

Esy Melia Ananda. 2023. Pengaruh Model Pembelajaran *Attention Relevances Confidences Satisfaction* (ARCS) Terhadap Kemampuan Berpikir Kreatif Siswa Kelas 5 Materi Bangun Ruang Di UPTD SDN Junganyar 3. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan. Universitas Trunojoyo Madura. Rika Wulandari, S.Pd., M.Pd., Tyasmiarni Citrawati, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Attention Relevances Confidences Satisfaction* (ARCS) terhadap kemampuan berpikir kreatif siswa pada materi bangun ruang. Pada penelitian ini digunakan metode kuantitatif dengan model Quasi Experiment dalam bentuk Nonequivalent Control Group sebagai metode penelitian. Kemampuan berpikir kreatif sebagai variabel terikat sementara itu model pembelajaran *Attention Relevances Confidences Satisfaction* (ARCS) berperan sebagai variabel bebas. Subjek penelitian adalah siswa kelas 5 UPTD SDN Junganyar 3, dengan teknik sampling total sampling Teknik pengumpulan data yang digunakan berupa tes dan observasi. Berdasarkan hasil analisis melalui *independent t test* dua variabel diketahui bahwa signifikansi = $0,016 < 0,05$, maka H_0 ditolak dan H_1 diterima. Hasil tersebut berarti terdapat perbedaan kemampuan berpikir kreatif antara kelas eksperimen dan kelas kontrol. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan pembelajaran dengan model pembelajaran *Attention Relevances Confidences Satisfaction* (ARCS) terhadap kemampuan berpikir kreatif siswa.

Kata kunci: model ARCS, kemampuan berpikir kreatif, bangun ruang

Esy Melia Ananda. 2023. The Effect of Attention Relevances Confidences Satisfaction (ARCS) Learning Model on the Creative Thinking Ability of 5th Grade Students in Spatial Structures Subject at UPTD SDN Junganyar 3. Thesis. Elementary School Teacher Education Study Program, Faculty of Education, Trunojoyo University, Madura. Rika Wulandari, S.Pd., M.Pd., Tyasmiarni Citrawati, S.Pd., M.Pd.

ABSTRACT

This study aims to determine the effect of the Attention Relevances Confidences Satisfaction (ARCS) learning model on students' creative thinking abilities in the topic of spatial structures. A quantitative method with a Quasi Experiment model in the form of Nonequivalent Control Group was used as the research method. Creative thinking ability was the dependent variable while the Attention Relevances Confidences Satisfaction (ARCS) learning model acted as an independent variable. The research subjects were fifth-grade students from UPTD SDN Junganyar 3, using a total sampling technique for data collection through tests and observations. Based on the results of the independent t-test analysis of the two variables, it was found that the significance value was $0.016 < 0.05$. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted. This result indicates that there is a difference in creative thinking abilities between the experimental and control groups. Therefore, it can be concluded that there is a significant influence of learning with the Attention Relevances Confidences Satisfaction (ARCS) learning model on students' creative thinking abilities.

Keywords: *ARCS model, creative thinking ability, spatial structures*