PENGARUH MODEL *PROBLEM BASED LEARNING-PREDICT OBSERVE EXPLAIN* TERHADAP KETERAMPILAN BERPIKIR KREATIF SISWA KELAS X MIPA DI SMA NEGERI 2 BANJAR

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ABSTRAK

Masalah yang dikaji dalam penelitian ini adalah fenomena rendahnya keterampilan berpikir kreatif siswa sebagai salah satu keterampilan dasar menghadapi tantangan pendidikan abad ke-21. Penelitian ini bertujuan untuk mendeskripsikan perbedaan keterampilan berpikir kreatif antara siswa yang belajar menggunakan model *problem based learning-predict observe explain* (PBL-POE), model *problem based learning* (PBL) dan model *direct instruction* (DI) dalam pembelajaran fisika. Penelitian ini menggunakan metode penelitian kuantitatif dengan jenis penelitian *quasi experiment research* dan desain penelitian *one way pretest-posttest non-equivalent control group design.* Populasi dalam penelitian ini adalah seluruh siswa kelas X MIPA di SMA Negeri 2 Banjar, sebanyak 131 siswa. Sampel penelitian dipilih menggunakan teknik *simple randomize* berbasis kelompok. Sampel penelitian terdiri dari kelas X MIPA 1 sebagai kelompok eksperimen pertama, kelas X MIPA 2 sebagai kelompok eksperimen kedua dan kelas X MIPA 3 sebagai kelompok kontrol, dengan total sampel sebanyak 96 siswa. Keterampilan berpikir kreatif siswa diukur menggunakan instrumen penelitian berbentuk 20 butir soal *essay* dengan konsistensi internal butir bergerak pada rentang $r = 0{,}32 - 0{,}59$ (tinggi) dan reliabilitas tes sebesar $\alpha = 0{,}809$ (sangat tinggi). Data yang terkumpul dianalisis menggunakan teknik analisis deskriptif, analisis kovarian (ANAKOVA) satu jalur dan uji lanjut *least significant difference* (LSD) dengan taraf signifikansi 5%. Hasil ANAKOVA satu jalur mengungkap bahwa terdapat perbedaan keterampilan berpikir kreatif antara siswa yang belajar menggunakan model PBL-POE, model PBL dan model DI dalam pembelajaran fisika ($F^{*} = 25{,}952;\ \alpha = 0{,}000$). Hasil uji LSD menunjukkan nilai rata-rata keterampilan berpikir kreatif kelompok PBL-POE lebih tinggi dibandingkan kelompok PBL ($\Delta\mu = 12{,}455; \alpha = 0{,}000$) dan kelompok DI ($\Delta\mu = 18{,}659; \alpha = 0{,}000$), serta nilai rata-rata keterampilan berpikir kreatif kelompok PBL lebih tinggi dibandingkan kelompok DI ($\Delta\mu = 6{,}204; \alpha = 0{,}016$). Hasil penelitian ini menunjukkan bahwa model PBL-POE berpengaruh terhadap keterampilan berpikir kreatif siswa dalam pembelajaran fisika.

Kata-kata kunci: *problem based learning-predict observe explain*, *problem based learning*, *direct instruction*, keterampilan berpikir kreatif, pembelajaran fisika.

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ABSTRACT

The problem discussed in this study is the phenomenon of low creative thinking skills as one of the basic skills to face the challenges of 21st-century education. This study aims to describe the differences in creative thinking skills among the students who study physics using the Problem Based Learning-Predict Observe Explain (PBL-POE) model, Problem Based Learning (PBL) model, and Direct Instruction (DI) model. This study uses quantitative research methods with quasi experiment research and a one way pretest-posttest non-equivalent control group design. The population in this study were all students of grades X MIPA at SMA Negeri 2 Banjar that are 131 students. The research sample was selected using a group based simple randomized sampling technique. The research sample consisted of class X MIPA 1 as the first experimental group, class X MIPA 2 as the second experimental group, and class X MIPA 3 as the control group, with a total sample of 96 students. Students' creative thinking skills were analyzed using a research instrument in the form of 20 essay questions with the internal consistency of moving items in the range $r = 0.32 - 0.59$ (high) and test reliability of $\alpha = 0.809$ (very high). The data collected were analyzed using descriptive analysis techniques, One-way Analysis of Covariance (ANCOVA), and the Least Significant Difference test (LSD) with a significance level of 5%. One-way ANCOVA results reveal that there is a significant difference in creative thinking skills between the students who study physics using the PBL-POE model, the PBL model, and the DI model ($F^* = 25.952;\ \alpha = 0.000$). The results of the LSD test showed that the mean of creative thinking skills in the PBL-POE group was higher than the PBL group ($\Delta\mu = 12.455; \alpha = 0.000$) and the DI group ($\Delta\mu = 18.659; \alpha = 0.000$). Also, the mean of creative thinking skills in the PBL group was higher than in the DI group ($\Delta\mu = 6.204; \alpha = 0.016$). The results of this study indicate that the PBL-POE model affects the students' creative thinking skills in physics learning.

Keyword: problem based learning-predict observe explain, problem based learning, direct instruction, creative thinking skills, physics learning.