

# **IMPACT OF DISCOVERY LEARNING TOWARDS STUDENTS' CREATIVE THINKING SKILLS IN LEARNING INTEGRATED SCIENCE**

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## **ABSTRACT**

This research aims to examine the impact of discovery learning towards students' creative thinking skill in learning integrated science. The creative thinking skills are elaborated into 4 aspects which are fluency, flexibility, originality, and elaboration. The type of this study is weak experiment with one group pretest and posttest design. Population in this research is grade 7 at SMPN 2 Cimahi which consists of 30 students. The sample of research gained using purposive sampling. The sample is students in high achiever in the school. The quantitative data of this research was gained through creative thinking skill essay test. Hypothesis of this research is accepted means the students have significant impact of discovery learning towards students' creative thinking skills in learning integrated science. Based on the analysis of the result, this research obtained improvement in creative thinking skill with normalized gain in general 0.38 which is categorized into medium improvement. As the elaboration of the creative thinking, the improvement of fluency aspect is classified as low with n-gain value is 0.17, flexibility improvement aspect is classified as medium with n-gain 0.6, originality improvement aspect as medium with n-gain 0.31, and elaboration improvement aspect as medium with n-gain is 0.49. In general impact, the implication of discovery learning towards students' creative thinking skills is medium improvement.

Keywords: *discovery learning, students' creative thinking skills, integrated science.*



# IMPACT OF DISCOVERY LEARNING TOWARDS STUDENTS' CREATIVE THINKING SKILLS IN LEARNING INTEGRATED SCIENCE

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## ABSTRAK

Penelitian ini bertujuan untuk menguji dampak dari *discovery learning* terhadap keterampilan berpikir kreatif siswa dalam belajar sains terpadu. Keterampilan berpikir kreatif dijabarkan menjadi 4 aspek yaitu kefasihan, fleksibilitas, orisinalitas, dan elaborasi. Jenis penelitian ini adalah *weak eksperiment* dengan satu kelompok pretest dan posttest. Populasi dalam penelitian ini adalah kelas 7 di SMPN 2 Cimahi yang terdiri dari 30 siswa. Sampel penelitian diperoleh dengan menggunakan *purposive sampling*. Sampel merupakan siswa berprestasi di sekolah. Data kuantitatif penelitian ini diperoleh melalui tes keterampilan berpikir kreatif yaitu *essay test*. Hipotesis dalam penelitian ini dapat diterima artinya siswa mengalami dampak yang signifikan melalui pembelajaran *discovery learning* dalam belajar sains terpadu. Berdasarkan analisis dari hasil, penelitian ini diperoleh peningkatan keterampilan berpikir kreatif dengan *gain* yang dinormalisasi pada umumnya 0.38 yang dikategorikan ke dalam kategori menengah. Sebagai penjabaran dari berpikir kreatif, peningkatan aspek kelancaran tergolong rendah dengan nilai *n-gain* 0.17, aspek peningkatan fleksibilitas diklasifikasikan sebagai kategori menengah dengan *n-gain* 0.6, aspek peningkatan orisinalitas dengan *n-gain* 0.31 yaitu kategori menengah, dan aspek peningkatan elaborasi dengan *n-gain* 0.49 dalam kategori menengah. Secara umum, implikasi dari penemuan pembelajaran terhadap keterampilan berpikir kreatif siswa adalah kategori menengah.

Kata kunci: *discovery learning*, keterampilan berpikir kreatif siswa, sains terpadu.

