

**PENERAPAN PEMBELAJARAN IPA TERPADU TIPE *THREADED* DAN
NESTED DENGAN MODEL *CREATIVE PROBLEM SOLVING* UNTUK
MENINGKATKAN KETERAMPILAN PEMECAHAN MASALAH
DAN BERPIKIR KREATIF SISWA MTs
PADA TEMA PENCEMARAN UDARA**

ABSTRAK

Tujuan penelitian ini adalah menerapkan pembelajaran IPA terpadu tipe *threaded* dan tipe *nested* dengan model *Creative Problem Solving* untuk meningkatkan keterampilan pemecahan masalah dan keterampilan berpikir kreatif siswa. Subjek penelitian adalah siswa kelas VII MTs Negeri di Kota Makassar. Penelitian ini menggunakan metode quasi eksperimen dengan desain *non randomized static group pretest-posttest design*. Data dikumpulkan dengan menggunakan lembar observasi keterlaksanaan pembelajaran, soal keterampilan pemecahan masalah, soal keterampilan berpikir kreatif, dan lembar angket tanggapan terhadap pembelajaran. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran IPA terpadu tipe *threaded* dan tipe *nested* dengan model *Creative Problem Solving* sudah sesuai dengan yang direncanakan. Peningkatan keterampilan pemecahan masalah antara kelas yang memperoleh pembelajaran IPA terpadu tipe *threaded* model *Creative Problem Solving* dengan kelas yang memperoleh pembelajaran IPA terpadu tipe *nested* model *Creative Problem Solving* berbeda secara signifikan. Pembelajaran IPA terpadu tipe *threaded* model *Creative Problem Solving* dapat meningkatkan keterampilan pemecahan masalah siswa dengan nilai *gain* 0,64 (kategori sedang). Sedangkan pembelajaran IPA terpadu tipe *nested* model *Creative Problem Solving* dapat meningkatkan keterampilan pemecahan masalah siswa dengan nilai *gain* 0,56 (kategori sedang). Peningkatan keterampilan berpikir kreatif antara kelas yang memperoleh pembelajaran IPA terpadu tipe *threaded* model *Creative Problem Solving* dengan kelas yang memperoleh pembelajaran IPA terpadu tipe *nested* model *Creative Problem Solving* juga berbeda secara signifikan. Pembelajaran IPA terpadu tipe *threaded* model *Creative Problem Solving* dapat meningkatkan keterampilan berpikir kreatif siswa dengan nilai *gain* 0,67 (kategori sedang). Sedangkan pembelajaran IPA terpadu tipe *nested* model *Creative Problem Solving* dapat meningkatkan keterampilan berpikir kreatif siswa dengan nilai *gain* 0,55 (kategori sedang). Guru dan siswa menanggapi positif terhadap penerapan pembelajaran IPA terpadu tipe *threaded* dan tipe *nested* dengan model *Creative Problem Solving*. Dengan demikian dapat disimpulkan bahwa pembelajaran IPA terpadu tipe *threaded* dan tipe *nested* dengan model *Creative Problem Solving* dapat digunakan untuk meningkatkan keterampilan pemecahan masalah dan keterampilan berpikir kreatif siswa.

A. Muafiah Nur, 2014

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Kata kunci: *pembelajaran IPA terpadu, tipe threaded, tipe nested, creative problem solving, keterampilan pemecahan masalah, keterampilan berpikir kreatif*

**IMPLEMENTATION OF INTEGRATED SCIENCE LEARNING
THREADED AND NESTED TYPES WITH CREATIVE PROBLEM
SOLVING MODEL TO INCREASE STUDENT'S PROBLEM SOLVING
AND CREATIVE THINKING SKILLS
ON THEME OF AIR POLLUTION**

ABSTRACT

The purpose of this study was to implement integrated science learning of *threaded* and *nested* types with *Creative Problem Solving* model to increase student's problem solving skills and creative thinking skills. The subject were students of MTsN in Makassar City Grade VII. This study used a *quasi-experimental* design with a *non randomized group pretest-posttest static design*. Data was collected using feasibility study observation sheet, student activity sheets, test of problem solving skills, test of creative thinking skills, and sheet of questionnaire responses to the learning. The results showed that the feasibility of integrated science learning of *threaded* and *nested* types with *Creative Problem Solving* model was been implemented and it was planned. Increasing problem solving skills between the class who taught integrated science learning of *threaded* types with *Creative Problem Solving* model and integrated science learning of *nested* types with *Creative Problem Solving* model were different significantly. Integrated science learning of *threaded* types with *Creative Problem Solving* model can improve student's problem solving skills with gain value 0,64 (medium category). Meanwhile integrated science learning of *nested* types with *Creative Problem Solving* model can improve student's problem solving skills with gain value 0,56 (medium category). Increasing creative thinking skills between the class who taught integrated science learning of *threaded* types with *Creative Problem Solving* model and integrated science learning of *nested* types with *Creative Problem Solving* model were also different significantly. Integrated science learning of *threaded* types with *Creative Problem Solving* model can improve student's creative thinking skills with gain value 0,67 (medium category). Meanwhile integrated science learning of *nested* types with *Creative Problem Solving* model can improve student's creative thinking skills with gain value 0,55 (medium category). Teachers and students show positive respond to the implementation of integrated science learning of *threaded* and *nested* types with *Creative Problem Solving* model. It can be concluded that integrated science learning of *threaded* and *nested* types with *Creative Problem Solving* model can be used to increase student's problem solving skills and creative thinking skills.

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Key word: *integrated science learning, threaded type, nested type, creative problem solving, problem solving skills, creative thinking skills*

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