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Identification of Students' Creative Thinking Ability in Solving Open-Ended Problems on Rigid Object Equilibrium Material Using Digital-Based Assessment

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ABSTRACT

Objective: To identify students' creative thinking ability in solving open-ended problems on rigid object equilibrium material through digital-based assessment at SMA Negeri 1 Badegan. **Method:** A descriptive quantitative method involving 108 eleventh-grade students at SMA Negeri 1 Badegan. Data were collected through observation, documentation, and open-ended problem tests administered digitally using Google Form integrated with a learning management system (LMS). Students' creative thinking ability was analyzed based on four indicators: fluency, flexibility, originality, and elaboration. The data analysis was conducted by calculating the percentage of achievement for each indicator and categorizing students' creative thinking ability levels. **Results:** The results showed that students' creative thinking ability in solving open-ended problems on rigid object equilibrium material was still relatively low. The fluency indicator obtained an average achievement score of 42.98% (poor category), flexibility reached 30.53% (very poor category), originality obtained 20.35% (very poor category), and elaboration reached 25.61% (very poor category). The findings indicate that students experienced difficulties in generating diverse ideas, producing original solutions, and providing detailed explanations when solving open-ended physics problems. The utilization of digital platforms through Google Form and LMS facilitated systematic data collection, efficient response management, and documentation of students' creative thinking performance. **Novelty:** The novelty of this study lies in the identification of students' creative thinking ability in rigid object equilibrium material through digital-based assessment. The integration of digital platforms as a data collection medium provides an efficient approach for analyzing students' responses to open-ended physics problems and contributes to the development of technology-supported physics assessment practices.

INTRODUCTION

Curriculum changes are one of the efforts to organize and improve the quality of education. The demands of independent curriculum learning require a learning process that provides opportunities for students to develop all their potential (Kasneci et al., 2023). The goal is to encourage students to be able to be more active to be able to carry out activities such as observation, questioning, reasoning, and critical thinking (Thornhill-Miller et al., 2023). In recent years, there has been a decline in interest in learning Physics when students are in class. Often researchers find and encounter symptoms of problems when learning Physics takes place (Downing et al., 2020). Students tend to get bored with the monotonous learning process of only listening to the teacher's explanation or watching learning videos. Based on these frequently encountered symptoms, researchers developed an initial diagnosis plan about students' creative thinking abilities (Pink et al., 2022).

The ability to think creatively is the result of interaction between individuals and their environment. A person will be influenced and influenced by the environment in which he is located (Dwivedi et al., 2022). Therefore, changes in individuals and environments