

ABSTRAK

La Moma, (2013). Peningkatan Kemampuan Berpikir Kreatif Matematis, *self-efficacy*, dan *Soft skills* Siswa SMP melalui Pembelajaran Generatif.

Kemampuan berpikir kreatif matematis, *self-efficacy* dan *soft skills* merupakan tiga kompetensi penting yang perlu dikuasai oleh siswa. Berpikir kreatif matematis memainkan peranan penting baik dalam hal penyelesaian masalah maupun dalam hal menyampaikan ide-ide dalam proses pembelajaran matematika, selanjutnya *self-efficacy* dan *soft skills* merupakan faktor yang turut menunjang kesuksesan siswa dalam belajar matematika. Pentingnya kemampuan berpikir kreatif matematis (KBKM), *self-efficacy* (SE) dan *soft skills* (SS) siswa, sayangnya tidak seiring dengan peningkatan penguasaan ketiga kemampuan ini oleh siswa. Karena itu, perlu adanya upaya untuk menerapkan suatu model pembelajaran yang diperkirakan dapat memicu peningkatan KBKM, SE, dan SS siswa dalam matematika. Penelitian ini menerapkan model pembelajaran generatif (MPG) sebagai alternatif pembelajaran yang diperkirakan akan memicu peningkatan ketiga kemampuan tersebut. Tujuan penelitian ini untuk mengetahui seberapa besar kontribusi penerapan MPG terhadap peningkatan kemampuan berpikir kreatif matematis siswa, *self-efficacy*, dan *soft skills* baik level sekolah (tinggi, sedang dan rendah), KAM (atas, sedang rendah). Penelitian ini menerapkan desain kuasi eksperimen. Sampel pada penelitian ini terdiri 191 orang siswa kelas VIII pada tiga SMP Negeri di Kota Yogyakarta. Masing-masing mewakili sekolah level tinggi, sedang, dan rendah. Hipotesis penelitian diuji pada taraf signifikansi 5%, analisis data yang digunakan uji-t, ANAVA satu jalur, dan ANAVA dua jalur. Dari hasil analisis data ditemukan bahwa: (1) ada perbedaan pencapaian, peningkatan KBKM, *self-efficacy* matematis, *soft skills* siswa antara kelas eksperimen dan kelas kontrol. (2) Terdapat interaksi antara pembelajaran dan level sekolah terhadap peningkatan kemampuan berpikir kreatif matematis, (3) tidak terdapat interaksi antara pembelajaran dan level sekolah terhadap peningkatan *self-efficacy*, dan *soft skills*. (4) Tidak terdapat interaksi antara KAM dan Pembelajaran terhadap peningkatan kemampuan berpikir kreatif matematis, *self-efficacy*, dan *soft skills*, (5) tidak terdapat korelasi antara kemampuan berpikir kreatif matematis dan *self-efficacy*, (6) tidak terdapat korelasi antara kemampuan berpikir kreatif dan *soft skills*, dan (7) terdapat korelasi antara *self-efficacy* dan *soft skills*.

Kata Kunci: Kemampuan berpikir kreatif matematis, *self-efficacy*, *soft skills*, pembelajaran generatif

Abstract

La Moma (2013). The Enhancement of Junior High School Students Mathematical Creative Thinking Ability, Self-efficacy, and Soft skills through Generative Learning.

Mathematical creative thinking ability, self-efficacy, and soft skills are important competencies that need to be mastered by students. Mathematical creative thinking plays an important role in solving problems and expressing ideas while self-efficacy and soft skills are factors that support students success in learning mathematics. The importance of the students mathematical creative thinking ability, self-efficacy, and soft skills, unfortunately, are not in line with at the students abilities in these competence. Therefore, we have to implemented a learning model that is expected to lead development mathematical creative thinking ability, self-efficacy, and soft skills of the students in mathematics. Generative learning model is applied in this study as an alternative learning is predicted to stimulate development mathematical creative thinking ability, self-efficacy, and soft skills of the students. This study is aimed at determining the contribution of generative learning model of the enhancement of mathematical creative thinking ability, self-efficacy, and soft skills for difference school levels (high, medium, low), PMA (top, middle, and low). This study is quasi-experimental research involving 191 students of eight-grade senior high schools in Yogyakarta involving three levels of school. Research hyphothesis was examined at 5% level of significance, data analyzed using *t-test*, one-way ANOVA, and two-way ANOVA. The results of the study are: (1) there are different achievement, the enhancement of mathematical creative thinking ability, mahemathical self-efficacy, soft skills of student between experiment of class and control class, (2) There are interaction between learning and school level toward the enhancement of mathematical creative thinking ability, (3) there is no interaction between learning and school level toward the enhancement of self-efficacy, and soft skills, (4) There are no interaction between KAM and learning toward the enhancement of mathematical creative thinking ability, self-efficacy, and soft skills. (5) There are no correlation between student mathematical creative thinking ability and self-efficacy, (6) There are no correlation between student mathematical creative thinking ability and soft skills, dan (7) There are correlation between student mathematical self-efficacy and soft skills.

Key Words: Mathematical Creative Thinking Ability, Self-efficacy, Soft skills,
Generative Learning