EFEKTIVITAS PENERAPAN *PROBLEM-BASED BLENDED LEARNING MODEL* DALAM MENGAKOMODASI KEMAMPUAN BERPIKIR KREATIF DAN *SELF-EFFICACY* SISWA PADA MATERI GELOMBANG BUNYI DAN CAHAYA

TESIS

Diajukan untuk memenuhi sebagian dari syarat untuk memperoleh gelar Magister Pendidikan Fisika Program Studi Pendidikan Fisika

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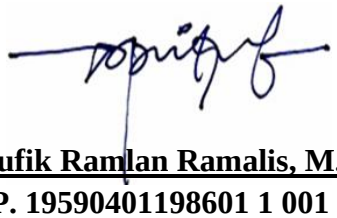

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis efektivitas penerapan *problem-based blended learning model* dalam mengakomodasi kemampuan berpikir kreatif dan *self-efficacy* siswa pada materi gelombang bunyi dan gelombang cahaya. Penelitian ini merupakan penelitian *mixed method* dengan desain *embedded* yang melibatkan sebanyak 40 siswa kelas XI sebagai sampel. Instrumen yang digunakan adalah instrumen tes kemampuan berpikir keatif dan instrumen non tes *self-efficacy*. Instrumen yang digunakan telah dinyatakan valid dan reliabel oleh ahli maupun berdasarkan hasil uji coba lapangan. Instrumen berpikir kreatif valid dengan nilai *raw variance explained by measures* (82,5%) dan *unexplained variance in contrasts 1-5* (1,2%-2,5%) dengan kategori *excellent,* dan nilai *person reliability* mencapai dan 0,98 dan 0,99 untuk *item reliability.* Sementara instrumen *self-efficacy* valid dengan nilai *raw variance explained by measures* (75,8%) dan *unexplained variance in contrasts 1-5* (1,9%-3,3%) dengan kategori *very good,* dan reliabilitas person tercatat sebesar 0.97 dengan kategori *excellent*. Berdasarkan hasil uji *independent t-test,* diketahui bahwa penerapan model *problem-based blended learning* terbukti berpengaruh dalam mengakomodasi kemampuan berpikir kreatif (sig. < 0,05), namun tidak berpengaruh terhadap *self-efficacy* (sig. > 0.05). Hasil uji *effect size* mengungkapkan nilai efektivitas penerapan model *problem-based blended learning* terhadap kemampuan berpikir kreatif mencapai 0,90 dengan kategori tinggi, dan nilai efektivitas terhadap *self efficacy* mencapai 0,53 dengan kategori sedang. Berdasarkan hasil tersebut, maka penerapan *problem-based blended learning* dapat dikatakan lebih efektif dalam mengakomodasi kemampuan berpikir kreatif dibandingkan dengan model *problem-based learning,* dan efektif dalam mengakomodasi *self-efficacy* siswa namun dengan efek yang tidak signifikan.

Kata Kunci: Kemampuan Berpikir Kreatif, *Problem-baseed Blended Learing, Self-efficacy*

THE EFFECTIVENESS OF PROBLEM-BASED BLENDED LEARNING MODEL IN ACCOMMODATING STUDENTS' CREATIVE THINKING SKILLS AND SELF-EFFICACY IN SOUND AND LIGHT WAVES TOPIC

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ABSTRACT

This study aimed to analyze the effectiveness of applying problem-based blended learning model in accommodating students' creative thinking skills and self-efficacy in sound waves and light waves topivc. This research used mixed method with embedded design involving 40 eleventh-grade students as the sample. The instruments used are a creative thinking ability test and a self-efficacy questionnaire as the non-test instrument. The tools used have been declared valid and reliable by experts and based on the results of field trials. Creative thinking instruments are valid with raw variance values explained by measures value reached (82,5%) and unexplained variance in contrasts 1-5 values reached (1,2%-2,5%) in the excellent category, and personal reliability values reached 0,98 and item reliability reached 0,99. While the self-efficacy instrument was declared valid with raw variance explained by measures reaching (75,8%) and unexplained variance in contrasts 1-5 reaching (1,9%-3,3%) in the very good category, and person reliability was recorded at 0,97 with the excellent category. Based on the results of the independent t-test, it is known that the application of problem-based blended learning is proven to be influential in accommodating creative thinking skills (sig. <0,05), but has no effect on self-efficacy (sig. > 0,05). The results of the effect size test reveal that the value of the effectiveness of problem-based blended learning model to students' creative thinking skills reaches 0,90 with high category, and the value of the effectiveness of self-efficacy reaches 0.53 with medium category. Based on these results, the application of problem-based blended learning can be said to be more effective in accommodating creative thinking skills than the problem-based learning model, and effective in accommodating student self-efficacy but with an insignificant effect.

Keywords: Creative Thinking Skills, Self-Efficacy, Problem-based Learning

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DAFTAR GAMBAR

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