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PERBANDINGAN MODEL PEMBELAJARAN *PROBLEM-BASED LEARNING* (PBL) DAN *PROJECT-BASED LEARNING* (PJBL) TERHADAP KEMAMPUAN BERPIKIR KREATIF SISWASEKOLAH DASAR

ABSTRAK

Paradigma pendidikan modern saat ini menekankan pentingnya berbagai kompetensi esensial, salah satunya kemampuan berpikir kreatif sebagai elemen utama dalam pembelajaran. Meskipun demikian, bukti empiris di lapangan menunjukkan bahwa pengembangan kreativitas pada siswa kelas V masih menghadapi kendala sehingga belum mendapatkan hasil yang maksimal. Oleh karena itu, penelitian ini dilakukan guna mengetahui serta mengomparasikan efektivitas model *Problem-Based Learning* (PBL) dan *Project-Based Learning* (PjBL) dalam mengoptimalkan dimensi berpikir kreatif peserta didik, sekaligus menentukan model pembelajaran yang memberikan pengaruh paling signifikan. Metodologi yang diterapkan dalam penelitian ini adalah kuantitatif dengan skema *pre-experimental design* melalui rancangan *intact-group comparison.* Temuan penelitian menunjukkan bahwa penggunaan model PjBL menghasilkan luaran yang lebih unggul dibandingkan model PBL. Hal ini dibuktikan melalui capaian rata-rata *posttes* kelompok PjBL sebesar 85,90 yang masuk dalam kualifikasi sangat baik, sementara kelompok PBL memperoleh capaian rata-rata 80,54 pada level baik. Selisih capaian tersebut divalidasi oleh hasil uji beda yang menunjukkan nilai signifikansi sebesar 0,003 (< 0,05). Melalui temuan tersebut, dapat disimpulkan bahwa model PjBL lebih efektif secara signifikan dibandingkan PBL dalam meningkatkan kemampuan berpikir kreatif peserta didik.

Kata Kunci: berpikir kreatif*, intact-group comparison, problem-based learning, project-based learning.*

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Comparison of Problem-Based Learning (PBL) and Project-Based Learning (PjBL) Models on Elementary School Students' Creative Thinking Skills

ABSTRACT

The modern educational paradigm currently emphasizes various essential competencies, with creative thinking capacity being a primary element in the learning process. Nevertheless, empirical evidence in the field suggests that the development of creativity among fifth-grade students still encounters several obstacles, resulting in suboptimal outcomes. Consequently, this study was conducted to analyze and compare the effectiveness of Problem-Based Learning (PBL) and Project-Based Learning (PjBL) models in optimizing students' creative thinking dimensions, while identifying the instructional intervention that yields the most significant impact.The methodology applied in this research is quantitative, utilizing a pre-experimental design with an intact-group comparison framework. The findings indicate that the implementation of the PjBL model produces superior outcomes compared to the PBL model. This is evidenced by the mean posttest score of the PjBL group, which reached 85.90 (categorized as excellent), whereas the PBL group attained a mean score of 80.54 (categorized as good). The disparity in these results was validated by a differential test showing a significance value of 0.003 (< 0.05). Based on these findings, it can be concluded that the PjBL model possesses a higher level of efficacy than PBL in accelerating the creative thinking proficiency of students.

***Keywords**: creative thinking, intact-group comparison, problem-based learning, project-based learning.*