ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* BERMUATAN *SOCIO SCIENTIFIC ISSUE* TERHADAP KEMAMPUAN BERPIKIR KREATIF PESERTA DIDIK KELAS X PADA MATERI PERUBAHAN IKLIM

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Penelitian ini bertujuan untuk mengetahui pengaruh model *problem based learning* bermuatan *socio-scientific issues* terhadap kemampuan berpikir kreatif peserta didik kelas X di SMAN 13 Bandar Lampung. Penelitian ini menggunakan desain *quasi experiment* dengan teknik *pretest postest non-equivalent control group design.* Sampel diambil melalui teknik *purposive sampling* dengan jumlah 32 peserta didik kelas XE 10 sebagai kelas eksperimen dan 33 peserta didik kelas XE 11 sebagai kelas kontrol. Data kemampuan berpikir kreatif diambil melalui *pretest* dan *postest* sementara data tanggapan peserta didik diperoleh melalui angket. Hasil analisis data menunjukkan bahwa kemampuan berpikir kreatif kelas eksperimen lebih tinggi dan berbeda signifikan (*N-gain* 0,56) dibandingkan kelas kontrol (*N-gain* 0,13). Hasil uji pengaruh (*effect size*) menunjukan bahwa pengaruh model *problem based learning* bermuatan *socio-scientific issues* berpengaruh tinggi (1,76) dalam meningkatkan kemampuan berpikir kreatif. Kemampuan berpikir kreatif tertinggi pada kelas eksperimen terdapat pada indikator *Fluency* (*N-gain* 0,70) dengan kategori (sedang) dan terendah pada indikator *Elaboration* (*N-gain* 0,57) dengan kategori (rendah). Peningkatan kemampuan berpikir kreatif didukung oleh hasil analisis angket tanggapan peserta didik menunjukkan bahwa hampir semua siswa (93%) pada kelas eksperimen setuju bahwa penerapan model PBL bermuatan SSI berpengaruh signifikan terhadap peningkatan kemampuan berpikir kreatif peserta didik.

Kata kunci: Kemampuan Berpikir Kreatif, *Model Problem Based Learning, Socio-Scientific Issues*

ABSTRACT

THE EFFECT OF THE PROBLEM-BASED LEARNING MODEL WITH SOCIO-SCIENTIFIC ISSUES ON THE CREATIVE THINKING SKILLS OF GRADE X STUDENTS IN CLIMATE CHANGE MATERIAL

By

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This study aims to investigate the effect of the problem-based learning model incorporating socio-scientific issues (PBL-SSI) on the creative thinking skills of Grade X students at SMAN 13 Bandar Lampung. The research employed a quasi-experimental design using a pretest-posttest non-equivalent control group design. The sample was selected through purposive sampling, involving 32 students from class XE10 as the experimental group and 33 students from class XE11 as the control group. Data on creative thinking skills were collected through pretests and posttests, while student responses were obtained using a questionnaire. The results showed that the experimental group had higher creative thinking skills (N-gain = 0.56) compared to the control group (N-gain = 0.13). The Mann-Whitney test yielded a significance value (2-tailed) of 0.000 < 0.05, indicating that H0 was rejected and H1 was accepted. Furthermore, the effect size analysis showed a value of 1.76, which falls into the high category. The highest increase in creative thinking skills in the experimental group was found in the Fluency indicator (N-gain = 0.70, moderate category), while the lowest was in the Elaboration indicator (N-gain = 0.57). Questionnaire analysis results revealed that nearly all students (93%) in the experimental class agreed that the implementation of the PBL

Keywords: *Creative thinking skills, Model Problem Based Learning, Socio-Scientific Issues.*