Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan peningkatan kreativitas dan hasil belajar siswa pada mata Pelajaran *continental* melalui penerapan model *creative problem solving*. Metode penelitian ini adalah kuantitatif dengan rancangan penelitian *one group pretest- posttest design*. Teknik sample yaitu *total sampling*. Responden dalam penelitian ini adalah siswa kelas XI kuliner 2 SMK Wira Harapan yang berjumlah 41 siswa. Hasil penelitian ini menunjukan bahwa telah terjadi peningkatan, pada *pretest* kreativitas diperoleh rerata sebesar 34,85, sedangkan pada *posttest* memperoreh rerata sebesar 42,00. Dari hasil pengukuran tersebut secara deskriptif terdapat peningkatan sebesar 7,29. Pada *pretest* hasil belajar diperoleh rerata sebesar 75% dari tiga ranah hasil belajar. Sedangkan pada *postest* hasil belajar diperoleh rerata sebesar 83%. dari hasil pengukuran tersebut secara deskriptif terdapat peningkatan skor sebesar 8%. Hasil uji *paired sample t-test* yang membandingkan antara *pretest-posttest* kemandirian menunjukkan signifikansi sebesar 0.000 < 0,05 sehingga dapat disimpulkan bahwa terdapat perbedaan kemandirian melalui penerapan model *creative problem solving*. Pada pada hasil belajar menunjukkan signifikansi sebesar 0.000 < 0,05 sehingga dapat disimpulkan bahwa terdapat perbedaan hasil belajar melalui penerapan model *creative problem solving*.

Kata kunci : *Creative Problem Solving*, kreativitas, hasil belajar.

Abstract

This research aimed to determine the differences in increasing creativity and student learning outcomes in continental subjects by applying the creative problem-solving model. This research method is quantitative with a one-group pretest-posttest research design. The sampling technique is total sampling. The respondents in this research were students of Class XI Culinary 2 at Wira Harapan Vocational School, totaling 41 students. The results of this research showed that there has been an increase; in the pretest creativity, the average was 34.85, while in the posttest, the average was 42.00. From the results of these measurements descriptively, there was an increase of 7.29. In the pretest, the learning outcomes obtained an average of 75% from the three domains of learning outcomes. Meanwhile, learning outcomes obtained an average of 83% in the posttest. From the results of these measurements descriptively, there was an increase in score of 8%. The results of the paired sample t-test, which compares pretest-posttest independence, show a significance of 0.000 <0.05, so it can be concluded that there is a difference in autonomy through the application of the creative problem-solving model. The learning outcomes show a significance of 0.000 < 0.05, so it can be concluded that there are differences in learning outcomes through applying the creative problem-solving model.

Keywords: *Creative Problem-Solving learning model, creativity, and student learning outcomes.*