

ABSTRAK

Permasalahan yang mendasari penelitian ini adalah rendahnya kreativitas dan hasil belajar siswa pada mata pelajaran Dasar-Dasar Kuliner akibat pembelajaran yang masih berpusat pada guru. Penerapan model pembelajaran *Creative Problem Solving* diyakini mampu mengatasi permasalahan tersebut. Tujuan penelitian ini adalah untuk menganalisis pengaruh model pembelajaran *Creative Problem Solving* terhadap kreativitas dan hasil belajar siswa kelas X Kuliner 1 di SMK Pariwisata Dalung. Penelitian ini menggunakan pendekatan kuantitatif dengan metode analisis regresi linier sederhana. Pengumpulan data dilakukan melalui kuesioner untuk mengukur kreativitas dan tes untuk mengukur hasil belajar siswa. Hasil penelitian menunjukkan bahwa model pembelajaran *Creative Problem Solving* berpengaruh positif dan signifikan terhadap kreativitas siswa dengan nilai signifikansi 0,000 lebih kecil dari 0,05. Selain itu, model pembelajaran *Creative Problem Solving* juga berpengaruh positif dan signifikan terhadap hasil belajar siswa dengan nilai signifikansi 0,000 lebih kecil dari 0,05. Temuan ini menunjukkan bahwa semakin baik penerapan model pembelajaran *Creative Problem Solving*, maka semakin meningkat kreativitas dan hasil belajar siswa pada mata pelajaran Dasar-Dasar Kuliner. Dengan demikian, model pembelajaran *Creative Problem Solving* dapat digunakan sebagai alternatif pembelajaran untuk meningkatkan kreativitas dan hasil belajar siswa.

Kata kunci: *Creative Problem Solving*, kreativitas, hasil belajar, Dasar-Dasar Kuliner

ABSTRACT

The underlying problem addressed by this study is the low levels of creativity and learning outcomes among students in the 'Fundamentals of Culinary Arts' subject, due to teaching methods that remain teacher-centred. It is believed that the implementation of the Creative Problem-Solving learning model can address this issue. The aim of this study is to analyse the effect of the Creative Problem-Solving learning model on the creativity and learning outcomes of Year 10 students in the Culinary Arts class 1 at Dalung Tourism Vocational School. This study employed a quantitative approach using simple linear regression analysis. Data were collected by a questionnaire to measure creativity and a test to assess students' learning outcomes. The results indicate that the Creative Problem-Solving learning model has a positive and significant effect on students' creativity, with a significance value of 0.000, which is less than 0.05. Furthermore, the Creative Problem-Solving learning model also had a positive and significant effect on students' learning outcomes, with a significance value of 0.000, which is less than 0.05. These findings indicate that the better the implementation of the Creative Problem-Solving learning model, the greater the improvement in students' creativity and learning outcomes in the subject 'Fundamentals of Culinary Arts'. Consequently, the Creative Problem-Solving learning model can be used as an alternative teaching method to enhance students' creativity and learning outcomes.

Keywords: Creative Problem Solving, creativity, learning outcomes, Culinary Basics