

ABSTRAK

Feny Desinta. Efek Model *Project Based Learning* dan Kemandirian Belajar Terhadap Keterampilan Berpikir Kreatif siswa SMA. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2017.

Penelitian ini bertujuan untuk mengetahui apakah efek model *Project Based Learning* terhadap keterampilan berpikir kreatif siswa, untuk mengetahui efek kemandirian belajar terhadap keterampilan berpikir kreatif siswa dan untuk mengetahui interaksi antara model *Project Based Learning* dan kemandirian belajar terhadap keterampilan berpikir kreatif siswa. Penelitian ini merupakan penelitian quasi eksperimen dengan desain *two group pretest posttest*. Populasi penelitian ini adalah seluruh siswa kelas X IPA SMA Negeri 1 Balige T.P. 2016/2017. Pemilihan sampel dilakukan secara *cluster random sampling* yaitu kelas X IPA₁ sebagai kelas eksperimen diterapkan model *Project Based Learning* menggunakan dan kelas X IPA₃ sebagai kelas kontrol diterapkan pembelajaran konvensional. Instrumen yang digunakan dalam penelitian ini yaitu instrumen keterampilan berpikir kreatif dalam bentuk esai sebanyak 8 soal dan instrumen kemandirian belajar bentuk angket sebanyak 40 soal yang telah dinyatakan valid dan reliabel. Data yang dihasilkan dianalisis dengan menggunakan anava dua jalur. Hasil penelitian menunjukkan nilai signifikansi $< 0,05$ maka H_a diterima, disimpulkan bahwa keterampilan berpikir kreatif siswa yang menerapkan model *Project Based Learning* lebih baik daripada keterampilan berpikir kreatif dengan pembelajaran konvensional. Keterampilan berpikir kreatif siswa yang memiliki kemandirian belajar tinggi lebih baik daripada keterampilan berpikir kreatif siswa yang memiliki kemandirian belajar rendah. Model *Project Based Learning* dan kemandirian belajar berinteraksi dalam mempengaruhi keterampilan berpikir kreatif siswa.

Kata kunci : Model *Project Based Learning*, Kemandirian belajar, Keterampilan Berpikir kreatif .

ABSTRACT

Feny Desinta. The Effect of Project Based Learning and Self Regulated Learning toward Students' Creative Thinking Skills in Senior High School. Thesis. Medan: Post Graduate Program, State University of Medan, 2017.

This study aimed to know the effects of Project based learning to student's Creative Thinking skill, to know the effects of self regulated learning to student's Creative Thinking skill, and to know the interaction of Project based learning and self regulated learning toward Creative Thinking skill. This study used a quasi experiment with two group pretest posttest design. The population of this study was all the students grade X in Senior High School Negeri 1 Balige T.P. 2016/2017. The sample selection by cluster random sampling namely X Science-1 grade as experiment class implemented Project based learning model and X Science-3 grade as control class implemented conventional learning. The instrument of this research using essay test consisted of 8 questions and motivation in the form of questionnaire consists of 40 items and has been declared valid and reliability. The resulting data were analyzed using two-way anova. The results showed that significant $< 0,05$ thus H_a received, it mean that result of study was student's Creative Thinking skill taught by Project Based Learning better than conventional learning. Student's Creative Thinking skill have high self regulated learning better than student's Creative Thinking skill have low self regulated learning. Project based learning and self regulated learning have interaction to student's Creative Thinking skill.

Keywords: Project Based Learning, self regulated learning, Creative Thinking skill