

ABSTRAK

Penelitian ini dilakukan untuk memperoleh gambaran tentang keterlaksanaan pembelajaran, respon siswa, dan pengaruh model *project based learning* dengan pendekatan *science, technology, enginnering, and mathematics* terhadap kemampuan berpikir kreatif siswa. Penelitian ini menggunakan penelitian kuantitatif dengan metode *quasi eksperiment design*. Sampel penelitian ini diambil dengan teknik *sampling* jenuh dengan jumlah 48 siswa terdiri dari 23 siswa kelas eksperimen yang diberi perlakuan dengan model *project based learning* dengan pendekatan *science, technology, enginnering, and mathematics* dan 25 siswa kelas kontrol yang diberi perlakuan dengan model pembelajaran langsung. Instrumen pengambilan data berupa tes uraian, lembar observasi guru, lembar observasi siswa, dan angket respon siswa. Keterlaksanaan pembelajaran dalam penelitian ini ditinjau dari aktivitas guru dan siswa mempunyai kategori baik, dengan hasil rata-rata aktivitas guru 84,65% dan aktivitas siswa 76,19%. Sedangkan untuk angket respon siswa mendapatkan skor rata-rata 80% termasuk kategori sangat baik. Dan untuk memperoleh pengaruh pembelajaran, peneliti menggunakan uji normalitas data menggunakan uji *Kolmogorov-Smirnov*, uji homogenitas data menggunakan uji varian. Hasil dan analisis data mendapatkan hasil uji signifikansi kemampuan berpikir kreatif sebesar $t_{hitung} = 3,708 > t_{tabel} = 2,074$ dengan $\alpha = 0,05$ yang menyatakan bahwa H_0 ditolak. Dan diperkuat dengan uji gain ternormalisasi dengan memperoleh nilai rata-rata 0,57 kategori “sedang”. Sehingga dapat disimpulkan bahwa terdapat pengaruh model *project based learning* dengan pendekatan *science, technology, enginnering, and mathematics* terhadap kemampuan berpikir kreatif siswa.

Kata kunci : Model *project based learning*, pendekatan STEM, kemampuan berpikir kreatif

ABSTRACT

This research is to get the description about learning activity, student response, and effect of *project based learning* model with *science, technology, engineering, and mathematics* approach to student creative thinking abilities. This research is applying quantitative research with *quasi experiment design* method. The sample of this research was taken by using deep *sampling* technique with 48 students from 23 students of experiment class who were given treated with *project based learning* with *science, technology, engineering, and mathematics* approach and 25 students of control class who were given treated with direct learning model. The instrument of data retrieval is description test, teacher observation paper, student observation paper and student response questionnaire. The learning activity in this research be seen from the activity of teacher and student who have good category which is the average result of teacher activity is 84,65% and student activity is 76,19%. Whereas, for the student response questionnaire gets 80% of score average that included in good category. And to get the effect of learning, the researcher uses the data normality test by applying *Kolmogorov-Smirnov* test, the data homogeneity test by applying variants test. The result and the analysis of data get the significance result test of creative thinking abilities in amount of $t_{hitung} = 3,708 > t_{tabel} = 2,074$ with $\alpha = 0,05$ assert that H_0 is not accepted. And strengthened by a normalized gain test by obtaining an average value of 0,57 “moderate” category. Thus, it can be concluded that there is a *project based learning* model with *science, technology, engineering, and mathematics* approach to student creative thinking abilities.

Key words : *Project based learning* model, STEM approach, creative thinking abilities.