ABSTRAK

Ahmad Bagas Maulana: "Pembelajaran Inkuiri Terbimbing Berbasis *Quality, Appropriate, Incentive and Time (QAIT)* untuk Meningkatkan Keterampilan Berpikir Kreatif Peserta Didik SMA"

Hasil studi lapangan menunjukan bahwa keterampilan berpikir kreatif peserta didik masih rendah, hal ini dikarenakan pembelajaran di kelas masih menggunakan metode konvensional. Tujuan penelitian ini adalah untuk mengetahui: 1) keterlaksanaan pembelajaran inkuiri terbimbing berbasis *QAIT* dan 2) peningkatan keterampilan berpikir kreatif setelah pembelajaran inkuiri terbimbing berbasis *QAIT*. Penelitian ini menggunakan metode *pre-experiment* dengan desain *one group pretest posttest*. Berdasarkan hasil uji t dengan menggunakan aplikasi SPSS, didapatkan nilai signifikansi (2-tailed) sebesar 0.000 dengan $\alpha = 0.05$, maka nilai signifikansi $< \alpha$. Hal ini menunjukan bahwa ada perubahan sebelum dan sesudah melaksanakan pembelajaran inkuiri terbimbing berbasis *QAIT*. Hasil penelitian ini menunjukkan bahwa: 1) berdasarkan hasil dari lembar *sas,* keterlaksanaan pembelajaran inkuiri terbimbing berbasis *QAIT* berjalan efektif dan 2) terdapat peningkatan keterampilan berpikir kreatif peserta didik berdasarkan perolehan nilai N-*gain* rata-rata berkategori tinggi.

Kata Kunci: *AABTLT with SAS*, inkuiri terbimbing, keterampilan berpikir kreatif, *QAIT*

ABSTRACT

Ahmad Bagas Maulana: "Guided Inquiry Learning Based on Quality, Appropriate, Incentives and Time (QAIT) to improve the Creative Thinking Skills of High School Students"

The results of field studies show that students' creative thinking is still low, this causes learning in the classroom to still use conventional methods. The purpose of this study was to determine: 1) the implementation of QAIT-based guided inquiry learning and 2) improvement of creativity learning after QAIT-based guided inquiry learning. This study used a pre-experimental method with the design of one group pretest posttest. Based on the test results using the SPSS application, the significance value (2-tailed) was obtained at 0,000 with $\alpha = 0.05$, then the significance value $<\alpha$. This shows a change before and when carrying out guided inquiry learning based on QAIT. The results showed that: 1) based on the results of the sas sheet, the delay in guided inquiry learning based on QAIT was effective and 2) supporting the improvement of students' creativity based on the assessment of the average N-gain value in the high category.

Keywords: AABTLT with SAS, guided inquiry, creative thinking skills, QAIT