PENGARUH MODEL PEMBELAJARAN *CREATIVE PROBLEM SOLVING* (CPS) BERBASIS *E-LEARNING* TERHADAP KEMAMPUAN PEMECAHAN MASALAH FISIKA SISWA KELAS XI DI SMAN 2 SINGARAJA

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis perbedaan kemampuan pemecahan masalah siswa antara siswa yang belajar dengan model pembelajaran *Creative Problem Solving* (CPS) berbasis *E-Learning* dengan siswa yang belajar dengan model pembelajaran *Direct Instruction* (DI) ditinjau dari hasil *posttest* siswa di SMAN 2 Singaraja. Penelitian ini menggunakan jenis *quasi experiment design* (eksperimen semu). Desain penelitian yang digunakan adalah *non-equivalent pretest-posttest control group design*. Populasi penelitian ini berjumlah 183 siswa kelas XI MIPA di SMA Negeri 2 Singaraja dengan sampel penelitian berjumlah 73 siswa yang terdistribusi ke dalam dua kelas. Data kemampuan pemecahan masalah siswa diperoleh melalui pemberian tes kemampuan pemecahan masalah dan dianalisis menggunakan analisis deskriptif kuantitatif dan uji ANAKOVA dengan taraf signifikansi 5%. Hasil analisis data menunjukkan adanya perbedaan kemampuan pemecahan masalah siswa antara kelas perlakuan model pembelajaran *Creative Problem Solving* (CPS) dengan kelas perlakuan model pembelajaran *Direct Instruction* (DI). Hal ini ditunjukkan dengan hasil uji hipotesis menggunakan ANAKOVA yang menunjukkan nilai statistik F = 387,538 dengan signifikansi sebesar 0,000 ($\alpha < 0{,}05$) yang berarti hipotesis penelitian diterima. Hasil tes kemampuan pemecahan masalah setelah perlakuan (posttest) menunjukkan bahwa kelas dengan perlakuan model pembelajaran *Creative Problem Solving* (CPS) lebih unggul dibandingkan kelas dengan perlakuan model pembelajaran *Direct Instruction* (DI). Terlihat dari perolehan nilai rata-rata (M) dan standar deviasi (SD) kemampuan pemecahan siswa setelah perlakuan pada kelas model pembelajaran *Creative Problem Solving* (CPS) adalah M = 80,57 dan SD = 6,80 dengan kualifikasi tinggi, sedangkan siswa pada kelas perlakuan model pembelajaran *Direct Instruction* (DI) memperoleh nilai M = 64,38 dan SD = 5,75 dengan kualifikasi cukup.

Kata-kata kunci: *Creative Problem Solving, Direct Instruction,* dan *E-Learning*

THE EFFECT OF E-LEARNING-BASED CREATIVE PROBLEM SOLVING (CPS) LEARNING MODEL ON PHYSICS PROBLEM SOLVING ABILITY IN CLASS XI STUDENTS AT SMAN 2 SINGARAJA

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ABSTRACT

This study aims to analyze the differences in students' problem solving abilities between students who study with the Creative Problem Solving (CPS) learning model based on E-Learning and students who study with the Direct Instruction (DI) learning model in terms of the posttest results of students at SMAN 2 Singaraja. This study uses a quasi-experimental design (quasi-experiment). The research design used was a non-equivalent pretest-posttest control group design. The population of this study amounted to 183 students of class XI MIPA at SMA Negeri 2 Singaraja with a research sample of 73 students who were distributed into two classes. Data on students' problem-solving abilities were obtained through giving a problem-solving ability test and analyzed using quantitative descriptive analysis and ANAKOVA test with a significance level of 5%. The results of data analysis showed that there were differences in students' problem-solving abilities between the treatment class of the Creative Problem Solving (CPS) learning model and the treatment class of the Direct Instruction (DI) learning model. This is indicated by the results of hypothesis testing using ANAKOVA which shows a statistical value of F = 387,538 with a significance of 0.000 ($\alpha < 0.05$), which means the research hypothesis is accepted. The results of the problem-solving ability test after treatment (posttest) showed that the class with the treatment of the Creative Problem Solving (CPS) learning model was superior to the class with the treatment of the Direct Instruction (DI) learning model. It can be seen from the acquisition of the average value (M) and standard deviation (SD) of students' solving abilities after treatment in the Creative Problem Solving (CPS) learning model class is M = 80.57 and SD = 6.80 with high qualifications, while students at the treatment class of the Direct Instruction (DI) learning model obtained M = 64.38 and SD = 5.75 with sufficient qualifications.

Keywords: Creative Problem Solving, Direct Instruction, and E-Learning