

ABSTRACT

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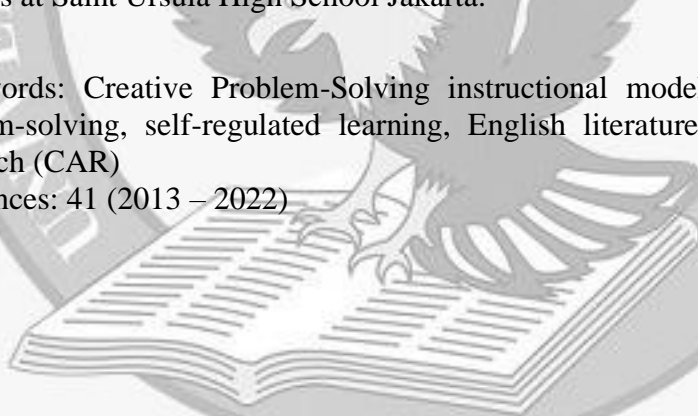
THE IMPLEMENTATION OF CREATIVE PROBLEM-SOLVING MODEL IN IMPROVING CREATIVE THINKING, PROBLEM SOLVING, AND SELF-REGULATED LEARNING SKILLS IN LITERATURE LEARNING FOR GRADE XI STUDENTS OF SAINT URSULA HIGH SCHOOL

(xvii +135 pages: 21 charts, 21 tables, 26 appendices)

Creative thinking, problem-solving, and self-regulated learning skills are essential 21st-century skills that need to be developed. However, not many students have mastered these three skills. This research aims to determine the results of implementing Creative Problem Solving (CPS) learning model to enhance these skills in English literature class for Grade XI at Santa Ursula High School in Jakarta. The research was conducted using classroom action research (CAR) method, which consisted of three cycles. Each cycle involved the planning, observation, action, and reflection phases. A pre-test was conducted before starting each cycle, followed by a post-test after completing the cycle. The research subjects consisted of 32 students, and the assessment instrument used scoring rubric. The results showed that there was an increase in the average value of creative thinking skills, problem solving and self-regulated learning in each cycle. From these results, it can be concluded that the CPS learning model can improve creative thinking, problem-solving, and self-regulated learning skills in English literature class for Grade XI students at Saint Ursula High School Jakarta.

Key words: Creative Problem-Solving instructional model, creative thinking, problem-solving, self-regulated learning, English literature, Classroom Action Research (CAR)

References: 41 (2013 – 2022)



ABSTRAK

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**PENERAPAN *CREATIVE PROBLEM SOLVING* DALAM
MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF,
PEMECAHAN MASALAH, DAN KEMANDIRIAN BELAJAR PADA
PEMBELAJARAN SASTRA KELAS XI SMA SANTA URSULA**

(xvii +135 halaman : 21 gambar, 21 tabel, 26 lampiran)

Keterampilan berpikir kreatif, pemecahan masalah, dan kemandirian belajar merupakan keterampilan abad 21 yang penting untuk dikembangkan. Namun belum banyak peserta didik menguasai ketiga keterampilan tersebut. Penelitian ini bertujuan untuk mengetahui hasil penerapan model pembelajaran *Creative Problem Solving* (CPS) untuk meningkatkan ketiga keterampilan tersebut pada pembelajaran sastra Inggris kelas XI Bahasa SMA Santa Ursula Jakarta. Penelitian dilaksanakan dengan metode Penelitian Tindakan Kelas (PTK) yang memiliki tiga siklus, masing-masing siklus melalui proses perencanaan, observasi, tindakan dan refleksi, dilakukan pre-test sebelum memulai siklus dan post-test setelah siklus dilaksanakan. Subjek penelitian adalah 32 siswa. Instrumen penelitian menggunakan rubrik penilaian. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata keterampilan berpikir kreatif, pemecahan masalah dan kemandirian belajar pada setiap siklus. Dari hasil tersebut dapat disimpulkan bahwa model pembelajaran CPS dapat meningkatkan keterampilan berpikir kreatif, pemecahan masalah dan kemandirian belajar pada pembelajaran sastra Inggris kelas XI Bahasa SMA Santa Ursula Jakarta.

Kata Kunci: Model Pembelajaran *Creative Problem Solving*, berpikir kreatif, pemecahan masalah, kemandirian belajar, Sastra Inggris, PTK

Referensi: 41 (2013 – 2022)

