

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar siswa yang dibelajarkan dengan model pembelajaran *Creative problem solving (CPS)* dengan siswa yang tidak dibelajarakan model pembelajaran *Creative problem solving (CPS)* terhadap hasil belajar IPS. Jenis penelitian adalah eksperimen semu menggunakan *post test only control group design*. Populasi penelitian ini adalah seluruh kelas IV Gugus II Kecamatan Kintamani Kabupaten Bangli yang berjumlah 214 orang. Penentuan sampel dilakukan dengan teknik *random sampling*. Sampel penelitian ini adalah kelas IV<sup>A</sup> SDN 3 Batur dengan jumlah siswa 26 sebagai kelompok eksperimen dan kelas IV<sup>A</sup> SDN 1 Batur dengan jumlah siswa 25 sebagai kelompok kontrol. Pengumpulan data dalam penelitian dilakukan dengan metode tes. Instrumen pengumpulan data berupa tes pilihan ganda. Data hasil belajar IPS dianalisis dengan uji-t. Hasil analisis menunjukkan bahwa terdapat perbedaan hasil belajar IPS antara kelompok siswa yang dibelajarkan dengan model pembelajaran *Creative problem solving (CPS)* dengan siswa yang tidak membelajarakan model pembelajaran *Creative problem solving (CPS)* pada siswa SD kelas IV. Hal ini ditunjukan oleh  $t_{hitung}$  (13,1075) lebih besar dari  $t_{tabel}$  (2,0095). Rata-rata skor nilai hasil belajar IPS siswa menggunakan model pembelajaran *Creative problem solving (CPS)* yaitu 24,885 lebih tinggi dari rata-rata hasil belajar IPS siswa yang tidak membelajarakan model pembelajaran *Creative problem solving (CPS)* yaitu 15,26. Dengan demikian, model pembelajaran *Creative problem solving (CPS)* berpengaruh signifikan terhadap hasil belajar IPS siswa kelas IV SD Gugus II Kecamatan Kintamani Kabupaten Bangli Tahun Pelajaran 2019/2020.

**Kata kunci :** hasil belajar IPS, model (CPS)

## **ABSTRACT**

Social studies learning which is taught in elementary schools has the aim to help students to know their role as a member of the community, to develop potential and be sensitive to social problems, and as a good and responsible citizen. However, in reality the acquisition of students 'social studies learning outcomes is still not optimal, so there is a need for efforts to improve student learning outcomes in social studies subjects, one of which is by applying learning models that can attract students' interest in studying social studies. This research was aimed to know the difference students' learning outcomes on IPS between the students who were taught by using learning Creative problem solving (CPS) model and who were taught by using conventional. This research was a quasi-experiment research with post-test only control group design. The population of this research was all students grade IV. By using random sampling technique, the sample was chosen. The data were collected by using test method. The instrument of the data was collected by using multiple choice. The data of students' learning outcomes on IPS were tested by using t-test. The data analysed was showed that, there are difference students' learning outcomes on IPS between the students who were taught by using cooperative with Creative problem solving (CPS) and who were taught by using conventional learning on the student grade IV. It is showed by tscore (13,1075) which is greater than ttable (2.0095). The mean score of students' learning outcomes on IPS who were taught by using Creative problem solving (CPS) (24.885) which is higher than who were taught by using conventional learning (15.26). So that, Creative problem solving (CPS) model given a significance effect on students learning achievement on IPS on the student grade IV.

Keywords: Social Learning Outcomes, CPS Model