

PENGARUH KEMAMPUAN PENGAJUAN MASALAH TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN KREATIF PADA SISWA SMA

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ABSTRAK

Tujuan dari penelitian ini mendeskripsikan pengaruh kemampuan pengajuan masalah terhadap kemampuan berpikir kritis dan kreatif pada siswa SMA. Jenis penelitian ini adalah *ex post facto* dengan rancangan penelitian model persamaan *structural equation model (SEM)*. Populasi penelitian ini ialah siswa SMA di Kecamatan Seririt. Sampel sebesar 156 siswa ditentukan dengan *formula Isaac-Michael* dan dipilih menggunakan teknik *propotional random sampling*. Data kemampuan pengajuan masalah dikumpulkan dengan observasi, sementara data kemampuan berpikir kritis dan kemampuan berpikir kreatif dikumpulkan dengan lembar tes uraian. Data dianalisis dengan *structural equation model (SEM)* dan sebelumnya dilaksanakan uji prasyarat yakni uji normalitas univariat, uji normalitas multivariat dan uji linearitas. Hasil penelitian ini menjelaskan bahwasanya kemampuan pengajuan masalah mempunyai pengaruh langsung yang signifikan terhadap kemampuan berpikir kritis siswa sebesar 1,05. Selain itu, kemampuan pengajuan masalah memiliki pengaruh langsung yang tidak signifikan terhadap kemampuan berpikir kreatif siswa sebesar -0,07 tetapi memiliki pengaruh tidak langsung yang signifikan melalui kemampuan berpikir kritis sebesar 1,01. Maka dapat ditarik simpulan bahwasanya terdapat pengaruh kemampuan pengajuan masalah terhadap kemampuan berpikir kritis dan kreatif pada siswa. Sehingga dengan adanya pengaruh kemampuan pengajuan masalah terhadap kemampuan berpikir kritis dan kreatif diharapkan proses pembelajaran di kelas lebih memperhatikan kembali kemampuan pengajuan masalah yang dimiliki oleh siswa.

Kata-kata kunci: kemampuan pengajuan masalah, kemampuan berpikir kritis, kemampuan berpikir kreatif.

THE EFFECT OF PROBLEM ASSESSMENT ABILITY ON CRITICAL AND CREATIVE THINKING ABILITY IN HIGH SCHOOL STUDENTS

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ABSTRACT

This research was conducted to describe the effect of problem-posing abilities on critical and creative thinking skills among high school students. This type of research is ex post facto with a structural equation model (SEM) research design. The population of this research involved high school students in Seririt District. There were a total number of 156 students determined using the Isaac-Michael formula and selected using a proportional random sampling technique. The data on the ability to propose problems were collected through observation, while data on the ability to think critically and creatively were collected by means of a description test sheet. The data were analyzed using a structural equation model (SEM) and previously carried out prerequisite tests, namely the univariate normality test, multivariate normality test, and linearity test. The results of this study explain that the ability to pose problems has a significant direct effect on students' critical thinking skills by 1.05. In addition, the ability to pose problems has an insignificant direct effect on students' creative thinking skills of -0.07 but has a significant indirect effect through critical thinking skills of 1.01. Overall, it can be concluded that there is an effect of problem-posing ability on students' critical and creative thinking skills. Therefore, with the influence of problem-posing ability on critical and creative thinking skills, it is hoped that the learning process in the classroom will pay more attention to the problem-posing abilities of students.

Keywords: *Problem-posing Ability, Critical Thinking Ability, Creative Thinking Skills.*