

**PENGARUH MODEL *PROJECT BASED LEARNING* BERBASIS
KONSTEKTUAL TERHADAP KEMAMPUAN KREATIVITAS SISWA
PADA MATA PELAJARAN IPAS SISWA SEKOLAH DASAR DI GUGUS
IV KECAMATAN SAWAN
KABUPATEN BULELENG**

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ABSTRAK

Pembelajaran yang menyenangkan, kreatif dan menarik dapat membangkitkan keaktifan siswa dalam belajar dan tercapainya tujuan pembelajaran yang sudah direncanakan. Agar pembelajaran berjalan secara menarik, menyenangkan, dan efektif hendaknya guru dapat merencanakan pembelajaran yang bisa mengajak siswa lebih aktif dan kreatif dengan penggunaan perangkat pembelajaran sesuai dengan keadaan siswa. Model pembelajaran *Project Based Learning* dapat memberi kesempatan siswa untuk berpikir kritis dan mampu mengembangkan kreativitasnya melalui pengembangan inisiatif untuk menghasilkan keterampilan baru dalam memecahkan masalah berdasarkan pengalaman nyata secara mandiri. Model pembelajaran *Project Based Learning* dipadukan dengan pembelajaran kontekstual mempengaruhi meningkatnya kreativitas dan hasil belajar siswa. Deskriptif kuantitatif dan deskriptif kualitatif digunakan sebagai teknik analisis data. Penelitian ini menggunakan pendekatan eksperimen dengan menggunakan desain penelitian eksperimen *Non equivalent Post-test Only Control Group Design*. Hasil penelitian menunjukkan bahwa pengaruh model *Project Based Learning* berbasis kontekstual terhadap kemampuan kreativitas siswa pada mata pelajaran IPAS siswa dikarenakan hasil nilai signifikansi paired sampel t-test $0,000 < 0,005$ dan hasil uji N-gain skor memperoleh hasil 0,7230 dapat disimpulkan bahwa model *Project Based Learning* berbasis kontekstual efektif dalam meningkatkan kreativitas dan hasil belajar IPAS siswa.

Kata Kunci : Model Project Based Learning, Konstektual, Kreativitas

**THE EFFECT OF THE CONTEXTUAL-BASED PROJECT-BASED
LEARNING MODEL ON STUDENTS' CREATIVITY IN SCIENCE
LESSONS IN ELEMENTARY SCHOOL STUDENTS IN GUMUS IV
SAWAN DISTRICT BULELENG REGENCY**

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ABSTRACT

Fun, creative, and interesting learning can stimulate students' activeness in learning and achieve the planned learning objectives. In order for learning to run in an interesting, fun, and effective manner, teachers should be able to plan learning that can encourage students to be more active and creative by using learning tools according to the students' circumstances. The Project Based Learning learning model can provide opportunities for students to think critically and be able to develop their creativity through developing initiatives to produce new skills in solving problems based on real experiences independently. The Project Based Learning learning model combined with contextual learning influences the increase in creativity and student learning outcomes. Quantitative descriptive and qualitative descriptive are used as data analysis techniques. This study uses an experimental approach using a Non-equivalent Post-test Only Control Group Design experimental research design. The results of the study indicate that the influence of the contextual-based Project Based Learning model on students' creativity abilities in the science subject of students is due to the results of the significance value of the paired sample t-test of $0.000 < 0.005$ and the results of the N-gain test score obtained results of 0.7230. It can be concluded that the contextual-based Project Based Learning model is effective in increasing creativity and student learning outcomes in science.

Keywords: Project Based Learning Model, Contextual, Creativity