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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peningkatan kemampuan kolaborasi siswa pada materi pencemaran lingkungan setelah penerapan model pembelajaran Creative Problem Solving. Subjek penelitian ini adalah kelas VII-A UPT SMPN 10 Gresik T.A. 2019/2020 yang terdiri dari 32 siswa. Penelitian dilaksanakan pada bulan Februari hingga April 2020. Jenis penelitian ini merupakan penelitian kuantitatif dengan design pre experimental. Pengumpulan data menggunakan tes esai *collaborative problem solving skill* sebanyak 2 soal yang mencakup 5 indikator, lembar keterlaksanaan pembelajaran, dan angket respon siswa. Hasil analisis data pretes dan posttes terdapat peningkatan Collaborative Problem Solving Skill yang dilihat dari rata-rata nilai pretest 54,01 menjadi 69,84 pada posttest. Kesimpulan penelitian ini adalah (1) terjadi perbedaan sebelum dan setelah penerapan model CPS berdasarkan uji t berpasangan yang memperoleh hasil $-5,175 \leq 2,232 \leq 5,175$, (2) terjadi peningkatan Collaborative Problem Solving Skills setelah penerapan model CPS berdasarkan perhitungan *n-gain score* sebesar 0,34 yang termasuk pada kategori sedang, (3) rata-rata keterlaksanaan pembelajaran sebesar 97% yang menunjukkan kriteria bahwa hampir seluruh aktivitas terlaksana, (4) rata-rata persentase pada tiap indikator pada angket respon siswa sebesar 94,44% dengan kategori sangat positif.

Kata kunci: *Collaborative Problem Solving Skill*, Kemampuan Abad 21, Model Pembelajaran CPS.

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ABSTRACT

This study aims to determine the improvement of students' collaborative problem solving skill in environmental pollution material after creative problem solving learning was applied. The subjects of this study was class VII-A UPT SMP Negeri 10 Gresik in 2019/2020 where the class consisted of 32 students. This research was conducted in February until April 2020. This type of research is a quantitative study with a pre-experimental design. Data retrieval instruments used were the collaborative problem solving skill test in the form of 2 question essay, which included 5 indicators of collaboration problem solving skill, a learning achievement sheet, and a student questionnaire response. The results of data analysis obtained from the pretest and posttest there was an increase in collaborative problem solving as seen from the average 54,01 changed to 69,84 in the posttest. The conclusion of this research are (1) there are differences before and after the creative problem solving learning model based on paired t test that obtained result of $-5,175 \leq 2,232 \leq 5,175$, (2) there is an increase in collaboration problem solving skills of students after the creative problem solving learning model based on the calculation with n-gain score of 0,34 which included in the medium category (3) an average of 97% of the implementation of learning shows the criteria that almost all activities are carried out, (4) the average student response questionnaire was 94,44% with a very positive category.

Keywords: *Collaborative problem solving skill, 21st century ability, CPS learning.*