ABSTRAK

Penelitian ini bertujuan untuk mengetahui implementasi model Project Based Learning (PjBL) dalam meningkatkan kemampuan berpikir kreatif siswa kelas IV MIN 25 Aceh Utara pada materi perubahan energi. Penelitian menggunakan pendekatan kualitatif dengan jenis Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, di mana setiap siklus terdiri atas tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian berjumlah 30 siswa. Teknik pengumpulan data meliputi observasi, tes, dan dokumentasi, sedangkan analisis data dilakukan secara deskriptif dengan menghitung persentase ketuntasan belajar siswa.Hasil penelitian menunjukkan bahwa penerapan model Project Based Learning mampu meningkatkan kemampuan berpikir kreatif siswa. Pada kondisi awal, persentase ketuntasan belajar hanya mencapai 26,67% dengan nilai rata-rata 50,00. Setelah pelaksanaan tindakan pada Siklus I, ketuntasan meningkat menjadi 43,33% dengan rata-rata 67,67. Selanjutnya pada Siklus II terjadi peningkatan yang lebih signifikan, yaitu ketuntasan belajar mencapai 90% dengan nilai rata-rata 79,00. Selain itu, aktivitas siswa selama pembelajaran menjadi lebih aktif, kolaboratif, dan mampu menghasilkan ide-ide kreatif dalam menyelesaikan proyek yang diberikan.Berdasarkan hasil tersebut dapat disimpulkan bahwa implementasi model Project Based Learning efektif dalam meningkatkan kemampuan berpikir kreatif siswa pada pembelajaran IPAS materi perubahan energi di kelas IV MIN 25 Aceh Utara.

Kata kunci: Project Based Learning, berpikir kreatif, IPAS, perubahan energi, Penelitian Tindakan Kelas.

UNIVERSITAS ISLAM NEGERI
SULTANAH NAHRASIYAH
LHOKSEUMAWE

ABSTRACT

This study aims to determine the implementation of the Project Based Learning (PjBL) model in improving the creative thinking skills of fourth-grade students at MIN 25 Aceh Utara on the topic of energy transformation. The study employed a qualitative approach using Classroom Action Research (CAR) conducted in two cycles, with each cycle consisting of planning, action, observation, and reflection stages. The research subjects were 30 students. Data were collected through observation, tests, and documentation and analyzed descriptively by calculating the percentage of students' learning mastery.The findings indicate that the implementation of the Project Based Learning model successfully improved students' creative thinking skills. In the pre-cycle stage, the learning mastery percentage was only 26.67% with an average score of 50.00. After the implementation of Cycle I, the mastery level increased to 43.33% with an average score of 67.67. In Cycle II, a more significant improvement was achieved, with learning mastery reaching 90% and an average score of 79.00. In addition, students became more active and collaborative during the learning process and demonstrated greater creativity in completing project-based tasks.In conclusion, the implementation of the Project Based Learning model is effective in improving students' creative thinking skills in science and social science (IPAS) learning on the topic of energy transformation for fourth-grade students at MIN 25 Aceh Utara.

Keywords: Project Based Learning, creative thinking skills, IPAS, energy transformation, Classroom Action Research.

UNIVERSITAS ISLAM NEGERI
SULTANAH NAHRASIYAH
LHOKSEUMAWE