

**PENGARUH MODEL PEMBELAJARAN *CREATIVE PROBLEM SOLVING* (CPS)
BERBANTUAN GEOGEBRA TERHADAP KEMAMPUAN BERPIKIR KREATIF DAN
PEMECAHAN MASALAH MATEMATIKA
PESERTA DIDIK KELAS X SMAN 1 KUTA**

Oleh

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ABSTRAK

Penelitian ini bertujuan 1) untuk mengetahui apakah kemampuan berpikir kreatif dan pemecahan masalah matematika peserta didik yang dibelajarkan dengan model pembelajaran *Creative Problem Solving* (CPS) berbantuan GeoGebra lebih baik dari pada model pembelajaran *Creative Problem Solving* (CPS); 2) untuk mengetahui apakah kemampuan berpikir kreatif dan pemecahan masalah matematika peserta didik yang dibelajarkan dengan model pembelajaran *Creative Problem Solving* (CPS) berbantuan GeoGebra lebih baik dari pada model pembelajaran konvensional; 3) untuk mengetahui apakah kemampuan berpikir kreatif dan pemecahan masalah matematika peserta didik yang dibelajarkan dengan model pembelajaran *Creative Problem Solving* (CPS) lebih baik dari pada model pembelajaran konvensional. Penelitian ini menggunakan penelitian eksperimen semu. Populasi penelitian ini adalah seluruh siswa kelas X SMAN 1 Kuta Tahun Pelajaran 2019/2020 sebanyak 490 siswa dan terbagi menjadi 14 kelas. Dalam penelitian ini, terdapat 208 sampel yang digunakan dan terbagi menjadi enam kelas yaitu dua kelas eksperimen 1, dua kelas eksperimen 2, dan dua kelas kontrol. Sampel yang digunakan ditentukan dengan teknik *random sampling*. Instrumen penelitian berupa tes kemampuan berpikir kreatif dan tes kemampuan pemecahan masalah matematika. Data yang diperoleh dianalisis menggunakan uji MANOVA. Hasil analisis menunjukkan bahwa 1) Kemampuan berpikir kreatif dan pemecahan masalah matematika peserta didik yang dibelajarkan dengan model pembelajaran *Creative Problem Solving* (CPS) berbantuan GeoGebra lebih baik dari pada model pembelajaran *Creative Problem Solving* (CPS) dengan $F=2,357; 2,386; 2,414; \text{ dan } 4,550$ dan angka signifikansi kurang dari 0,05 ($p < 0,05$); 2) Kemampuan berpikir kreatif dan pemecahan masalah matematika peserta didik yang dibelajarkan dengan model pembelajaran *Creative Problem Solving* (CPS) berbantuan GeoGebra lebih baik dari pada model pembelajaran konvensional dengan $F=7,499; 8,119; 8,738; \text{ dan } 17,460$ dan angka signifikansi kurang dari 0,05 ($p < 0,05$); 3) Kemampuan berpikir kreatif dan pemecahan masalah matematika peserta didik yang dibelajarkan dengan model pembelajaran *Creative Problem Solving* (CPS) lebih baik dari pada model pembelajaran konvensional dengan $F=2,187; 2,197; 2,207 \text{ dan } 3,822$ dan memiliki signifikansi kurang dari 0,05 ($p < 0,05$).

Kata-kata kunci: Model Pembelajaran *Creative Problem Solving* (CPS), GeoGebra, Kemampuan Berpikir Kreatif, Kemampuan Pemecahan Masalah

**THE EFFECTS OF CREATIVE PROBLEM SOLVING (CPS) MODEL
COMBINED WITH GEOGEBRA IN ENHANCING CREATIVE THINKING AND
MATHEMATICAL PROBLEM-SOLVING ABILITY OF STUDENTS GRADE X,
SMAN 1 KUTA**

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ABSTRACT

The aims of this study were 1) to find out whether the ability of creative thinking and mathematical problem solving of students who were taught using the Creative Problem Solving (CPS) model combined with *GeoGebra* was better than the Creative Problem Solving (CPS) model, 2) to find out whether the ability of creative thinking and mathematical problem solving of students who were taught using the Creative Problem Solving (CPS) model combined with *GeoGebra* was better than conventional learning model and also 3) to find out whether the ability of creative thinking and mathematical problem solving of students who were taught using the Creative Problem Solving (CPS) model was better than conventional learning model. This research was a quasi-experimental study. The population of this study were 490 students grade X at SMAN 1 Kuta, in the 2019/2020 academic year. They were divided into 14 classes which are 9 natural science classes and 5 social science classes. In this study, the sample used were 208 students which were divided into six classes; two classes for experiment 1, two classes for experiment 2, and two control classes. The samples were determined by random sampling technique. The research instrument used were a test examining the creative thinking abilities and a test measuring the ability to solve mathematical problems. The data obtained were analyzed using the MANOVA test. The results of the analysis showed that 1) the ability to think creatively and mathematical problem solving of students who were taught using the Creative Problem Solving (CPS) model combined with *GeoGebra* was better than the Creative Problem Solving (CPS) model, with $F = 2.357; 2,386; 2,414; \text{ and } 4,550$, and the significance number was less than 0.05 ($p < 0.05$). 2) The ability to think creatively and solve mathematical problems of students who were taught using the Creative Problem Solving (CPS) model combined with *GeoGebra* was better than conventional learning model, with $F = 7,499; 8,119; 8,738; \text{ and } 17,460$, and the significance number was less than 0.05 ($p < 0.05$). 3) The ability to think creatively and solve mathematical problems of students who were taught using Creative Problem Solving (CPS) model was better than conventional learning model, with $F = 2.187; 2; 197; 2,207 \text{ and } 3,822$, and the significance number was less than 0.05 ($p < 0.05$).

Key words: *Creative Problem Solving (CPS) Learning Model, GeoGebra, Creative Thinking, Problem Solving Ability.*