

ABSTRAK

PENGARUH PENGGUNAAN MODEL PEMBELAJARAN *DISCOVERY LEARNING* DAN *PROJECT BASED LEARNING* TERHADAP KREATIVITAS ANAK USIA 5-6 TAHUN DI SEKOLAH ALAM

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Kreativitas pada anak usia dini sangat penting untuk dikembangkan karena berperan dalam kemampuan memecahkan masalah, berpikir fleksibel, dan menghasilkan ide baru. Oleh karena itu, diperlukan pembelajaran yang dapat menstimulasi kreativitas anak. Penelitian ini bertujuan untuk mengetahui pengaruh aktivitas guru pada model pembelajaran *discovery learning* dan PjBL terhadap kreativitas anak usia 5–6 tahun di sekolah alam. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *ex post facto*. Populasi dalam penelitian ini adalah siswa sekolah alam di Bandar Lampung, dengan teknik *sampling* yaitu *purposive sampling* terdiri atas 30 anak dan 30 guru. Instrumen penelitian yang digunakan adalah angket aktivitas guru dan tes kreativitas anak menggunakan *Torrance Test of Creative Thinking* (TTCT). Analisis data dilakukan dengan uji regresi linear sederhana, dan uji *Mann-Whitney U*. Hasil penelitian menunjukkan bahwa (1) tidak terdapat pengaruh yang signifikan aktivitas guru pada model pembelajaran *discovery learning* terhadap kreativitas anak dengan nilai signifikansi $0,855 > 0,05$ dan kontribusi sebesar 0,4%; (2) tidak terdapat pengaruh yang signifikan aktivitas guru pada model pembelajaran PjBL terhadap kreativitas anak dengan nilai signifikansi $0,940 > 0,05$ dan kontribusi sebesar 0,4%; dan (3) model pembelajaran *discovery learning* menunjukkan kecenderungan lebih tinggi dalam meningkatkan kreativitas anak dibandingkan PjBL berdasarkan hasil uji Mann-Whitney U dengan *mean rank discovery learning* sebesar 17,13 dan PjBL sebesar 13,87, namun perbedaan tersebut tidak signifikan secara statistik.

Kata kunci : kreativitas anak, *discovery learning*, *project based learning*, sekolah alam

ABSTRACT

THE EFFECT OF THE USE OF DISCOVERY LEARNING AND PROJECT-BASED LEARNING MODELS ON THE CREATIVITY OF CHILDREN AGED 5–6 YEARS IN A NATURE-BASED SCHOOL

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Creativity in early childhood is very important to be developed because it plays a role in problem-solving skills, flexible thinking, and the ability to generate new ideas. Therefore, learning activities that can stimulate children's creativity are needed. This study aimed to determine the effect of teacher activities in the discovery learning and project-based learning models on the creativity of children aged 5–6 years in a nature-based school. The study employed a quantitative approach with an ex post facto research design. The population of this study consisted of students from nature-based schools in Banda Lampung. The sampling technique used was purposive sampling, with a total sample of 30 children and 30 teachers. The research instruments were a teacher activity questionnaire and a children's creativity test using the Torrance Test of Creative Thinking (TTCT). Data were analyzed using simple linear regression analysis and the Mann–Whitney U test. The results showed that (1) there was no significant effect of teacher activities in the discovery learning model on children's creativity, with a significance value of $0.855 > 0.05$ and a contribution of 0.4%; (2) there was no significant effect of teacher activities in the PjBL model on children's creativity, with a significance value of $0.940 > 0.05$ and a contribution of 0.4%; and (3) descriptively, the discovery learning model showed a higher tendency in improving children's creativity compared to the PjBL model based on the Mann–Whitney test results, with a mean rank of 17.13 for discovery learning and 13.87 for PjBL; however, this difference was not statistically significant.

Keywords: *children's creativity, discovery learning, project-based learning, nature-based school*