

ABSTRAK

Problem Based Learning (PBL) merupakan salah satu pendekatan pembelajaran yang berorientasi pada masalah yang terjadi pada kehidupan sehari-hari. Pendekatan PBL menuntut siswa untuk aktif dalam menggali informasi baik melalui pencarian maupun penyelidikan dalam memecahkan masalah. Penelitian ini dilakukan untuk mengetahui pengaruh pendekatan Berbasis Masalah (PBL) terhadap pemahaman konsep, keterampilan berpikir kreatif dan *self-efficacy* siswa. Penelitian dilakukan di salah satu SMA Negeri di Garut dengan subjek 73 orang siswa kelas XI yang dirancang dengan metode kuasi eksperimen, dengan bentuk “*pretest-posttest, nonequivalent control group design*”. Hasil analisis pengaruh PBL terhadap kegiatan belajar siswa yang meliputi tahapan merumuskan masalah, menganalisis masalah, melakukan penyelidikan, integrasi dan evaluasi adalah 67,3%, 61,6%, 84,5%, 73,2%. Hasil penelitian menunjukkan peningkatan pemahaman konsep, pencapaian keterampilan berpikir kreatif dan *self-efficacy* siswa kelas eksperimen lebih baik dibanding kelas kontrol, dengan selisih skor rata-rata pemahaman konsep sebesar 10,8% dan hasil uji $t = 2,442$, selisih skor rata-rata pencapaian keterampilan berpikir kreatif siswa sebesar 8,6% dan hasil uji $t = 2,507$, selisih skor rata-rata pencapaian *self-efficacy* sebesar 6,5% dengan nilai signifikan = 0,01. Terdapat hubungan antara keterampilan berpikir kreatif siswa dengan pemahaman konsep dan *Self-efficacy* siswa dengan koefisien korelasi dan determinasi (R^2) masing-masing sebesar (0,748; 0,559) dan (0,514; 0,264). Hal ini menunjukkan bahwa pemahaman konsep dan *Self-efficacy* memberi kontribusi terhadap keterampilan berpikir kreatif siswa sebesar 55,9% dan 26,4 %.

Kata Kunci: Model pembelajaran berbasis masalah, pemahaman konsep, keterampilan berpikir kreatif, *Self-efficacy*, proses penjernihan air.

ABSTRACT

Problem Based Learning (PBL) is a learning oriented approach to problems that occur in daily. PBL approach requires students to obtain information through the research and investigation in solving problem. This study was conducted to determine the effect of problem-based learning method (PBL) to the understanding concepts, creative thinking skills and *self-efficacy* students. The study was conducted in one of the high schools in Garut with the subject of 73 students of class XI-designed quasi-experimental methods, with a "pretest-posttest, nonequivalent control group". The results of feasibility analysis stage of PBL include to formulate problems, to analyze problems, to investigations, to integrate & evaluate problems are 67.3%, 61.6%, 84.5%, and 73.2% respectively. The result of study showed that enhancement of understanding of concepts, creative thinking skills and *self-efficacy* of students in the experimental class better than the control class, with the difference in the average score of understanding concepts is (10.8% and T test = 2.442) the creative thinking skills is (8.6% and T test = 2.507) the *self-efficacy* is (6.5% with significant value = 0.01). There is a good relationship between creative thinking skills with understanding of concept and *self-efficacy* of students by coefficient correlation & determinasi (R^2) of (0.748; 0.559) & (0.514; 0.264) respectively. It shows that understanding of concept and *self-efficacy* contributes to creative thinking skills of students by 55.9% and 26.4%

Keywords: *problem-based learning model, understanding of concepts, creative thinking skills, self-efficacy, the water purification process.*