

ABSTRAK

PENGARUH PEMBELAJARAN BERDIFERENSIASI MENGGUNAKAN MODEL *PROJECT BASED LEARNING* TERHADAP KEMAMPUAN BERPIKIR KREATIF MATEMATIS SISWA DI SMA PERGURUAN ERIA MEDAN

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Penerapan pembelajaran menggunakan strategi pembelajaran berdiferensiasi dilakukan dengan memenuhi kebutuhan siswa berdasarkan gaya belajar, lalu dipadu padakan dengan model *project based learning*. Kecenderungan pembelajaran yang konvensional dan strategi pembelajaran serta model pembelajaran yang kurang bervariasi mengakibatkan kemampuan berpikir kreatif matematis siswa rendah. Penelitian ini dilakukan dengan tujuan untuk melihat sejauh mana pengaruh pembelajaran Berdiferensiasi berbasis model *project based learning* terhadap kemampuan berpikir kreatif matematis siswa. Jenis penelitian yang digunakan adalah *Quasi Eksperimental*. Desain yang digunakan yaitu *pretest-posttest control group design*. Adapun populasi penelitian ini berjumlah 98 siswa dan sampel dalam penelitian ini berjumlah 50 siswa. Dari kelas eksperimen didapat presentase gaya belajar siswa, visual sebanyak 40%, kinestetik 40%, dan audio 20%. Pengumpulan data dilakukan dengan menggunakan tes kemampuan berpikir kreatif matematis berupa esai yang disesuaikan dengan indikator kemampuan berpikir kreatif matematis, lalu dilakukan analisis data menggunakan SPSS. Adapun hasil uji regresi data penelitian menunjukkan hipotesis H_0 ditolak dan H_a diterima. Dan pada uji N-Gain, memperoleh nilai peningkatan pada kelas eksperimen sebesar 0,58. Sehingga dapat disimpulkan bahwa terdapat adanya pengaruh pembelajaran Berdiferensiasi menggunakan model *project based learning* terhadap kemampuan berpikir kreatif matematis siswa dengan besar nilai peningkatan 0.58 terhadap kemampuan berpikir kreatif matematis siswa pada kategori sedang.

Kata Kunci : Berdiferensiasi, *Project Based Learning*, Kemampuan Berpikir Kreatif Matematis.

ABSTRACT

INFLUENCE OF DIFFERENTIATED LEARNING USING THE *PROJECT BASED LEARNING* MODEL TOWARDS THE STUDENTS' MATHEMATICAL CREATIVE THINKING ABILITIES AT SMAPERGURUAN ERIA MEDAN

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The implementation of learning using differentiated learning strategies is carried out by fulfilling the students' needs based on learning styles, then combined with the *project-based learning* model. The tendency of conventional learning and learning strategies and learning models that are less varied resulting in low students' mathematical creative thinking abilities. This study was conducted with the aim of seeing the extent to which Differentiated learning based on the *project-based learning* model influences the students' mathematical creative thinking abilities. The type of research used is *Quasi Experimental*. The design used is *pretest-posttest control group design*. The population of this study was 98 students and the sample in this study was 50 students. From the experimental class, the percentage of the student learning styles was obtained, visual as much as 40%, kinesthetic 40%, and audio 20%. Data collection was carried out using mathematical creative thinking ability test in the form of essays adjusted to the indicators of mathematical creative thinking abilities, then data analysis was carried out using SPSS. The results of the research data regression test showed that the hypothesis H_0 was rejected and H_a was accepted. And in the N-Gain test, an increase in the experimental class was obtained by 0.58. So, it can be concluded that there is an influence of Differentiated learning using the *project based learning* model towards the students' mathematical creative thinking abilities with a large increase in value of 0.58 towards the students' mathematical creative thinking abilities in the moderate category.

Keywords: Differentiated, *Project Based Learning*, Mathematical Creative Thinking Abilities

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