ABSTRAK

EDWARD HAMONANGAN, NIM 4203111045 (2025). Pengaruh Model *Creative Problem Solving* (CPS) Terhadap Kemampuan Berpikir Reflektif Matematis Siswa Pada Siswa SMK Kelas XI.

Penelitian ini bertujuan untuk mengetahui pengaruh model *Creative Problem Solving* (CPS) terhadap kemampuan berpikir reflektif matematis siswa SMK kelas XI pada materi Program Linear. Penelitian ini menggunakan metode kuasi eksperimen dengan desain *pretest-posttest control group design*. Sampel penelitian berjumlah 60 siswa yang terdiri dari 30 siswa kelas eksperimen (pembelajaran model CPS) dan 30 siswa kelas kontrol (pembelajaran konvensional) yang dipilih menggunakan teknik *purposive sampling*. Instrumen penelitian meiputi tes kemampuan berpikir reflektif matematis (5 soal uraian), lembar observasi keterlaksanaan model CPS (15 aspek), dan angket respons siswa (15 pernyataan). Data dianalisis menggunakan statistik deskriptif dengan uji t-Independen (uji Independent Samples t-Test). Hasil penelitian menunjukkan: (1) terdapat perbedaan yang signifikan antara kemampuan berpikir reflektif matematis di kelas eksperimen dan kontrol ($t = 7{,}895$; $p = 0{,}000 < 0{,}05$) dengan rata-rata *posttest* kelas eksperimen (65,43) lebih tinggi dari kelas kontrol (52,33); (2) model CPS memberikan pengaruh besar dengan *effect size* Cohen's $d = 1{,}998$; (3) keterlaksanaan model CPS mencapai 88,33% (kategori sangat baik); dan (4) respon siswa sangat positif dengan persentase 81,389%. Dengan demikian, dapat disimpulkan bahwa model *Creative Problem Solving* (CPS) berpengaruh signifikan terhadap kemampuan berpikir reflektif matematis siswa pada siswa SMK kelas XI.

Kata Kunci: Model *Creative Problem Solving*, Kemampuan Berpikir Reflektif Matematis, Program Linear, SMK.

ABSTRACT

EDWARD HAMONANGAN, NIM 4203111045 (2025). The Effect of the *Creative Problem Solving* (CPS) Model on the Mathematical Reflective Thinking Ability of Grade XI Vocational High School Students.

This study aims to determine the effect of the *Creative Problem Solving* (CPS) model on the mathematical reflective thinking skills of 11th grade vocational high school students on Linear Programming material. This study used a quasi-experimental method with a *pretest-posttest control group design*. The research sample consisted of 60 students, comprising 30 students in the experimental class (CPS model learning) and 30 students in the control class (conventional learning), selected using purposive sampling. The research instruments included a mathematical reflective thinking ability test (5 essay questions), a CPS model implementation observation sheet (15 aspects), and a student response questionnaire (15 statements). Data analysis was performed using descriptive statistics and an independent t-test (Independent Samples t-Test). The research findings showed: (1) there was a significant difference between the mathematical reflective thinking abilities of the experimental and control classes ($t = 7.895$; $p = 0.000 < 0.05$) with the average posttest score of the experimental class (65.43) higher than that of the control class (52.33); (2) the CPS model had a large *effect size* of Cohen's $d = 1.998$; (3) the implementation of the CPS model reached 88.33% (excellent category); and (4) student response was very positive with a percentage of 81.389%. Thus, it can be concluded that the *Creative Problem Solving* (CPS) model has a significant effect on the mathematical reflective thinking skills of grade XI vocational high school students.

Keywords: *Creative Problem Solving* Model, Mathematical Reflective Thinking Skills, Linear Programming, Vocational High School.