rata-rata 96,67% berpendapat bahwa pembelajaran menggunakan model PBL berdiferensiasi konten dapat meningkatkan kemampuan berpikir kreatif peserta didik. Dengan demikian, dapat disimpulkan bahwa penggunaan model PBL berdiferensiasi konten berpengaruh signifikan terhadap peningkatan kemampuan berpikir kreatif peserta didik.

Kata Kunci : Model *Problem Based Learning*, Diferensiasi Konten, Kemampuan Berpikir Kreatif, Pencemaran Lingkungan.

ABSTRACT

THE EFFECT OF PROBLEM BASED LEARNING MODEL WITH CONTENT DIFFERENTIATION ON STUDENTS CREATIVE THINKING SKILL

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This study aims to analyze the effect of the content-differentiated Problem Based Learning (PBL) model on students' creative thinking skills on environmental pollution material at SMP Negeri 8 Bandarlampung. The research used quasi-experimental with non-equivalent pretest-posttest control group design. The sample was taken using purposive sampling technique and VII A class totaling 30 students was selected as the experimental class and VII C class totaling 29 students as the control class. Creative thinking ability data obtained from pretest-posttest results were analyzed using the Independent sample t-test test and data on students' responses to learning using the content-differentiated PBL model were collected using a questionnaire and analyzed by percentage.

The results showed that the creative thinking ability sig (2-tailed) $0.00 < 0.05$ with the results of the average N-gain was higher with a medium category (0.43) compared to the average N-gain of the control class which was in the low category (0.24). The highest indicator of creative thinking ability is fluency (N-gain 0.6) while the lowest ability is originality (N-gain 0.38). Based on the acquisition of the results of the students' response questionnaire, an average of 96.67% thought that learning using the content-differentiated PBL model could improve students' creative thinking skills. Thus, it can be concluded that the use of content-differentiated PBL model can improve students' creative thinking ability.

Keywords: *Problem Based Learning Model, Content Differentiation, Creative Thinking Ability, Environmental Pollution.*