

## ABSTRAK

Nur, Putri. 2019. Pengaruh Model Pembelajaran Creative Problem Solving (CPS) Terhadap Hasil Belajar Peserta Didik Kelas III Materi Hak dan Kewajiban di SDN Kebondalem-Mojosari. Skripsi. Program Studi Pendidikan Pendidik Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Universitas PGRI Adi Buana Surabaya. Pembimbing (1) Dra. Hj. Sri Mulyaningsih, M.S. (2) Wahyu Susiloningsih, S.Pd., M.Pd.

Kata Kunci: model *Creative Problem Solving* (CPS), hasil belajar.

Telah dilakukan penelitian tentang pengaruh model *Creative Problem Solving* (CPS) berdasarkan temuan hasil belajar peserta didik tentang hak dan kewajiban, masih banyak yang rendah karena kurang kreatif dalam pemecahan masalah. Tujuannya penelitian ini setelah pembelajaran apakah ada pengaruh model CPS terhadap hasil belajar peserta didik pada materi hak dan kewajiban kelas III.

Jenis penelitian ini kuantitatif yang menggunakan jenis penelitian *Quasi Experiment* dengan Desain *Nonequivalent Control Group Design*. Sampel yang digunakan adalah *Cluster Sampling*. Populasi yang digunakan adalah kelas III-A dan III-B SDN Kebondalem-Mojosari sebanyak 50 peserta didik.

Hasil validasi RPP 72%, lembar observasi pendidik 82% dan peserta didik 86%, validasi *pretest* 78% *posttest* 85%. Hasil observasi aktivitas pendidik 85%, aktivitas peserta didik kelas eksperimen 78% dan kelas kontrol 60,48% keseluruhan hasil dinyatakan baik dan dapat diuji. Dengan menggunakan *SPSS 22.0*, hasil uji normalitas bahwa, data *Pretest* kelas eksperimen  $\text{sig}.0,200 > 0.05$  dan kelas kontrol  $\text{sig}.0,067 > 0.05$  maka berdistribusi normal. data *Posttest* kelas eksperimen  $\text{sig}.0,168 > 0.05$  dan kelas kontrol  $\text{sig}.0,200 > 0.05$  maka berdistribusi normal. Hasil uji homogen data *Pretest*  $\text{sig}.0,565 > 0.05$ , sedangkan hasil uji homogen data *Posttest*  $\text{sig}.0,263 > 0.05$  maka kedua sampel penelitian dikatakan homogen. Berdasarkan uji hipotesis (*t-test*) nilai signifikansi  $\alpha = 0,05$  ( $0,000 < 0.05$ ) yang berarti  $H_0$  ditolak. Hal ini menunjukkan terdapat pengaruh  $\text{sig} 0,000$  pada *posttest*. Sehingga di simpulkan terdapat pengaruh model pembelajaran *Creative Problem Solving* (CPS) pada hasil belajar Peserta Didik Kelas III pada materi Hak dan Kewajiban.

## ABSTRACT

Nur, Putri. 2020. The influence of Creative Problem learning Model Solving (CPS) to study outcomes of class III students of rights and obligations at SDN Kebondalem-Mojosari. Thesis. Primary school teacher Education course. Faculty of teacher training and education. PGRI University Adi Buana Surabaya. Mentor (1) Dra. Hj. Sri Mulyaningsih, M.S. (2) Wahyu Susiloningsih, S.Pd., M.Pd.

Keywords: Creative Problem Solving (CPS), learning outcomes.

Research has been conducted on the influence of Creative Problem Solving (CPS) models based on findings of students' learning results about rights and obligations, there is still a lot of low because it is less creative in problem solving. The aim of this research after learning whether there is influence of CPS model on student learning outcomes on rights and obligations of class III.

This type of quantitative research is using the Quasi Experiment research type with Nonequivalent Control Group design. The sample used is Cluster Sampling. The population used is class III-A and III-B SDN Kebondalem-Mojosari as many as 50 students.

RPP validation result 72%, educator observation sheet 82% and students 86%, validation pretests 78% posttest 85%. The results of observing the educator's activity are 85%, the activity of the student class experimentation 78% and control class 60.48% overall result expressed good and can be tested. By using SPSS 22.0, test results normality that, the Pretest data of the experimental class sig.  $0,200 > 0.05$  and the control class of SIG.  $0,067 > 0.05$  then the normal distribution. Posttest data of the experiment class sig.  $0,168 > 0.05$  and the control class sig.  $0,200 > 0.05$  then a normal distribution. Test result homogeneous data Pretest sig.  $0,565 > 0.05$ , whereas test results homogeneous data Posttest sig.  $0,263 > 0.05$  then the second research sample is said to be homogeneous. Based on the hypothesis test (T-Test) The signification value  $A = 0.05$  ( $0.000 < 0.05$ ) which means  $H_0$  is rejected. This shows the influence of Sig 0.000 on Posttest. So in conclusion there is the influence of Creative Problem learning Model Solving (CPS) on the outcome of learning students of class III on the material rights and obligations.