

## ABSTRAK

**Haerlina Purwanti (1222060032):** Pengaruh Model Pembelajaran *Creative Problem Solving* (CPS) Terhadap Peningkatan Keterampilan Pemecahan Masalah Siswa Pada Materi Sistem Peredaran Darah

Keterampilan pemecahan masalah sebagai salah satu kompetensi penting abad ke-21 belum sepenuhnya dikuasai peserta didik yang masih kesulitan menganalisis masalah kontekstual dan merumuskan solusi terstruktur. Penelitian ini bertujuan menganalisis pengaruh model *Creative Problem Solving* (CPS) terhadap keterampilan pemecahan masalah peserta didik pada materi sistem peredaran darah. Penelitian menggunakan metode kuasi eksperimen desain *non equivalent control group* dan teknik *purposive sampling*. Instrumen penelitian meliputi lembar observasi, tes berupa soal uraian dengan indikator keterampilan pemecahan masalah, dan angket respon siswa. Indikator yang diuji meliputi *define the problem*, *explore the problem*, *plan the solution*, *implement the plan*, dan *evaluate*. Hasil penelitian menunjukkan aktivitas guru dan siswa berkategori sangat baik, yaitu guru 98% dan siswa 86% di kelas eksperimen, serta guru 98% dan siswa 84% di kelas kontrol. Nilai *N-Gain* kelas eksperimen sebesar 0,71 (tinggi), sedangkan kelas kontrol sebesar 0,51 (sedang). Capaian tertinggi pada kedua kelas adalah *define the problem*, sedangkan capaian terendah adalah *explore the problem*. Uji *Independent Samples T-Test* menghasilkan nilai signifikansi  $0,000 < 0,05$ , yang menunjukkan adanya perbedaan signifikan antara kedua kelas dengan hasil Cohen's *d* 1,937 (besar). Respon siswa terhadap model CPS mencapai 82% (sangat baik). Penelitian ini dapat dijadikan referensi alternatif pembelajaran untuk mendorong peserta didik meningkatkan keterampilan pemecahan masalah melalui penerapan model CPS, khususnya pada materi sistem peredaran darah yang berkaitan erat dengan pemahaman fungsi tubuh dan permasalahan kesehatan nyata.

**Kata Kunci:** Model CPS, Keterampilan Pemecahan Masalah, Sistem Peredaran Darah

## **ABSTRACT**

**Haerlina Purwanti (1222060032):** *The Effect of the Creative Problem Solving (CPS) Learning Model on Improving Students' Problem-Solving Skills in the Topic of Blood Circulation*

*Problem-solving skills, as one of the key competencies of the 21st century, have not yet been fully mastered by students, who still struggle to analyze contextual problems and formulate structured solutions. This study aims to analyze the effect of the Creative Problem Solving (CPS) model on students' problem-solving skills in the context of the circulatory system. The study employed a quasi-experimental method with a non-equivalent control group design and used purposive sampling. Research instruments included an observation sheet, a test consisting of essay questions with problem-solving skill indicators, and a student response questionnaire. The indicators tested included define the problem, explore the problem, plan the solution, implement the plan, and evaluate. The results showed that teacher and student activities were rated as "very good," with 98% for teachers and 86% for students in the experimental class, and 98% for teachers and 84% for students in the control class. The N-Gain score for the experimental class was 0.71 (high), while that for the control class was 0.51 (moderate). The highest achievement in both classes was in define the problem, while the lowest was in explore the problem. The Independent Samples T-Test yielded a p-value of 0,000 < 0.05, indicating a significant difference between the two classes, with a Cohen's d of 1.937 (large). Student response to the CPS model reached 82% (very good). This study can serve as an alternative teaching resource to encourage students to improve their problem-solving skills through the application of the CPS model, particularly in the context of the circulatory system a topic closely related to understanding bodily functions and real-world health issues.*

**Keywords:** *Creative Problem Solving, Problem-Solving Skills, Circulatory System*