

**PENGEMBANGAN BAHAN AJAR DIGITAL MODEL *CREATIVE
PROBLEM SOLVING* (CPS) DIFRAKTIF (DIFERENSIASI GAYA
BERPIKIR KREATIF) MATERI GELOMBANG BUNYI UNTUK
MELATIH KOGNITIF DAN KETERAMPILAN BERPIKIR KREATIF**

TESIS

*Diajukan sebagai syarat untuk memperoleh gelar Magister Pendidikan
Program Studi Pendidikan Fisika*



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LEMBAR PENGESAHAN TESIS

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MODEL *CREATIVE PROBLEM SOLVING* (CPS) DIFRAKTIF (DIFERENSIASI
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KETERAMPILAN BERPIKIR KREATIF**

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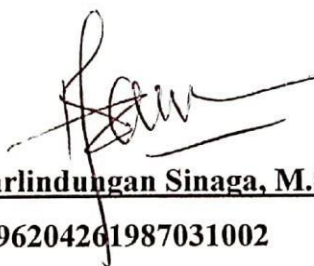
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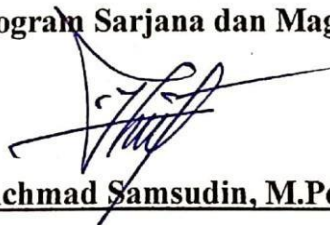
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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan bahan ajar digital pada materi gelombang bunyi model *Creative Problem Solving* (CPS) difraktif (diferensiasi gaya berpikir kreatif). Tujuan utama pengembangan bahan ajar ini adalah untuk melatih kognitif dan keterampilan berpikir kreatif siswa melalui bahan ajar. Penelitian ini menggunakan model pengembangan R&D model ADDIE meliputi tahap analisis kebutuhan, desain, pengembangan, implementasi, dan evaluasi. Pada tahap analisis kebutuhan, siswa dominan menggunakan gaya berpikir kreatif *divergent* dan *bricoleurgent* dengan persentase yang hampir sama besar. Berdasarkan hasil uji kelayakan, bahan ajar digital yang dikembangkan berada pada kategori “sangat layak” menurut ahli. Selanjutnya, hasil keterpahaman wacana oleh siswa berada pada kategori “tinggi”. Hasil penelitian menunjukkan bahwa bahan ajar digital yang dikembangkan efektif dalam meningkatkan kognitif materi gelombang bunyi serta merangsang keterampilan berpikir kreatif siswa. Selain itu adanya korelasi positif antara kognitif dan keterampilan berpikir kreatif siswa dengan koefisien korelasi 0.295 yang berada pada kategori cukup. Persepsi siswa terhadap bahan ajar digital yang dikembangkan yaitu positif yang berada dalam interpretasi “baik”. Implementasi model CPS difraktif pada bahan ajar memberikan variasi pendekatan dalam pembelajaran, sehingga mampu memenuhi kebutuhan belajar siswa. Evaluasi terhadap hasil belajar siswa menunjukkan adanya peningkatan pada aspek kognitif dan keterampilan berpikir kreatif.

Kata kunci: bahan ajar digital, CPS, gaya berpikir kreatif, kognitif, keterampilan berpikir kreatif

ABSTRACT

This study aims to develop digital teaching materials on the material of sound waves using the Creative Problem Solving (CPS) diffractive model (differentiation of creative thinking styles). The main objective of developing this teaching material is to train students' cognitive and creative thinking skills through teaching materials. This study uses the ADDIE R&D development model including the stages of needs analysis, design, development, implementation, and evaluation. At the needs analysis stage, students predominantly use divergent and bricoleurgent creative thinking styles with almost the same percentage. Based on the results of the feasibility test, the digital teaching materials developed are in the "very feasible" category according to experts. Furthermore, the results of students' understanding of the discourse are in the "high" category. The results of the study indicate that the digital teaching materials developed are effective in improving the cognitive material of sound waves and stimulating students' creative thinking skills. In addition, there is a positive correlation between students' cognitive and creative thinking skills with a correlation coefficient of 0.295 which is in the sufficient category. Students' perceptions of the digital teaching materials developed are positive which are in the "good" interpretation. The implementation of the diffractive CPS model in teaching materials provides a variety of approaches in learning, so that it is able to meet students' learning needs. Evaluation of student learning outcomes shows an increase in cognitive aspects and creative thinking skills.

Keywords: CPS, cognitive, creative thinking preference, creative thinking skills, digital teaching materials.

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