

Abstrak

Proses pembelajaran yang belum terlaksana secara efektif dan efisien menyebabkan kurangnya pemahaman siswa terhadap materi yang sedang dipelajari. Dalam menerapkan model pembelajaran tidak semua guru mampu mengimplementasikan model berdasarkan sintak yang tepat. Guru cenderung konvensional dalam pelaksanaan pembelajaran di kelas, sehingga pembelajaran berpusat pada guru yang menyebabkan siswa cenderung pasif, kurang kreatif, tidak fokus dalam belajar, dan hasil belajarnya rendah. Dalam penelitian ini, penerapan model CPS (*Creative Problem Solving*) diharapkan mampu membantu siswa dalam mengembangkan kemampuan berpikir kritis dalam menyelesaikan permasalahan tersebut. Penelitian ini dilakukan untuk mengetahui perbedaan kreativitas, minat, dan hasil belajar melalui penerapan model CPS (*Creative Problem Solving*) pada mata pelajaran *Pastry Bakery*. Penelitian merupakan *pre-experimental* ini menggunakan design *One group pretest-posttest design* yang dilaksanakan di SMK Wira Harapan Dalung yang berlokasi di Jalan Raya Padang Luwih Banjar Tegal Jaya Dalung, Kecamatan Kuta Utara, Kabupaten Badung. Teknik pengambilan sampel menggunakan *cluster random sampling*. Hasil Uji T berpasangan (*Paired Sample T-Test*) yang membandingkan *pretest* dan *posttest* Kreativitas menunjukkan bahwa nilai signifikansi sebesar $0.000 < 0.05$. Hasil Uji T berpasangan (*Paired Sample T-Test*) yang membandingkan *pretest* dan *posttest* minat menunjukkan bahwa nilai signifikansi sebesar $0.000 < 0.05$. Hasil Uji T berpasangan (*Paired Sample T-Test*) yang membandingkan *pretest* dan *posttest* Hasil Belajar menunjukkan bahwa nilai signifikansi sebesar $0.000 < 0.05$. Dengan demikian dapat disimpulkan bahwa terdapat perbedaan kreatifitas, minat, dan hasil belajar melalui penerapan model *creative problem solving*.

Kata kunci: *creative problem solving*, kreatifitas, minat, hasil belajar.

Abstract

A learning process that has not been carried out effectively and efficiently causes a lack of student understanding of the material being studied. Not all teachers can implement learning models based on correct syntax. Teachers tend to be conventional in implementing learning in the classroom, so learning is teacher-centered, which causes students to be passive, less creative, not focused on learning, and have low learning outcomes. In this research, applying the CPS (Creative Problem Solving) model is expected to help students develop critical thinking skills in solving these problems. This research determined differences in creativity, interest, and learning outcomes by applying the CPS (Creative Problem Solving) model to the Pastry Bakery subject. This pre-experimental research used a group pretest-posttest design, carried out at Wira Harapan Dalung Vocational School, located in Jalan Raya Padang Luwih Banjar Tegal Jaya Dalung, North Kuta District, Badung Regency. The sampling technique uses cluster random sampling. The results of the Paired Sample T-Test, which compares the Creativity pretest and post-test, show that the significance value is $0.000 < 0.05$. The results of the Paired Sample T-Test, which compares the interest pretest and post-test, show that the significance value is $0.000 < 0.05$. The results of the Paired Sample T-Test, which compares the pretest and post-test Learning Results, show that the significance value is $0.000 < 0.05$. Thus, it can be concluded that there are differences in creativity, interest, and learning outcomes when applying the creative problem-solving model.

Keywords: creative problem solving, creativity, interest, learning outcomes.