# ABSTRAK

**PERBEDAAN KEMAMPUAN BERPIKIR KREATIF DAN**

**KEMAMPUAN PEMECAHAN MASALAH DITINJAU**

**DARI GAYA BELAJAR SISWA**

**SMK NEGERI 1 KISARAN**

**THERESIA IRNAWATY SAMOSIR**

Penelitian ini bertujuan untuk menganalisis perbedaan dan pengaruh gaya belajar visual, auditori dan kinestetik terhadap kemampuan berpikir kreatif dan pemecahan masalah. Berdasarkan hasil perhitungan kelompok gaya belajar visual menunjukkan perbedaan kemampuan berpikir kreatif dengan rerata 73,42 dengan standar deviasi 9,54, auditori reratanya 67,14 dengan standar deviasi 9,43, dan kinestetik reratanya 67,14 dengan standar deviasi 7,11. Berdasarkan nilai rata-rata dari kedua kemampuan yang telah diuji maka kelompok gaya belajar visual yang lebih tinggi dibandingkan kelompok gaya belajar auditori dan kinestetik. Lalu pengujian hipotesis dilakukan dengan uji ANOVA untuk melihat faktor gaya belajar siswa terhadap kemampuan berpikir kreatif. Diperoleh nilai signifikansi sebesar 0,007. Karena nilai sig. 0,007 < $α= $0,05, maka $H\_{0\_{1}}$ ditolak. Untuk faktor gaya belajar siswa dan kemampuan pemecahan masalah, diperoleh nilai signifikansi sebesar 0,000, karena nilai sig. 0,000 < $α= $0,05, maka $H\_{0\_{2}}$ ditolak. Berdasarkan hasil pengujian hipotesis disimpulkan terdapat perbedaan pada gaya belajar terhadap kemampuan berpikir kreatif, dan juga terdapat perbedaan pada gaya belajar siswa terhadap kemampuan pemecahan masalah siswa. Selanjutnya dilakukan pengujian hipotesis untuk melihat pengaruh gaya belajar siswa terhadap kemampuan berpikir kreatif dan kemampuan pemecahan masalah menggunakan uji MANOVA*.* Diperoleh nilai signifikannya 0,000 maka Sig. 0,000 < α = 0,05 sehingga $H\_{a\_{3}}$ diterima dan $H\_{0\_{3}}$ ditolak. Berdasarkan penelitian ini disimpulkan bahwa gaya belajar memiliki pengaruh yang signifikan terhadap kemampuan berpikir kreatif dan kemampuan pemecahan masalah di SMK Negeri 1 Kisaran dengan kontribusi sebesar 16,9 % dan 83,1 % lagi dipengaruhi oleh faktor lain. Penelitian ini merekomendasikan tipe visual dan tipe auditori untuk meningkatkan kemampuan berpikir kreatif siswa dan kemampuan pemecahan masalah.

**Kata kunci**: Kemampuan Berpikir Kreatif, Kemampuan Pemecahan Masalah, Gaya Belajar.

# ABSTRACK

**DIFFERENCES CREATIVE THINKING SKILLS AND**

**PROBLEM-SOLVING ABILITIES IN TERMS OF**

**STUDENT LEARNING STYLES OF STUDENTS**

**SMK NEGERI 1 KISARAN**

**THERESIA IRNAWATY SAMOSIR**

This study aims to analyze the differences and influences of visual, auditory, and kinesthetic learning styles on creative thinking skills and problem solving. Based on the results of the calculation of the visual learning style group, it showed differences in creative thinking ability with an average of 73.42 with a standard deviation of 9.54, an average auditory average of 67.14 with a standard deviation of 9.43, and a kinesthetic average of 67.14 with a standard deviation of 7.11. Based on the average value of the two abilities that have been tested, the visual learning style group is higher than the auditory and kinesthetic learning style groups. Then testing the hypothesis is done with the ANOVA test to see the effects of student learning styles on creative thinking abilities. Obtained a significance value of 0.007. Because the value of sig. 0.007 < $α= $0.05, then $H\_{0\_{1}}$ is rejected. For the factors of student learning styles and problem-solving abilities, a significance value of 0.000 is obtained because the sig. 0.000 < $α= $0.05, so $H\_{0\_{2}}$ is rejected. Based on the results of testing the hypothesis, it was concluded that there were differences in learning styles towards creative thinking abilities, and there were also differences in students' learning styles towards problem-solving abilities. Furthermore, hypothesis testing was carried out to see the effect of student learning styles on creative thinking and problem-solving abilities using the MANOVA test. Obtained a significant value of 0.000, then Sig. 0.000 < $α= $0.05, so $H\_{0\_{3}}$ is accepted and $H\_{0\_{3}}$ is rejected. Based on this study, it was concluded that learning styles have a significant influence on creative thinking skills and problem-solving abilities at SMK Negeri 1 Kisaran, with a contribution of 16.9% and another 83.1% influenced by other factors. This study recommends the visual and auditory types to improve students' creative thinking skills and problem-solving abilities.

**Keywords**: Creative Thinking Ability, Problem Solving Ability, Learning Style.