PENERAPAN MODEL *PROJECT BASED LEARNING* PEMBELAJARAN IPA TERPADU TIPE *NESTED* PADA TEMA PENCEMARAN AIR UNTUK MENINGKATKAN PENGUASAAN KONSEP DAN KETERAMPILAN BERPIKIR KREATIF SISWA SMP

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh model *Project Based Learning* pembelajaran IPA terpadu tipe *Nested* terhadap penguasaan konsep dan keterampilan berpikir kreatif siswa SMP. Metode yang digunakan dalam penelitian ini merupakan metode kuasi eksperimen dengan desain penelitian *Randomaized Pretest-Posttest Control Group Design*. Populasi dan sampel yang digunakan dalam penelitian ini adalah siswa kelas VII SMPN 6 Bandung sebanyak dua kelas di pilih secara acak untuk dijadikan kelas eksperimen dan kelas kontrol. Kelas eksperimen menerapkan model pembelajaran *Project Based Learning* sedangkan kelas kontrol menggunakan model pembelajaran *Problem Based Learning*. Instrumen yang digunakan dalam penelitian ini adalah tes penguasaan konsep, tes keterampilan berpikir kreatif, *peer assessment*, rubrik penilaian kreativitas produk dan angket tanggapan siswa terhadap pembelajaran IPA terpadu tipe *Nested* menggunakan model *Project Based Learning*. Berdasarkan hasil penelitian diperoleh data bahwa dengan pencapaian keterlaksanaan model *Project Based Learning* pembelajaran IPA terpadu tipe *Nested* pada tema pencemaran air mencapai 88% dapat meningkatan penguasaan konsep dan keterampilan berpikir kreatif siswa SMP. Hasil rata-rata tes penguasaan konsep kelas eksperimen adalah 81,1% (kategori sangat baik) dengan nilai *Gain* 62,2 (katagori sedang). Sedangkan rata-rata skor ketercapaian tes keterampilan berpikir kreatif adalah 89% (kategori sangat baik) dengan nilai *Gain* 60,72 (katagori sedang). Untuk capaian indikator kreativitas proses (*peer assessment*) adalah 87%. Sedangkan capaian indikator kreativitas produk adalah 88%. Siswa juga memberikan respon positif terhadap pembelajaran IPA terpadu tipe *Nested* pada tema pencemaran air menggunakan model *Project Based Learning* dengan persentase angket aspek pendapat siswa sebesar 83,5%, ketertarikan siswa sebesar 95,5%, manfaat pembelajaran model *Project Based Learning* sebesar 96,25% dan manfaat pembelajaran IPA terpadu sebesar 95,75%. Dengan demikian, dapat disimpulkan bahwa model *Project Based Learning* pembelajaran IPA terpadu tipe *Nested* dapat digunakan untuk meningkatkan penguasaan konsep dan keterampilan berpikir kreatif siswa.

Kata Kunci: *Project Based Learning* (PjBL), Pembelajaran IPA terpadu tipe *Nested*, Penguasaan konsep, Keterampilan berpikir kreatif

THE APPLICATION OF MODEL PROJECT BASED LEARNING INTEGRATED SCIENCE TYPE OF NESTED IN THE THEME OF WATER POLLUTION FOR INCREASE THE MASTERY OF CONCEPT AND CREATIVE THINKING SKILL FOR JUNIOR HIGH SCHOOL STUDENTS

ABSTRACT

The function of this research was to analyze the influence model Project Based Learning integrated science type of nested about the mastery of concept and creative thinking skill for junior high school students. This method used for this research constitutes the kuasi of experiment method with the research design is *Randomaized Pretest-Posttest Control Group Design*. The population and sample for this research are the students of grade seven from junior high school 6 Bandung as many as two classes with the random selection to be experiment and control class. Experiment class apply the learning model of Project Based Learning meanwhile control class apply the learning model of Problem Based Learning. The instrument that used for this research is the test mastery of concept, the test creative thinking skill, peer assessment, assessment questionnaire of product creativity and the questionnaire responses of student about learning integrated science type of Nested used the model of Project Based Learning. Based on the result of this research get some data that with accomplishment the model of Project Based Learning. Learning authority of integrated science type Nested for theme of pollution water reach 88% can increase the mastery of concept and creative thinking skill for junior high school students. The average result of this authority test of concept in experiment class is 81.1% (very good category) with the gain score 62.2 (average category). While the reach score in the creative thinking skill is 89% (very good category) with the gain score 60.72 (average score). For reach the indicator in creativity process (peer assessment) is 87%. Meanwhile the reach of creativity product is 88%. The students give a positive respon in learning of integrated science type of Nested for the theme of pollution of the water used model Project Based Learning with questionnaire of the opinion aspect in amount of 83.5%, the anxiety of the students in amount of 95.5%, the profit learning model of Project Based Learning in amount of 96.25% and profit learning of integrated science in amount of 95.75%. Finally, the researcher conclude that the model Project Based Learning of integrated science type Nested can use to increase the mastery of concept and creative thinking skill for students.

Key Words: Project Based Learning (PjBL), Integrated Science Type of Nested, Mastery of Concept, Creative Thinking Skill.