

ABSTRAK

Rifta Julya Nurlipadoh, 1222050137 (2026). “Penerapan *Problem Based Learning* Berbantuan *Nearpod* Untuk Meningkatkan Kemampuan Berpikir Kreatif dan *Self Confidence* Peserta Didik”

Kemampuan berpikir kreatif matematis menjadi kemampuan yang cukup krusial dan harus dimiliki oleh peserta didik pada abad ke-21 ini. Oleh sebab itu penerapan model *problem based learning* berbantuan *nearpod* menjadi alternatif agar peserta didik merasa nyaman dalam pembelajaran matematika dan menumbuhkan rasa percaya diri yang ada dalam salah satu indikator *self-confidence*. Tujuan penelitian ini adalah: (a). Untuk mengetahui penerapan *problem based learning* berbantuan *nearpod* terhadap kemampuan berpikir kreatif matematis dan *self confidence* peserta didik, (b). Untuk mengetahui peningkatan kemampuan berpikir kreatif matematis peserta didik antara peserta didik yang menggunakan model *problem based learning* berbantuan *nearpod* lebih baik daripada peserta didik yang menggunakan pembelajaran konvensional, (c). Untuk mengetahui peningkatan *self-confidence* peserta didik antara peserta didik yang menggunakan model *problem based learning* berbantuan *nearpod* lebih baik daripada peserta didik yang menggunakan pembelajaran konvensional. Metode penelitian ini menggunakan metode kuasi eksperimen. Hasil penelitian ini yaitu: (a) Penerapan PBL berbantuan *nearpod* memperoleh presentase dengan kategori sangat baik, (b). Peningkatan kemampuan berpikir kreatif matematis antara peserta didik yang menerapkan model PBL berbantuan *nearpod* lebih baik daripada peserta didik yang menerapkan pembelajaran konvensional, (c). Peningkatan *self confidence* antara peserta didik yang menerapkan model PBL berbantuan *nearpod* lebih baik daripada peserta didik yang menerapkan pembelajaran konvensional.

Kata Kunci : Berpikir Kreatif Matematis, *Nearpod*, *Problem Based Learning*, *Self Confidence*

ABSTRACT

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The ability of mathematical creative thinking has become a quite crucial skill that must be possessed by students in the 21st century. Therefore, the implementation of the problem-based learning model assisted by Nearpod becomes an alternative so that students feel comfortable in learning mathematics and foster the self-confidence that is one of the indicators of self-confidence. The objectives of this study are: (a) To find out the implementation of problem-based learning assisted by Nearpod on students' mathematical creative thinking skills and self-confidence, (b) To find out the improvement of students' mathematical creative thinking skills, whether students who use the problem-based learning model assisted by Nearpod perform better than students who use conventional learning, (c). To determine the increase in students' self-confidence between students who use the problem-based learning model assisted by Nearpod is better than students who use conventional learning. This research method uses a quasi-experimental method. The results of this study are: (a) The implementation of PBL assisted by Nearpod obtained a percentage in the very good category, (b) The increase in mathematical creative thinking ability among students who applied the PBL model assisted by Nearpod is better than students who applied conventional learning, (c) The increase in self-confidence among students who applied the PBL model assisted by Nearpod is better than students who applied conventional learning.

Keywords: *Mathematical Creative Thinking, Nearpod, Problem Based Learning, Self Confidence*