

ABSTRAK

Lisyanti, Dina., 2024. *Pengaruh Model Pembelajaran Creative Problem Solving dan Self Efficacy Terhadap Kemampuan Berpikir Kreatif Peserta Didik pada Materi Redoks* (1) Prof. Drs. Damris M, M.Sc., Ph.D., (II) Prof. Drs. H. Sutrisno, M.Sc., Ph.D.

Kata Kunci: *Creative Problem Solving, Self Efficacy, Berpikir kreatif, Redoks*

Pembelajaran dengan model pembelajaran *creative problem solving* merupakan salah satu cara untuk meningkatkan proses pembelajaran. Namun dalam pemanfaatannya, model pembelajaran *creative problem solving* masih minim digunakan oleh guru pada proses pembelajaran di sekolah. Pembelajaran dengan pendekatan *creative problem solving* berusaha mengaitkan konten mata pelajaran dengan situasi dunia nyata dan memotivasi siswa, menghubungkan pengetahuan yang dimiliki dengan kehidupan sehari-hari siswa serta diperkuat dengan peningkatan kreativitas. Ketika dihadapkan dengan situasi masalah, siswa dapat melakukan keterampilan pemecahan masalah untuk memilih dan mengembangkan tanggapannya. Proses belajar tidak hanya dengan cara menghafal tanpa berpikir, karena keterampilan memecahkan masalah memperluas proses berpikir.

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *creative problem solving* terhadap kemampuan berpikir kreatif peserta didik pada materi redoks. Menganalisis pengaruh *self-efficacy* terhadap kemampuan berpikir kreatif peserta didik pada materi redoks. Menganalisis interaksi antara model pembelajaran *creative problem solving* dan *self-efficacy* terhadap kemampuan berpikir kreatif peserta didik pada materi redoks.

Penelitian ini menggunakan rancangan percobaan factorial design 2×2 dan teknik analisis varian (ANOVA) dua jalur dengan pendekatan *mixed method*. Instrumen pengumpulan data yang digunakan berupa angket *self efficacy* peserta didik dan soal tes essay kemampuan berpikir kreatif peserta didik. Teknik analisis data yang digunakan yaitu analisis data kualitatif (komentar dan saran) dan analisis data kuantitatif (rata-rata skor jawaban dan persentase).

Hasil penelitian menunjukkan bahwa pembelajaran dengan model *creative problem solving* dengan kategori *self efficacy* tinggi memiliki kemampuan berpikir kreatif yang tinggi. Namun tidak terdapat interaksi antara model pembelajaran dan *self efficacy* terhadap kemampuan berpikir kreatif peserta didik pada materi redoks. Dikarenakan kemampuan berpikir kreatif peserta didik hanya dipengaruhi oleh *variable independent* (model pembelajaran).

Berdasarkan hasil penelitian dapat disimpulkan model *Creative Problem Solving* berpengaruh secara signifikan terhadap kemampuan berpikir kreatif peserta didik pada materi redoks ($\text{sig} = 0,001 < 0.05$). *Self efficacy* peserta didik berpengaruh secara signifikan terhadap kemampuan berpikir kreatif peserta didik pada materi redoks ($\text{sig} = 0,001 < 0.05$). Kemudian tidak terdapat interaksi antara model *Creative Problem Solving* dan *self efficacy* terhadap kemampuan berpikir kreatif peserta didik pada materi redoks ($\text{sig} = 0,514 > 0.05$).

ABSTRACT

Lisyanti, Dina., 2024. The Effect of Creative Problem Solving and Self-Efficacy Learning Models on Students' Creative Thinking Ability in Redox Material (1) Prof. Drs. Damris M, M.Sc., Ph.D., (II) Prof. Drs. H. Sutrisno, M.Si., Ph.D.

Keywords: Creative Problem Solving, Self Efficacy, Creative thinking, Redox

Learning with the creative problem solving learning model is one way to improve the learning process. However, in its use, the creative problem solving learning model is still minimally used by teachers in the learning process at school. Learning with a creative problem solving approach tries to link subject content to real world situations and motivate students, connecting the knowledge they have with students' daily lives and strengthening it by increasing creativity. When faced with a problem situation, students can use problem solving skills to select and develop their response. The learning process is not just by memorizing without thinking, because problem-solving skills expand the thinking process.

This research aims to analyze the influence of the creative problem solving learning model on students' creative thinking abilities in redox material. Analyzing the influence of self-efficacy on students' creative thinking abilities in redox material. Analyzing the interaction between creative problem solving learning models and self-efficacy on students' creative thinking abilities in redox material.

This research used a 2 x 2 factorial design experiment and a two-way analysis of variance (ANOVA) technique with a mixed method approach. The data collection instruments used were student self-efficacy questionnaires and essay test questions on students' creative thinking abilities. The data analysis techniques used are qualitative data analysis (comments and suggestions) and quantitative data analysis (average answer scores and percentages).

The research results show that learning using a creative problem solving model with a high self-efficacy category has high creative thinking abilities. However, there is no interaction between the learning model and self-efficacy on students' creative thinking abilities in redox material. Because students' creative thinking abilities are only influenced by the independent variable (learning model).

Based on the research results, it can be concluded that the Creative Problem Solving model has a significant effect on students' creative thinking abilities in redox material ($\text{sig} = 0.001 < 0.05$). Students' self-efficacy has a significant effect on students' creative thinking abilities in redox material ($\text{sig} = 0.001 < 0.05$). Then there was no interaction between the Creative Problem Solving model and self-efficacy on students' creative thinking abilities in redox material ($\text{sig} = 0.514 > 0.05$).