

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *PROJECT BASED LEARNING* DAN *PROBLEM BASED LEARNING* TERHADAP KEMAMPUAN BERPIKIR KREATIF MATA PELAJARAN PENDIDIKAN PANCASILA SEKOLAH DASAR

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Penelitian ini meneliti rendahnya kemampuan berpikir kreatif peserta didik kelas IV SDN 5 Metro Pusat, yang dipengaruhi oleh penerapan model *Project Based Learning* (PjBL) dan *Problem Based Learning* (PBL). Tujuan penelitian adalah mengetahui pengaruh model PjBL dan PBL terhadap kemampuan berpikir kreatif peserta didik pada mata pelajaran Pendidikan Pancasila. Penelitian menggunakan desain *quasi-experimental* dengan *non-equivalent control group*. Sampel dipilih secara *purposive sampling* dari populasi 64 peserta didik, yaitu kelas IV A dan IV C. Analisis data dilakukan menggunakan regresi linier sederhana dan *independent sample t-test*. Hasil penelitian menunjukkan PjBL berpengaruh signifikan terhadap kemampuan berpikir kreatif ($F_{hitung} = 30,453 > F_{tabel} = 4,35$), begitu pula PBL ($F_{hitung} = 13,314 > F_{tabel} = 4,30$). Uji t juga menunjukkan perbedaan signifikan antara kelas eksperimen dan kontrol ($sig. = 0,007 < 0,05$). Dengan demikian, penerapan PjBL dan PBL secara signifikan meningkatkan kemampuan berpikir kreatif peserta didik kelas IV SD Negeri 5 Metro Pusat.

Kata kunci: berpikir kreatif, model pembelajaran PBL, model pembelajaran PjBL

ABSTRACT

THE EFFECT OF PROJECT-BASED LEARNING AND PROBLEM BASED LEARNING MODELS ON CREATIVE THINKING SKILLS IN PANCASILA EDUCATION SUBJECTS IN ELEMENTARY SCHOOLS

By

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This study examines the low levels of creative thinking skills among fourth-grade students at SDN 5 Metro Pusat, which are influenced by the implementation of the Project-Based Learning (PjBL) and Problem-Based Learning (PBL) models. The purpose of this study is to determine the effect of PjBL and PBL on students' creative thinking skills in the subject of Pancasila Education. The study employed a quasi-experimental design with a non-equivalent control group. The sample was selected purposively from a population of 64 students, specifically from Classes IV A and IV C. Data analysis was performed using simple linear regression and an independent samples t-test. The results showed that PjBL had a significant effect on creative thinking skills ($F_{\text{calc}} = 30.453 > F_{\text{tab}} = 4.35$), as did PBL ($F_{\text{calc}} = 13.314 > F_{\text{tab}} = 4.30$). The t-test also showed a significant difference between the experimental and control classes ($\text{sig.} = 0.007 < 0.05$). Thus, the implementation of PjBL and PBL significantly improved the creative thinking skills of fourth-grade students at SD Negeri 5 Metro Pusat.

Keywords: creative thinking, PBL learning model, PjBL learning model