ABSTRAK

PENGARUH MODEL *PROJECT BASED LEARNING* BERDIFERENSIASI TERHADAP KREATIVITAS SISWA KELAS X DI SMA CATUR SAKTI PADA MATERI PERUBAHAN IKLIM

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Penelitian ini bertujuan untuk mengetahui pengaruh signifikan model *Project Based Learning* (PjBL) berdiferensiasi terhadap peningkatan kreativitas siswa kelas X di SMA Catur Sakti pada materi perubahan iklim. Desain penelitian yang digunakan adalah kuasi eksperimen *non-equivalent control group*, dengan teknik *non-probability sampling*, terpilih kelas X.B sebagai kelas eksperimen (21 siswa) dan kelas X.A sebagai kelas kontrol (25 siswa). Kelas eksperimen diberi perlakuan menggunakan model PjBL dengan pendekatan berdiferensiasi, sementara kelas kontrol menggunakan model PjBL tanpa diferensiasi. Data kreativitas dimensi proses dikumpulkan dengan tes berpikir kreatif melalui *pretest-postest*, sedangkan dimensi produk diukur dengan rubrik penilaian produk. Tanggapan siswa terhadap pembelajaran dikumpulkan menggunakan angket. Hasil penelitian menunjukkan bahwa rata-rata nilai *N-gain* kreativitas siswa pada kelas eksperimen lebih tinggi, yaitu 0,43 (kategori sedang), dibandingkan kelas kontrol sebesar 0,14 (kategori rendah). Kreativitas dimensi proses tertinggi terdapat pada indikator *fluency*, sedangkan kreativitas dimensi produk kelas eksperimen memperoleh rata rata skor 75 (kategori kreatif) dan indikator tertinggi pada aspek *resolution*. Hasil angket menunjukkan sebagian besar siswa (84,3%) menyatakan bahwa siswa menjadi aktif dalam proses belajar sehingga model PjBL berdiferensiasi mampu meningkatkan kreativitas mereka. Hasil uji statistik *Effect Size* menunjukkan bahwa model PjBL berdiferensiasi berpengaruh besar (1,84). Dengan demikian, dapat disimpulkan bahwa model PjBL berdiferensiasi berpengaruh signifikan terhadap peningkatan kreativitas siswa kelas X di SMA Catur Sakti pada materi perubahan iklim.

Kata Kunci: Dimensi Proses dan Produk, Kreativitas Siswa, Pembelajaran Berdiferensiasi, Perubahan Iklim, *Project Based Learning* (PjBL).

ABSTRACT

THE EFFECT OF DIFFERENTIATED *PROJECT-BASED LEARNING* MODEL ON THE CREATIVITY OF GRADE X STUDENTS AT CATUR SAKTI HIGH SCHOOL ON CLIMATE CHANGE MATERIAL

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This study aims to determine the significant effect of the differentiated *Project-Based Learning* (PjBL) model on improving the creativity of tenth-grade students at SMA Catur Sakti on climate change material. The research design used was a quasi-experimental non-equivalent control group, with non-probability sampling techniques selecting class X.B as the experimental class (21 students) and class X.A as the control class (25 students). The experimental class received treatment using the PjBL model with a differentiated approach, while the control class used the PjBL model without differentiation. Creativity data in the process dimension were collected using creative thinking tests through pretest and posttest, while the product dimension was measured using a product assessment rubric. Student responses to learning were collected using a questionnaire. The results showed that the average N-gain score of students' creativity in the experimental class was higher, at 0.43 (moderate category), compared to the control class at 0.14 (low category). The highest creativity in the process dimension was found in the fluency indicator, while the product creativity of the experimental class obtained an average score of 75 (creative category), with the highest indicator in the resolution aspect. The questionnaire results showed that most students (84.3%) stated that they became more active in the learning process, indicating that the differentiated PjBL model was able to enhance their creativity. Statistical test results showed that the model had a large effect size (1.84). Therefore, it can be concluded that the differentiated PjBL model has a significant effect on improving the creativity of tenth-grade students at SMA Catur Sakti on climate change material.

Kata Kunci: Process and Product Dimensions, Student Creativity, Differentiated Learning, Climate Change, *Project Based Learning* (PjBL).