SARI

Katja, Kasfaisal. 2017. Pembelajaran Two Stay Two Stray Strategi REACT Melalui Hands On Activity Terhadap Kemampuan Berpikir Kreatif Matematis Siswa . Universitas Islam Sultan Agung Semarang. Pembimbing I. Mochamad Abdul Basir, S.Pd., M.Pd., Pembimbing II. Hevy Risqi Maharani S.Pd., M.Pd.

Kata Kunci : *Two Stay Two Stray*, REACT, *Hands On Activity*, Kemampuan Berpikir Kreatif.

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan berpikir kreatif antara siswa yang memperoleh pembelajaran TSTS strategi REACT melalui *Hands On Activity*, dan pembelajaran TSTS strategi REACT, serta pembelajaran model TSTS pada materi jajar genjang dan layang-layang di SMP Negeri 39 Semarang dengan kriteria "rata-rata kemampuan berpikir kreatif pembelajaran TSTS strategi REACT melalui *Hands On Activity* lebih baik dari pada rata – rata kemampuan berpikir kreatif melalui pembelajaran TSTS strategi REACT, dan pembelajaran model TSTS".

Penelitian ini merupakan penelitian eksperimen menggunakan pendekatan kuantitatif tipe komparasi (perbandingan). Populasi penelitian ini adalah seluruh siswa kelas VII SMP Negeri 39 Semarang tahun ajaran 2016/2017. Pemelihan sampel penelitian ini menggunakan teknik *cluster random sampling.* Sampel penelitian ini yaitu kelas VII G sebagai kelas eksperimen 1 diberi perlakuan pembelajaran TSTS strategi REACT melalui *Hands On Activity*, kelas VII H diberi perlakuan pembelajaran TSTS strategi REACT, dan kelas VII E diberi perlakuan pembelajaran TSTS. Pengumpulan data penelitian ini menggunakan metode dokumentasi dan metode tes. Pengujian data dengan $\alpha = 5\%$ meliputi uji sampel, uji instrument tes, dan uji hipotesis penelitian. Peneliti menggunakan uji ANOVA satu arah dan uji t dua sampel independen.

Hasil penelitian menunjukan bahwa: (1) hasil ANOVA satu arah diperoleh nilai sig. = 0,001 < 0,05 yang dapat diartikan bahwa terdapat perbedaan rata-rata kemampuan berpikir kreatif matematis siswa antara ketiga kelas eksperimen tersebut; (2) hasil *Independent Sampel T Test* menunjukan rata-rata kemampuan berpikir kreatif kelas eksperimen 1 sebesar 79,44 lebih baik dibandingkan kelas eksperimen 2 sebesar 76,56 dengan selisi sebesar 2,56; (3) hasil *Independent Sampel T Test* menunjukan rata-rata kemampuan berpikir kreatif kelas eksperimen 1 sebesar 79,44 lebih baik dibandingkan kelas eksperimen 3 sebesar 71,28 dengan selisi sebesar 8,16; (4) hasil *Independent Sampel T Test* menunjukan rata-rata kemampuan berpikir kreatif kelas eksperimen 2 sebesar 76,56 lebih baik dibandingkan kelas eksperimen 3 sebesar 71,28 dengan selisi sebesar 5,28. Oleh karena itu, pembelajaran TSTS strategi REACT melalui *Hands On Activity* lebih baik lebih baik dari pada pembelajaran TSTS strategi REACT, dan pembelajaran model TSTS.

ABSTRACT

Katja, Kasfaisal. 2017. Two Stay Two Stray learning with REACT Strategy Through Hands On Activity for Mathematic Creative Thinking Abilities of Student. Sultan Agung Islamic University, Semarang. Supervisor I. Mochamad Abdul Basir, S.Pd., M.Pd., Supervisor II. Hevy Risqi Maharani S.Pd., M.Pd.

Key words : *Two Stay Two Stray,* REACT, *Hands On Activity,* Ability to Creative Thinking.

This research aims to know the difference of creative thinking ability between student who gets TSTS learning with REACT Strategy through "Hands On Activity" and TSTS Learning REACT Strategy and also TSTS Model Learning on "Parallelograms and Kite"at 39 State Junior High School in Semarang with the criteria "The Average Creative Thinking Abilities of TSTS Learning with REACT Strategy through "Hands On Activity"is better than The Average Creative Thinking Abilities Through TSTS learning with REACT Strategy and is also better than TSTS Model Learning.

This study was an experiment research using quantitative approach type comparative.The population of this research is all 7^{th} grade students of 39 State Junior High School in Semarang of the year 2016/2017.The selection of this research samples are 7 G grade students as the first class experiment which is given TSTS Learning with REACT Strategy through " Hands On Activity" , 7 H grade is given TSTS Learning with REACT Strategy, and 7 E grade is given TSTS Learning.Data collection of this study uses documentation and test method. Data testing is with a=5% consists of sample test,instrument test and research hypothesis test. The researcher uses ANOVA one way test and T test of two independent samples.

The result of this research showed that : (1) the result of ANOVA One Way Test id obtained value of Sig = 0,001<0,05 which means that there are differences in mathematic creative thinking ability of student among the three experiment classes ; (2) The result of independent sample T test shows the average ability to creative thinking in the first Experiment Class is 79,44 which is better than the second Experiment Class of 76,57 with an interval of 2,56 ; (3) the result of independent sample T test shows the average ability to creative thinking in the first Experiment Class is 79,44 which is better than the third Experiment Class which is 71,28 with an interval of 8,16 ; (4) the result of Independent Sample T Test shows the average ability to creative thinking in the second Experiment Class is 76,56 which is better than the third experiment class which is 71,28 with an interval of 5,28. Therefore, TSTS Learning with REACT Strategy through " Hands On Activity" is better than TSTS Learning with REACT Strategy and is also better than TSTS Model Learning.