

ABSTRAK

Ayu Sundani Lestari. (2023). **Peningkatan Kemampuan Berpikir Kreatif Matematis dan *Self-Regulated Learning* siswa SMP Melalui Model *Problem-Based Learning* Berbantuan *Geogebra*.**

Dilakukannya penelitian ini bertujuan: (1) Mengetahui apakah peningkatan kemampuan berpikir kreatif matematis peserta didik yang memperoleh *Problem-Based Learning* Berbantuan *Geogebra* lebih tinggi daripada peserta didik yang memperoleh model konvensional; (2) Mengetahui apakah *Self-Regulated Learning* peserta didik yang memperoleh model *Problem-based Learning* berbantuan *Geogebra* lebih baik daripada peserta didik yang memperoleh model konvensional; (3) Mengetahui apakah terdapat korelasi antara kemampuan berpikir kreatif matematis dan *Self-Regulated Learning* yang memperoleh model *Problem-Based Learning* berbantuan *Geogebra*.. Penerapan metode kuasi eksperimen dengan desain penelitian *non-equivalent control group design* memanfaatkan populasi seluruh siswa kelas VIII di SMP Kartika XIX-1 Bandung pada tahun ajaran 2022/2023. Sampel penelitian dipilih menggunakan teknik *purposive sampling*, dengan kelas VIII B sebagai kelompok eksperimen yang menerapkan model *Problem-Based Learning* berbantuan *Geogebra*, dan kelas VIII C sebagai kelompok kontrol yang menerapkan model pembelajaran konvensional. Penggunaan instrumen meliputi tes kemampuan berpikir kreatif matematis dan angket *Self-Regulated Learning*. Diketahui bahwa hasil: 1) Kemampuan berpikir kreatif matematis siswa yang memperoleh model *Problem-Based Learning* berbantuan *Geogebra* lebih tinggi daripada siswa yang memperoleh model konvensional; (2) *Self-Regulated Learning* siswa yang memperoleh model *Problem-Based Learning* berbantuan *Geogebra* lebih baik daripada siswa yang memperoleh model konvensional; (3) Terdapat korelasi antara kemampuan berpikir kreatif matematis dan kemandirian belajar siswa yang memperoleh model *Problem-Based Learning* berbantuan *Geogebra*.

Kata Kunci : *Problem-based Learning, Geogebra, Berpikir Kreatif Matematis, Self-Regulated Learning*

ABSTRACT

Ayu Sundani Lestari. (2023). *Improving Mathematical Creative Thinking Ability and Self-Regulated Learning of Junior High School Students through Geogebra-assisted Problem-Based Learning Model.*

This study aims to: (1) To find out whether the increase in mathematical creative thinking ability of students who get Geogebra-assisted Problem-Based Learning is higher than students who get conventional models; (2) To find out whether Self-Regulated Learning of students who get Geogebra-assisted Problem-based Learning model is better than students who get conventional models; (3) To find out whether there is correlation between mathematical creative thinking ability and Self-Regulated Learning who get Geogebra-assisted Problem-Based Learning model. Utilizing a quasi-experimental method by non-equivalent control group design, all VIII grade students at SMP Kartika XIX-1 Bandung in the 2022/2023 school year became the population in this study. Sampling using purposive sampling technique and obtained class VIII B, the experimental class using Problem-based Learning model assisted by Geogebra and class VIII C, the control class using conventional learning model. This study utilize the instruments of mathematical creative thinking ability test and Self-Regulated Learning. Outcomes are: (1) Mathematical creative thinking ability of students who obtained Geogebra-assisted Problem-Based Learning model is higher than students who obtained conventional model; (2) Self-Regulated Learning of students who obtained Geogebra-assisted Problem-Based Learning model is better than students who obtained conventional model; (3) There is correlation between mathematical creative thinking ability and self-regulated learning of students who obtained Geogebra-assisted Problem-Based Learning model.

Keywords: *Problem-based Learning, Geogebra, Mathematical Creative Thinking, Self-Regulated Learning*