

**IMPLEMENTASI MODEL *PROJECT BASED LEARNING* UNTUK
MENINGKATKAN HASIL BELAJAR FISIKA DAN KETERAMPILAN
BERPIKIR KREATIF PESERTA DIDIK KELAS XI MIPA 4 SMA
NEGERI 2 NEGARA TAHUN AJARAN 2020/2021**

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ABSTRAK

Tujuan penelitian ini adalah : (1) meningkatkan hasil belajar fisika peserta didik, (2) meningkatkan keterampilan berpikir kreatif fisika peserta didik, dan (3) mendeskripsikan tanggapan peserta didik terhadap implementasi model *project based learning* dalam pembelajaran fisika. Jenis penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat tahapan, yaitu: perencanaan, tindakan, observasi, dan refleksi. Pada siklus I membahas materi alat-alat optik pada lensa cembung dan pada siklus II membahas lensa cekung. Subjek penelitian ini adalah peserta didik kelas XI MIPA 4 SMA Negeri 2 Negara tahun pelajaran 2020/2021 yang berjumlah 36 peserta didik. Objek penelitian ini adalah model *project based learning*, hasil belajar fisika peserta didik, keterampilan berpikir kreatif peserta didik, dan tanggapan peserta didik terhadap implementasi model *project based learning*. Implementasi model *project based learning* terdiri dari enam fase, yaitu : *essential question, design project, create a schedule, monitor progress of project, assess the outcome, dan evaluate the experience*. Data hasil belajar dan keterampilan berpikir kreatif diukur dengan tes esai 5 butir soal yang dilaksanakan setiap akhir siklus I dan II. Data tanggapan peserta didik terhadap implementasi model *project based learning* dikumpulkan melalui angket yang berjumlah 20 butir pertanyaan dengan menggunakan skala *likert*. Hasil analisis menunjukkan bahwa (1) hasil keterampilan berpikir kreatif peserta didik siklus I adalah $M = 56,55$; $SD = 7,95$ dan pada siklus II adalah $M = 92,11$; $SD = 9,8$, (2) hasil belajar fisika peserta didik pada siklus I adalah $M = 59,33$; $SD = 10,05$ dan pada siklus II adalah $M = 94,33$; $SD = 8,83$. hasil belajar fisika peserta didik dari siklus I ke siklus II terjadi peningkatan. Jadi model *project based learning* dapat meningkatkan hasil belajar dan keterampilan berpikir kreatif fisika peserta didik, dan (3) skor rata-rata tanggapan peserta didik terhadap implementasi model dalam pelajaran fisika adalah, $M = 83,5$; $SD = 11,289$ berada pada kategori positif.

Kata kunci : *Project Based Learning*, hasil belajar, dan keterampilan berpikir kreatif

ABSTRACT

The aims of this study are: (1) to improve students' physics learning outcomes, (2) to improve students' physics creative thinking skills, and (3) to describe students' responses to the implementation of the *project-based learning* model in physics learning . This type of research is classroom action research which is carried out in two cycles. Each cycle consists of four stages, namely: planning, action, observation, and reflection. In the first cycle discussed the material of optical instruments on a convex lens and in the second cycle discussed concave lens. The subjects of this study were students of class XI MIPA 4 SMA Negeri 2 Negara for the academic year 2020/2021, totaling 36 students. The object of this research is the *project based learning* model , students' physics learning outcomes, students' creative thinking skills, and students' responses to the implementation of the *project based learning* model . The implementation of the *project based learning* model consists of six phases, namely: *essential questions* , *project design* , *create a schedule* , *monitor the progress of the project* , *assess the outcome* , and *evaluate the experience* . Data on learning outcomes and creative thinking skills were measured by a 5-item essay test which was carried out at the end of cycles I and II . Data on student responses to the implementation of the *project based learning* model were collected through a questionnaire totaling 20 questions using a *Likert* scale . The results of the analysis show that (1) the results of the students' creative thinking skills in cycle I are $M = 56.55$; $SD = 7.95$ and the second cycle there is $M = 92.11$; $SD = 9.8$, (2) students' physics learning outcomes in the first cycle are $M = 59.33$; $SD = 10.05$ and in the second cycle is $M = 94.33$; $SD = 8.83$. there is an increase in students' physics learning outcomes from cycle I to cycle II . So the *project based learning* model can improve learning outcomes and students' creative thinking skills in physics, and (3) the average score of students' responses to the implementation of model I in physics lessons is, $M = 83.5$; $SD = 11.289$ ber a da in the positive category.

Keywords : *Project Based Learning* , learning outcomes, and creative thinking skills