

ABSTRAK

Penelitian ini berfokus mengenai studi kemampuan berpikir kreatif siswa dan proses pengembangan kemampuan berpikir kreatif siswa SMP pada pembelajaran biologi. Kemampuan berpikir kreatif merupakan salah satu kemampuan berpikir yang penting untuk dimiliki setiap orang, terlebih bagi siswa dalam kaitannya dengan proses pembelajaran. Penelitian ini bertujuan untuk menganalisis sejauh mana kemampuan berpikir kreatif siswa SMP dan mengidentifikasi proses-proses yang terlibat dalam pengembangan kemampuan berpikir kreatif siswa, serta mengetahui perbandingan kemampuan berpikir kreatif antara siswa laki-laki dan perempuan. Kemampuan berpikir kreatif siswa terdiri dari empat indikator, yaitu *fluency*, *flexibility*, *originality*, dan *elaboration*. Kemampuan tersebut diukur dengan menggunakan Tes Kemampuan Berpikir Kreatif, berupa soal uraian open-ended, yang Sedangkan proses pengembangannya dilihat melalui observasi terhadap proses pembelajaran yang terjadi di kelas, meliputi strategi dan pendekatan yang diterapkan guru dalam pembelajaran. Hasil penelitian menunjukkan bahwa secara umum kemampuan berpikir kreatif siswa adalah sebesar 59% yang berada pada kategori cukup. *Fluency* memiliki persentase terbesar (71,2%), diikuti oleh kemampuan *elaboration* (59,5%), *originality* (58,5%), dan *flexibility* (46,8%). Sementara itu capaian proses pengembangan berpikir kreatif menunjukkan bahwa secara umum guru telah memfasilitasi pengembangan kemampuan berpikir kreatif siswa dengan baik, *fluency* (85,7%), *flexibility* (85,7%), *originality* (78,5%), *elaboration* (94,5%). Terdapat perbedaan signifikan antara kemampuan *fluency* dan *elaboration* antara siswa laki-laki dan perempuan, sedangkan kemampuan *flexibility* dan *originality* tidak menunjukkan perbedaan. Respon positif ditunjukkan oleh siswa melalui tanggapannya pada kuesioner yang diberikan. Sebagian besar siswa memiliki persepsi yang baik mengenai kemampuan berpikir kreatifnya yang dimilikinya, di mana siswa laki-laki memiliki persepsi yang lebih tinggi dalam hal kemampuan berpikir kreatif yang dimilikinya dibandingkan dengan siswi perempuan.

Kata Kunci: *Kemampuan Berpikir Kreatif, Kreativitas, Proses Pengembangan Kreativitas*

ABSTRACT

This research was mainly focused to study about students' creative thinking ability and the process of creative thinking development of junior high school students. Creative thinking is an important ability for human, especially for students related to their learning process and understanding. The aim of this research was to analyse students' creative thinking ability and the process involved in the development of students' creative thinking, as well as to examine the differences between male and female students, in order to provide a better understanding of both gender in creative thinking ability. Creative thinking is represented by four indicators; fluency, flexibility, originality, and elaboration. In this research students' creative thinking was measured by using a Test of Creative Thinking Ability, which consisted of five open-ended questions, while the process of creative thinking development was observed throughout the classroom teaching-learning activities, as well as the strategies and approaches implied by the teacher. The result showed that the students' creative thinking ability was adequate (59%) in which they scored the highest number in fluency (71,2%), followed by elaboration (59,5%), originality (58,5%), and flexibility (46,8%). Meanwhile, the process of creative thinking development was considered generally adequate in supporting students' creative thinking ability, the score of the whole process in each indicators were: fluency (85,7%), flexibility (85,7%), originality (78,5%), elaboration (94,5%). Quantitative data analysis showed a statistically different results of fluency and elaboration between male and female students, while the result in flexibility and originality showed no-significant difference between both gender. Positive response related to students' perception about their creative thinking ability were obtained using the students' questionnaire as the instrument. Most of the students had a great perception of their creative ability, where male students tend to have higher perspective about their creative ability than female students.

Key Words: *Creative Thinking, Creativity, Process of Creative Development*