

SARI

Rukmana, D.C. 2020. Analisis Kemampuan Berpikir Kreatif Siswa Pada *Project Based Learning* Dengan Pendekatan STEM. Skripsi. Program Studi Pendidikan Matematika. Universitas Islam Sultan Agung Semarang. Pembimbing I. Hevy Risqi Maharani, M.Pd, Pembimbing II. Nila Ubaidah, M.Pd.

Kata Kunci: Kemampuan Berpikir Kreatif, *Project Based Learning*, STEM

Pendidikan adalah proses penyesuaian diri siswa terhadap lingkungan sekitarnya agar dapat bermanfaat dalam kehidupan bermasyarakat. Pendidikan juga mampu meningkatkan potensi siswa agar lebih aktif dan tanggap terhadap perubahan zaman supaya mampu meningkatkan kualitas Negara, karena kualitas hidup warga Negara ditentukan oleh kualitas pendidikan yang baik. Pembelajaran dengan PjBL-STEM memberikan peluang bagi siswa untuk mengembangkan kreativitas mereka. Penelitian ini bertujuan untuk mengetahui bagaimana kemampuan berpikir kreatif siswa pada *Project Based Learning* dengan pendekatan STEM siswa MTs. Mada Nusantara Jepara pada materi segiempat dan segitiga.

Metode yang digunakan pada penelitian ini adalah campuran. Penelitian ini dilaksanakan di kelas VII Brunei Darussalam pada tahun ajaran 2020/2021. Subjek penelitian ditentukan dari hasil tes kemampuan berpikir kreatif. Instrumen yang digunakan pada penelitian ini adalah kisi-kisi tes kemampuan berpikir kreatif, soal tes kemampuan berpikir kreatif, kunci jawaban tes kemampuan berpikir kreatif, rubric penilaian tes kemampuan berpikir kreatif, kisi-kisi wawancara, dan pedoman wawancara. Instrument tes kemampuan berpikir kreatif digunakan untuk mengetahui kemampuan berpikir kreatif siswa, kemampuan berpikir kreatif siswa dikelompokkan menjadi 3 kategori yang meliputi rendah, sedang, dan tinggi. Subjek diambil dari hasil tes kemampuan berpikir kreatif siswa sebanyak minimal 6 subjek yang meliputi 2 subjek dari masing-masing kategori. Instrumen pedoman wawancara digunakan untuk memperoleh data agar data yang diperoleh lebih jelas.

Hasil dari penelitian menunjukkan bahwa: (1) Siswa dengan kemampuan berpikir kreatif rendah belum memenuhi indikator *fluency*, *flexibility*, dan *novelty* (2) siswa dengan kemampuan berpikir kreatif sedang mampu menyelesaikan soal berindikator *fluency* dan beberapa siswa mampu menyelesaikan soal berindikator *flexibility* namun hanya menggunakan satu cara, (3) siswa dengan kemampuan berpikir kreatif tinggi mampu menunjukkan indikator *fluency* dan *flexibility* dengan banyak jawaban dan bernilai benar atau mampu menunjukkan indikator *fluency*, *flexibility* dan *novelty*, dengan jawaban yang benar dan beragam namun pada indikator *flexibility* siswa hanya mampu menjawab dengan satu cara.

ABSTRACT

Rukmana, D.C. 2020. Analysis of Students' Creative Thinking Ability in Project Based Learning Using STEM Approach. Essay. Mathematics Education Study Program. Sultan Agung Islamic University Semarang. Advisor I. Hevy Risqi Maharani, M.Pd, Advisor II. Nila Ubaidah, M.Pd.

Keywords: Creative Thinking Ability, Project Based Learning, STEM

Education is the process of adapting students to their surroundings so that they can be useful in social life. Education is also able to increase the potential of students to be more active and responsive to changing times so as to be able to improve the quality of the State, because the quality of life of citizens is determined by the quality of good education. Learning with PjBL-STEM provides opportunities for students to develop their creativity. This study aims to determine how students' creative thinking skills in Project Based Learning with the STEM approach of MTs students. Mada Nusantara Jepara on rectangular and triangular material.

The method used in this research is a mixture. This research was conducted in class VII Brunei Darussalam in the 2020/2021 school year. Research subjects were determined from the results of tests of creative thinking skills. The instruments used in this study were the grid for the creative thinking ability test, the creative thinking ability test questions, the answer key for the creative thinking ability test, the assessment rubric for the creative thinking ability test, interview grids, and interview guidelines. The creative thinking ability test instrument is used to determine students' creative thinking abilities, students' creative thinking abilities are grouped into 3 categories which include low, medium, and high. Subjects were taken from the results of the student's creative thinking ability test as many as at least 6 subjects covering 2 subjects from each category. The interview guide instrument was used to obtain data so that the data obtained was clearer.

The results of the study show that: (1) Students with low creative thinking skills have not met the indicators of fluency, flexibility, and novelty (2) students with moderate creative thinking skills are able to solve fluency indicator questions and some students are able to solve questions with flexibility indicators but only use one way, (3) students with high creative thinking abilities are able to show fluency and flexibility indicators with many answers and are correct or able to show fluency, flexibility and novelty indicators, with correct and varied answers but on the flexibility indicators students are only able to answer in one way.