

## ABSTRAK

Penelitian ini bertujuan untuk menghasilkan produk LKPD IPA tema “Pencemaran Lingkungan” berbasis *Problem Based Learning* yang layak ditinjau berbagai aspek dan untuk mengetahui besar peningkatan keterampilan berpikir kreatif peserta didik kelas VII setelah menggunakan LKPD IPA berbasis *Problem Based Learning*.

Penelitian ini merupakan penelitian *Research and Development* dengan mengadaptasi langkah-langkah 4D (*Define, Design, Develop, Disseminate*). Penelitian ini melibatkan 2 validator ahli dan satu praktisi. Instrumen penelitian yang digunakan dalam penelitian ini meliputi lembar validasi LKPD, angket respon peserta didik, soal *pretest-posttest* keterampilan berpikir kreatif, lembar observasi keterampilan berpikir kreatif, dan lembar keterlaksanaan pembelajaran berbasis *Problem Based Learning*. Teknik analisis data menggunakan analisis deskriptif hasil validasi, presentase peningkatan keterampilan berpikir kreatif, dan *gain score*.

Hasil penelitian pengembangan LKPD IPA berdasarkan penilaian validator ahli dan praktisi ditinjau dari kelayakan isi, kebahasaan, penyajian, dan kegrafikan memperoleh skor rata-rata 3,6 (kategori sangat baik) dengan reliabilitas sebesar 97,17% sehingga layak digunakan dalam pembelajaran. LKPD IPA hasil pengembangan dapat meningkatkan keterampilan berpikir kreatif dibuktikan dengan *gain score* sebesar 0,50 dengan kategori sedang. LKPD IPA juga telah terbukti meningkatkan keterampilan berpikir kreatif peserta didik dibuktikan dengan hasil observasi keterampilan berpikir kreatif peserta didik selama pembelajaran meningkat 5%. Diperkuat dengan hasil *posttest-pretest* dengan selisih skor 1,77.

Kata Kunci : *LKPD IPA, Problem Based Learning, keterampilan berpikir kreatif.*

## ABSTRACT

This research aims to determine the feasibility of science student worksheet theme pollution environment using problem based learning, and it was to determine the achievement creative thinking skill of student class VII.

This research is a research and development adapted 4D stages (define, design, develop, disseminate). This research involves eligibility validation assessor for science student worksheet which consists of two validator expert and a practitioners. The research instruments used validation worksheet, student questionnaire responses, pretest-posttest creative thinking skill, creative thinking skill observation sheet, and learning happened sheet using problem based learning. The technique of data analysis was the descriptive analysis, percentage of creative thinking skills, and gain score.

The result of developed worksheet based on the assesment by the validator expert and practitioners review from feasibility of the content, language, presentation and graphic obtained an average score of 3,6 (very good category) with a reliability of 97,17% so it is feasible to be used in science learning. Science student worksheet can improve creative thinking skill which is evidenced by the gain score of 0,50 with the category medium. Science student worksheet also can increase creative thinking skill student can improve with result of observation creative thinking skill student until learning increased by 5 %. Reinforced with results pretest-posttest with a difference scores is 1,77.

Keywords: *science student worksheet, problem based learning, achievement of creative thinking skills.*