**PENERAPAN MODEL INKUIRI TERBIMBING TERHADAP KEMAMPUAN BERPIKIR KREATIF DAN SIKAP KREATIF PESERTA DIDIK**

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Abstrak

Kemampuan berpikir kreatif sangat penting untuk dimiliki, karena memungkinkan peserta didik memiliki banyak alternatif untuk menyelesaikan persoalan, mampu mengajukan pertanyaan, dan gagasan yang beragam, namun berdasarkan hasil pra penelitian menunjukkan kemampuan berpikir kreatif peserta didik masih rendah, hal tersebut disebabkan model pembelajaran yang digunakan kurang merangsang siswa mengkonstruk kemampuan berpikirnya, siswa kurang diberi kesempatan untuk mengeluarkan pendapat yang berdampak pada sikap kreatif peserta didik juga rendah.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode *quasi eksperimen*, dengan rancangan eksperimen dalam penelitian adalah “*the matching pretest-posttest design.* Populasi dalam penelitian ini adalah seluruh peserta didik kelas XI MIA di SMA Negeri 14 Bandar Lampung yang berjumlah 183 peserta didik, teknik pengambilan sampel dalam penelitian ini adalah teknik acak kelas diperoleh peserta didik kelas XI MIA 5 yang berjumlah 31 sebagai kelas eksperimen yang mendapat perlakuan model Inkuiri Terbimbing dan XI MIA 6 yang berjumlah 30 sebagai kelas kontrol yang mendapat perlakuan dengan model *STAD*.

Hasil penelitian menunjukkan kelas eksperimen memperoleh nilai N-Gain kategori tinggi tinggi 9,67%, kategori sedang 83,87% dan kategori rendah 6,45%, sedangkan pada kelas kontrol nilai N-Gain kategori tinggi 3,33%, kategori sedang 86,67%, dan kategori rendah 10,00%. Sikap kreatif kelas eksperimen memperoleh nilai N-Gain kategori tinggi 6,45%, kategori sedang 87,09%, dan kategori rendah 6,45%, sedangkan pada kelas kontrol memperoleh nilai n-gain kategori rendah 3,33%, kategori sedang 73,33%, dan kategori rendah 23,33%. Hasil uji hipotesis kemampuan berpikir kreatif dan sikap kreatif menunjukkan H1 diterima *Sig.(2-tailed)* 0,00 < α (0,05) artinya pembelajaran dengan model pembelajaran inkuiri terbimbing dapat meningkatkan kemampuan berpikir kreatif. Hasil uji koefisien determinan pada kemampuan berpikir kreatif dan sikap kreatif menunjukkan H1 diterima *sig.(2-tailed)* 0,000 < ɑ = 0,05 artinya ada pengaruh model pembelajaran Inkuiri Terbimbing terhadap kemampuan berpikir kreatif. Hasil koefisien korelasi (R2)=(0,7902=0,62) pada kemampuan berpikir kreatif dengan kontribusi model sebesar 62% dan (R2)=(0,6652=0,44) pada sikap kreatif dengan kontribusi model sebesar 44%.

**Kata Kunci : Model Pembelajaran Inkuiri Terbimbing, Berpikir Kreatif, dan Sikap Kreatif**

**THE IMPLEMENTATION OF THE MULTIPLE INQUIRY MODEL ON CREATIVE THINKING ABILITY AND CREATIVE ATTITUDES OF STUDENTS**

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**Abstract**

 The ability to think creatively is very important to have, because it allows students to have many alternatives to solve problems, be able to ask various questions, and ideas, but based on pre-research results show students' creative thinking skills are still low, this is due to less learning models stimulate students to construct their thinking abilities, students are not given the opportunity to express opinions that have an impact on students' creative attitudes are also low.

 This type of research is quantitative research with a quasi-experimental method, with the experimental design in the study "the matching pretest-posttest design. The population in this study were all students of class XI MIA in Bandar Lampung State High School 14 which amounted to 183 students, the sampling technique in this study was a randomized class technique obtained by students of class XI MIA 5, amounting to 31 as experimental classes who received model treatment Guided Inquiry and XI MIA 6 which amounted to 30 as a control class that received treatment with the STAD model.

 The results showed that the experimental class obtained a high N-Gain score of 9.67%, the moderate category was 83.87% and the low category was 6.45%, while in the control class the N-Gain value was 3.33%, the medium category was 86 , 67%, and a low category of 10.00%. The creative attitude of the experimental class obtained a high category N-Gain value of 6.45%, the moderate category was 87.09%, and the low category was 6.45%, while the control class obtained a low category of n-gain value of 3.33%, medium category 73 , 33%, and a low category of 23.33%. Hypothesis test results of creative thinking ability and creative attitude show H1 accepted Sig. (2-tailed) 0,00 <α (0,05) means that learning with guided inquiry learning model can improve the ability to think creatively. The determinant coefficient test results on creative thinking ability and creative attitude showed H1 was accepted sig. (2-tailed) 0,000 <ɑ = 0.05, meaning that there was the influence of the Guided Inquiry learning model on the ability to think creatively. The results of the correlation coefficient (R2) = (0.7902 = 0.62) on the ability to think creatively with the contribution of the model by 62% and (R2) = (0.6652 = 0.44) in the creative attitude with the model contribution of 44%.

**Keywords: Guided Inquiry Learning Model, Creative Thinking, and Creative Attitude**