

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *CONNECTING ORGANIZING REFLECTING EXTENDING* (CORE) TERHADAP KEMAMPUAN BERPIKIR KREATIF PESERTA DIDIK PADA PEMBELAJARAN IPAS DI KELAS IV SEKOLAH DASAR

Oleh

KHAIRANI FINA IRFANI

Kemampuan berpikir kreatif peserta didik pada pembelajaran IPAS kelas IV SD Negeri 1 Metro Pusat masih rendah, terutama karena dominasi praktik pedagogis *teacher-centered*. Penelitian ini menilai pengaruh model pembelajaran *Connecting, Organizing, Reflecting, Extending* (CORE) terhadap kemampuan berpikir kreatif peserta didik. Menggunakan pendekatan kuantitatif dengan *desain non-equivalent control group*, penelitian melibatkan populasi 112 peserta didik dan sampel 56 peserta didik kelas IV yang terdiri dari kelompok eksperimen model pembelajaran CORE sedangkan kelompok kontrol model *Problem Based Learning* (PBL). Data kemampuan berpikir kreatif dikumpulkan melalui *pretest-posttest*, lalu dianalisis dengan regresi linier sederhana dan uji-t. Hasil menunjukkan model pembelajaran CORE berpengaruh positif terhadap kemampuan berpikir kreatif pada pembelajaran IPAS. Namun, analisis perbedaan antarkelompok tidak menunjukkan perbedaan signifikan secara statistik pasca-perlakuan. Dengan demikian, meskipun CORE efektif meningkatkan kemampuan berpikir kreatif, efektivitasnya tidak secara signifikan melampaui PBL.

Kata Kunci: berpikir kreatif, ipas, model pembelajaran core

ABSTACT

THE EFFECT OF CONNECTING ORGANIZING REFLECTING EXTENDING (CORE) LEARNING MODEL ON STUDENTS' CREATIVE THINKING ABILITY IN IPAS LEARNING IN GRADE IV ELEMENTARY SCHOOL

By

KHAIRANI FINA IRFANI

The creative thinking ability of students in IPAS learning in grade IV of SD Negeri 1 Metro Pusat remains low, mainly due to the dominance of teacher-centered pedagogical practices. This research assesses the effect of the Connecting, Organizing, Reflecting, Extending (CORE) learning model on students' creative thinking ability. It employs a quantitative approach with a non-equivalent control group design, involving a population of 112 students and a sample of 56 grade IV students consisting of an experimental group using the CORE learning model and a control group using the Problem Based Learning (PBL) model. Data on creative thinking ability derives from pretest-posttest and undergoes analysis using simple linear regression and t-test. Results indicate that the CORE learning model positively affects creative thinking ability in IPAS learning. However, inter-group difference analysis reveals no statistically significant difference post-treatment. Thus, although CORE proves effective in improving creative thinking ability, its effectiveness does not significantly surpass PBL.

Keywords: creative thinking, science, core learning model