

**PENGARUH PENERAPAN MODEL PEMBELAJARAN *CREATIVE
PROBLEM SOLVING* BERBANTUAN MASALAH KONTEKSTUAL
TERHADAP KEMAMPUAN BERPIKIR KREATIF SISWA KELAS XI DI
SMA NEGERI 4 SINGARAJA**

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ABSTRAK

Pentingnya kemampuan berpikir kreatif dalam pembelajaran matematika menjadi landasan penelitian ini. Namun, kondisi sebenarnya dilapangan justru menunjukkan bahwa kemampuan berpikir kreatif matematika siswa masih rendah, akibat kurangnya inovasi dalam pembelajaran konvensional. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *Creative Problem Solving* (CPS) berbantuan masalah kontekstual terhadap kemampuan berpikir kreatif matematika siswa kelas XI di SMA Negeri 4 Singaraja. Penelitian ini menggunakan metode *quasi experiment* dengan desain *post-test only control group design*. Populasi penelitian mencakup seluruh siswa kelas XI kelompok belajar IPA di SMA Negeri 4 Singaraja tahun ajaran 2025/2026 yang terdistribusi dalam 6 kelas dengan jumlah keseluruhan sebanyak 194 siswa. Sampel penelitian ditentukan melalui teknik *cluster random sampling* dengan cara pengundian menggunakan *spinner*, sehingga terpilih kelas XI-I sebagai kelas eksperimen yang menerapkan model pembelajara CPS berbantuan masalah kontekstual dan kelas XI-J sebagai kelas kontrol yang dibelajarkan menggunakan model konvensional. Instrumen penelitian berupa tes uraian kemampuan berpikir kreatif matematika. Hasil penelitian menunjukkan nilai rata-rata *post-test* siswa kelas eksperimen sebesar 69,59, lebih tinggi dari pada kelas kontrol sebesar 56,94. Untuk membuktikan apakah perbedaan rata-rata kedua kelas terjadi secara signifikan, dilakukan uji-t (*independent samples test*) dengan taraf signifikan 5%. Hasil analisis menunjukkan nilai Sig. sebesar $0,000 < 0,05$ sehingga perbedaan kedua kelas dinyatakan signifikan. Dengan demikian, dapat disimpulkan bahwa model CPS berbantuan masalah kontekstual memberikan pengaruh yang lebih tinggi dibandingkan model konvensional dalam meningkatkan kemampuan berpikir kreatif matematika siswa.

Kata Kunci: Model Pembelajaran *Creative Problem Solving* (CPS), Masalah Kontekstual, Kemampuan Berpikir Kreatif Matematika.

**THE EFFECT OF IMPLEMENTING THE CREATIVE PROBLEM
SOLVING LEARNING MODEL ASSISTED BY CONTEXTUAL
PROBLEMS ON THE CREATIVE THINKING ABILITY OF ELEVENTH-
GRADE STUDENTS AT SMA NEGERI 4 SINGARAJA**

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ABSTRACT

The importance of creative thinking ability in mathematics learning forms the foundation of this study. However, actual conditions in the field show that students' mathematical creative thinking ability is still low, due to a lack of innovation in conventional learning. This study aims to determine the effect of implementing the Creative Problem Solving (CPS) learning model assisted by contextual problems on the mathematical creative thinking ability of eleventh-grade students at SMA Negeri 4 Singaraja. This study employed a quasi-experimental method with a post-test-only control group design. The population of the study covered all eleventh-grade science students at SMA Negeri 4 Singaraja in the 2025/2026 academic year, distributed across 6 classes with a total of 194 students. The research sample was determined through a cluster random sampling technique using a spinner draw, resulting in class XI-I being selected as the experimental class, taught using the CPS model assisted by contextual problems, and class XI-J as the control class, taught using the conventional model. The research instrument was a descriptive test of mathematical creative thinking ability. The results showed that the post-test average score of the experimental class was 69.59, higher than that of the control class at 56.94. To determine whether the difference between the two class averages was significant, an independent samples t-test was conducted at the specified significance level. The analysis results showed a Sig. value below the significance threshold, so the difference between the two classes was declared significant. Thus, it can be concluded that the CPS model assisted by contextual problems has a greater effect than the conventional model in improving students' mathematical creative thinking ability.

Keywords: *Creative Problem Solving (CPS) Learning Model, Contextual Problems, Mathematical Creative Thinking Ability.*