ABSTRAK

Penelitian ini mengkaji tentang pembentukan kemampuan berpikir kreatif siswa dalam pembelajaran IPA materi Ekosistem. Adapun tujuan dari penelitian ini, yaitu: (a) mengetahui peningkatan kemampuan berpikir kreatif menggunakan model *problem based learning*, (b) respon siswa terhadap penggunaan model *problem based learning* untuk meningkatkan kemampuan berpikir kreatif, dan (c) kendala guru dalam menggunakan model *problem based learning* untuk meningkatkan kemampuan berpikir kreatif. Metode penelitian yang digunakan adalah *mix method* dengan desain *explanatory sequential*. Penelitian ini dilakukan disalah satu sekolah dasar di Kecamatan Ngamprah dengan jumlah partisipan sebanyak 31 siswa dan 1 guru kelas. Pada model ini suatu kelompok diberi perlakuan dan selanjutnya diberi observasi hasil dan proses. Adapun teknik pengumpulan data pada penelitian ini menggunakan lembar observasi, angket respon siswa dan wawancara guru. Teknis analisis data menggunakan uji normalitas, uji homogenitas, uji N-gain dan uji sample-t berbantuan aplikasi SPSS 23. Berdasarkan hasil penelitian bahwa: (a) model pembelajaran *problem based learning* dalam meningkatkan kemampuan berpikir kreatif siswa mengalami peningkatan, dilihat dari hasil uji N-Gain dengan skor sebesar 0,58 dengan kategori sedang, dengan persentase nilai *pretest* 33% dan mengalami peningkatan sebanyak 44% pada hasil *posttes*t yaitu sebesar 77%. Model pembelajaran dikatakan efektif jika nilai N-gain score yang didapat >0,3 pada kategori sedang, (b) siswa menunjukkan respon yang baik selama menggunakan model *problem based learning* berdasarkan hasil angket siswa, (c) kendala guru dalam pembelajaran menggunakan model *problem based learning* yaitu kurangnya kekompakan kelompok serta guru sulit mengontrol siswa yang tidak membantu teman kelompoknya karena asik dengan dunianya sendiri.

Kata kunci: Problem Based Learning, Berpikir Kreatif

ABSTRACT

This research examines the formation of students' creative thinking abilities in learning science on Ecosystem material. The objectives of this research are: (a) to determine the increase in creative thinking abilities using the problem based learning model, (b) student responses to the use of the problem based learning model to improve creative thinking abilities, and (c) teacher obstacles in using the problem based model learning to improve creative thinking abilities. The research method used is a mix method with a sequential explanatory design. This research was conducted in one of the elementary schools in Ngamprah District with a total of 31 students and 1 class teacher as participants. In this model a group is given treatment and then given observations of the results and process. The data collection techniques in this research used observation sheets, student response questionnaires and teacher interviews. Technical data analysis uses the normality test, homogeneity test, N-gain test and sample-t test assisted by the SPSS 23 application. Based on the research results that: (a) the problem based learning model in improving students' creative thinking abilities has increased, seen from the test results N-Gain with a score of 0.58 in the medium category, with a pretest score percentage of 33% and an increase of 44% in the posttest results, namely 77%. The learning model is said to be effective if the N-gain score obtained is >0.3 in the medium category, (b) students show a good response while using the problem based learning model based on the results of the student questionnaire, (c) teacher obstacles in learning using the problem based model learning, namely a lack of group cohesion and teachers having difficulty controlling students who do not help their group friends because they are engrossed in their own world.

Keywords: Problem Based Learning, Creative Thinking