ABSTRAK

Rina Melati. (2023). Penerapan Pembelajaran *Logan Avenue Problem Solving* (LAPS) Heuristik Berbantuan *Sparkol Videoscribe* Untuk Meningkatkan Kemampuan Berpikir Kreatif Matematis Dan *Self Regulated Learning* Siswa

Penelitian ini didasarkan pada rendahnya kemampuan berpikir matematis siswa di MTs Negeri 2 Cianjur. Tujuan penelitian ini adalah untuk mengetahui keefektifan model pembelajaran *Logan Avenue Problem Solving* (LAPS) Heuristik terhadap kemampuan berpikir kreatif matematis siswa kelas VIII pada materi bangun ruang sisi datar. Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan menggunakan metode kuasi eksperimen. Hasil penelitian yaitu: (a) tidak terdapat perbedaan peningkatan kemampuan berpikir kreatif matematis siswa yang menggunakan pembelajaran *Logan Avenue Problem Solving* Heuristik berbatuan *Sparkol Videoscribe* dengan siswa yang menggunakan pembelajaran konvensional; (b) terdapat perbedaan pencapaian kemampuan berpikir kreatif matematis siswa yang menggunakan pembelajaran *Logan Avenue Problem Solving* Heuristik berbatuan *Sparkol Videoscribe* dengan siswa yang menggunakan pembelajaran konvensional berdasarkan kategori PAM siswa; (c) terdapat perbedaan peningkatan *Self Regulated Learning* matematis siswa selama menggunakan model pembelajaran *Logan Avenue Problem Solving* Heuristik berbatuan *Sparkol Videoscribe.* Berdasarkan hasil penelitian tersebut memperlihatkan bahwa model pembelajaran *Logan Avenue Problem Solving* Heuristik berbatuan *Sparkol Videoscribe* kurang efektif dalam meningkatkan kemampuan berpikir kreatif matematis siswa.

Kata Kunci : Model *Logan Avenue Problem Solving* (LAPS) Heuristik, Kemampuan Berpikir Kreatif, *Self Regulated Learning*, *Sparkol Videoscribe*

ABSTRACT

Rina Melati. (2023). Application of Heuristic *Logan Avenue Problem Solving* (LAPS) Learning Assisted by *Sparkol Videoscrib*e to Improve Students' Mathematical Creative Thinking Ability and *Self Regulated Learning*

This research is based on the low ability of students to think mathematically at MTs Negeri 2 Cianjur. The purpose of this study was to determine the effectiveness of the heuristic Logan Avenue Problem Solving (LAPS) learning model on the mathematical creative thinking abilities of Grade VIII students in the material of flat sided geometric shapes. The type of research used is quantitative research using quasi-experimental methods. The results of the study are: (a) there is no difference in the increase in the ability to think creatively mathematically of students who use the Logan Avenue Problem Solving Heuristic learning with Sparkol Videoscribe and students who use conventional learning; (b) there is a difference in the achievement of students' mathematical creative thinking abilities using the Logan Avenue Problem Solving Heuristic learning with Sparkol Videoscribe and students using conventional learning based on the student's PAM category; (c) there is a difference in the increase in students' mathematical Self Regulated Learning while using the Logan Avenue Problem Solving Heuristic learning model with the Sparkol Videoscribe method. Based on the results of this study, it shows that the Logan Avenue Problem Solving Heuristic learning model with the Sparkol Videoscribe method is less effective in improving students' mathematical creative thinking abilities.

Keywords: Heuristic *Logan Avenue Problem Solving* (LAPS) Model, Creative Thinking Ability, *Self Regulated Learning*, *Sparkol Videoscribe*