

ABSTRAK

FEBRY AZMIANA SIREGAR. Analisis Kemampuan Berpikir Kreatif Dengan Penerapan Model Pembelajaran Berbasis Masalah Ditinjau dari Daya Juang Siswa SMP. Tesis, Medan: Program Pascasarjana Universitas Negeri Medan, Februari 2026.

Penelitian ini bertujuan untuk menganalisis: (1) tingkat kemampuan berpikir kreatif matematis siswa setelah diberi pembelajaran dengan model Pembelajaran Berbasis Masalah ditinjau dari daya juang siswa; (2) kesulitan yang dialami siswa dalam menyelesaikan soal kemampuan berpikir kreatif matematis. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan subjek 28 siswa kelas VIII-B SMP Adhyaksa Medan. Teknik pengumpulan data menggunakan tes kemampuan berpikir kreatif matematis, angket daya juang siswa, dan wawancara. Data dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan dengan mengelompokkan kemampuan siswa berdasarkan kategori daya juang *climber*, *camper*, dan *quitter*. Hasil penelitian menunjukkan bahwa kemampuan berpikir kreatif matematis siswa setelah pembelajaran dengan model PBL bervariasi. Dari 28 siswa terdapat 3 siswa (10,71%) sangat kreatif, 4 siswa (14,29%) kreatif, 6 siswa (21,43%) cukup kreatif, 10 siswa (35,71%) kurang kreatif, dan 5 siswa (17,86%) sangat kurang kreatif. Jika ditinjau dari daya juang, pada kategori *climber* terdapat 9 siswa (32,14%) yang terdiri atas 4 siswa cukup kreatif, 3 siswa kreatif, dan 2 siswa sangat kreatif. Pada kategori *camper* terdapat 12 siswa (42,86%), yaitu 2 siswa sangat tidak kreatif, 6 siswa kurang kreatif, 2 siswa cukup kreatif, 1 siswa kreatif, dan 1 siswa sangat kreatif. Sementara itu, pada kategori *quitter* terdapat 7 siswa (25%) yang terdiri atas 3 siswa sangat tidak kreatif dan 4 siswa kurang kreatif. Selain itu, kesulitan siswa juga berbeda pada setiap kategori daya juang. Siswa *climber* mengalami kesulitan pada indikator *originality*, siswa *camper* pada indikator *originality* dan *elaboration*, sedangkan siswa *quitter* mengalami kesulitan pada seluruh indikator yaitu *fluency*, *flexibility*, *originality*, dan *elaboration*. Hasil penelitian menunjukkan bahwa semakin tinggi daya juang siswa maka semakin baik kemampuan berpikir kreatif matematisnya.

Kata Kunci: Kemampuan Berpikir Kreatif, Model Pembelajaran Berbasis Masalah, Daya Juang, Kesulitan Siswa.

ABSTRACT

FEBRY AZMIANA SIREGAR. *Analysis of Creative Thinking Ability with the Application of Problem-Based Learning Model Reviewed from the Adversity Quotient of Junior High School Students.* Thesis, Medan: Graduate Program, Universitas Negeri Medan, February 2026.

This study aims to analyze: (1) the level of students' mathematical creative thinking ability after being taught using the Problem Based Learning (PBL) model in terms of students' adversity quotient; and (2) the difficulties experienced by students in solving mathematical creative thinking problems. This study used a descriptive qualitative approach with 28 students of class VIII-B at Adhyaksa Junior High School Medan as the research subjects. Data were collected through a mathematical creative thinking ability test, an adversity quotient questionnaire, and interviews. The data were analyzed through the stages of data reduction, data display, and conclusion drawing by grouping students' abilities based on the adversity quotient categories: climber, camper, and quitter. The results showed that students' mathematical creative thinking abilities after learning with the PBL model varied. Out of 28 students, 3 students (10.71%) were categorized as very creative, 4 students (14.29%) as creative, 6 students (21.43%) as fairly creative, 10 students (35.71%) as less creative, and 5 students (17.86%) as very less creative. In terms of adversity quotient, the climber category consisted of 9 students (32.14%), including 4 fairly creative students, 3 creative students, and 2 very creative students. The camper category consisted of 12 students (42.86%), including 2 very uncreative students, 6 less creative students, 2 fairly creative students, 1 creative student, and 1 very creative student. Meanwhile, the quitter category consisted of 7 students (25%), including 3 very uncreative students and 4 less creative students. In addition, students' difficulties differed in each adversity quotient category. Climber students experienced difficulties in the originality indicator, camper students experienced difficulties in the originality and elaboration indicators, while quitter students experienced difficulties in all indicators, namely fluency, flexibility, originality, and elaboration. The results indicate that the higher the students' adversity quotient, the better their mathematical creative thinking ability.

Keywords: *Creative Thinking Ability, Problem-Based Learning Model, Adversity Quotient, Student Difficulties.*