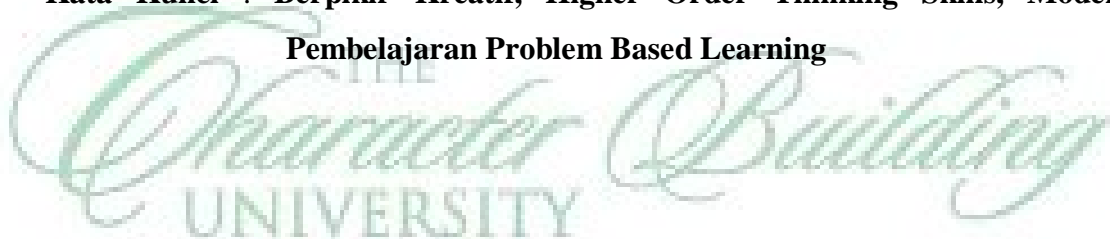


ABSTRAK

Penelitian ini dilakukan untuk meningkatkan berpikir kreatif siswa SMK dengan berbasis Problem Based Learning, penelitian ini merupakan penelitian pengembangan dengan menggunakan metode Borg and Gall. Masalah yang ditemukan dalam penelitian ini adalah kurangnya kemampuan berpikir kreatif siswa disekolah dan kurangnya keterampilan guru dalam membuat soal soal HOTS. Sampel penelitian terdiri dari 50 siswa. Produk yang dikembangkan adalah instrumen penilaian HOTS. Produk penelitian divalidasi oleh 2 validator ahli, guru bidang studi, dan siswa.

Hasil penelitian menunjukkan bahwa pengembangan instrumen penilaian HOTS berbasis PBL layak digunakan berdasarkan hasil validasi ahli materi sebesar 81%, ahli desain pembelajaran 94%, uji coba lapangan sebesar 87,5%. Uji *t* Berpikir kreatif sebesar Sig 2 tailed $0,000 < 0,05$, Uji *t* perbedaan dua rata rata hasil belajar diperoleh sig 2 tailed $0,000 < 0,05$ dengan *t* hitung $4,936 > t$ tabel 2,021, dan Perbedaan dua rata rata kelompok diperoleh nilai rata rata Hasil berpikir kreatif kelas eksperimen 86,76, dengan hasil belajar sebesar 85,60. pada kelas kontrol berpikir kreatif sebesar 50,20, dengan hasil belajar 75,40. Disimpulkan bahwa H_0 ditolak dan H_a diterima yang menyatakan berpikir kreatif siswa yang menggunakan instrumen penilaian *Higher Order Thinking Skills* berbasis *Problem Based Learning* lebih tinggi secara signifikan dari pada siswa yang menggunakan instrumen penilaian *Low Order Thinking skills* pada siswa kelas XI SMK Negeri 1 Sosorgadong Tapanuli Tengah TP 2021/2022.

Kata Kunci : Berpikir Kreatif, Higher Order Thinking Skills, Model Pembelajaran Problem Based Learning



ABSTRACT

This research was conducted to enhance SMK students' creative thinking through Problem-Based Learning. This research is development research by using the Borg and Gall method. The problems identified in this study are the lack of creative thinking skills of students in school and the inability of teachers to formulate questions requiring Higher Order Thinking Skills. The sample consisted of fifty students. The product created is an instrument for evaluating Higher Order Thinking Skills. This research product was validated by subject teachers, students, and two expert validators.

Based on the validation of the material, the results indicated that the development of the Higher Order Thinking Skills instrument based on Problem-Based Learning was feasible, with a Description Score of 81% and a Multiple Choice Score of 81%; the learning design expert scored 94%. Field tests at 87.5%. The t-test for creative thinking is Sig 2-tailed 0.000 0.05, and the t-test difference between the two averages of learning outcomes is obtained with t count $4,936 > t$ table 2,091. The difference between the averages of the two groups is that the experimental class's average value of creative thinking was 86.76, while the average value of learning was 85.50. The control class for creative thinking scored 50.20, with a learning outcome of 75.40. Therefore, H_0 was rejected, and H_a was accepted, indicating that class XI students at SMK Negeri 1 Sosorgadong Tapanuli Tengah TP. 2022/2023 had significantly higher levels of creative thinking when using the Higher Order Thinking Skills on Problem-Based Learning than the Low Order Thinking Skills instrument.

Keywords : Creative Thinking, Higher Order Thinking Skills, Model Pembelajaran Problem Based Learning

