

ABSTRAK

Achmad Maulana Muzhaqi. (2023). **Peningkatan Kemampuan Berpikir Kritis Matematis dan *Self-efficacy* Siswa SMA Melalui Model Pembelajaran *Creative Problem Solving* (CPS).**

Kemampuan berpikir kritis matematis dalam pembelajaran matematika sangat diperlukan oleh siswa untuk memahami dan membantu menyelesaikan suatu permasalahan dalam matematika. Namun kemampuan berpikir kritis matematis ternyata masih tergolong rendah. Kemampuan berpikir kritis matematis siswa dapat dipengaruhi oleh sikap *self-efficacy*. Salah satu alternatif pembelajaran yang dapat digunakan dalam melatih kemampuan berpikir kritis matematis tersebut adalah melalui model *Creative Problem Solving*. Penelitian ini bertujuan untuk : (1) Mengetahui apakah peningkatan kemampuan berpikir kritis matematis siswa pada model pembelajaran *Creative Problem Solving* (CPS) lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (2) Mengetahui apakah *self-efficacy* siswa pada model pembelajaran *Creative Problem Solving* (CPS) lebih baik daripada siswa yang memperoleh model pembelajaran konvensional; (3) Mengetahui adanya korelasi antara kemampuan berpikir kritis matematis dan *self-efficacy* siswa yang memperoleh model pembelajaran *Creative Problem Solving* (CPS); (4) Mengetahui efektivitas model pembelajaran *Creative Problem Solving* (CPS) terhadap kemampuan berpikir kritis matematis dan *self-efficacy* siswa. Metode yang digunakan dalam penelitian ini adalah eksperimen semu (*quasi experiment*) dengan desain penelitian *non-equivalent control group design*, subjek dari penelitian ini adalah siswa kelas XI SMA PGII 2 Bandung. Teknik pengambilan sampel menggunakan *purposive sampling*, dengan menggunakan dua kelas yakni kelas eksperimen dan kelas kontrol. Berdasarkan hasil penelitian, terdapat temuan-temuan sebagai berikut: (1) Peningkatan kemampuan berpikir kritis matematis siswa yang memperoleh model pembelajaran *Creative Problem Solving* (CPS) lebih tinggi daripada siswa yang memperoleh model pembelajaran konvensional; (2) *Self-efficacy* siswa yang memperoleh model pembelajaran *Creative Problem Solving* (CPS) lebih baik daripada siswa yang memperoleh pembelajaran konvensional; (3) Terdapat korelasi positif antara kemampuan berpikir kritis matematis dan *self-efficacy* siswa yang memperoleh model pembelajaran *Creative Problem Solving* (CPS); (4) Model pembelajaran *Creative Problem Solving* (CPS) terbukti efektif dalam meningkatkan kemampuan berpikir kritis matematis dan *self-efficacy* siswa

Kata Kunci: Kemampuan Berpikir Kritis Matematis, *Self-efficacy*, Model *Creative Problem Solving* (CPS)

ABSTRACT

Achmad Maulana Muzhaqi. (2023). *Improving Mathematical Critical Thinking and Self-Efficacy of High School Students Through Creative Problem Solving (CPS) Learning Model.*

The ability to think mathematically critically in learning mathematics is essential for students to understand and help solve a problem in math. But the ability to think critically is still very low. The ability of students to think mathematically critically can be influenced by an attitude of self-efficacy. One of the learning alternatives that can be used in training such mathematical critical thinking skills is through the Creative Problem Solving model. This study aims to: (1) Know whether the improvement in students' critical thinking skills on the Creative Problem Solving (CPS) learning model is higher than the students who obtain conventional learning; (2) Know whether students' self-efficacy on the creative problem solving learning model (CPS) is better than students who acquire conventional Learning model; (3) Know the correlation between students' ability to think critically and self-efficacy of students who gain the Creative Problems Solving Learning Model; (4) Know the effectiveness of students' learning models of Creative Problem Resolution (CPs) on the ability to critically think mathematically and their self-efficacy. The method used in this research is semu experiment (quasi experiment) with non-equivalent control group design, the subject of this study is a student of XI grade PGII 2 Bandung. Sampling techniques use purposive sampling, using two classes: experimental class and control class. Based on the results of the study, there are the following findings: (1) Improved mathematical critical thinking ability of students who obtained the Creative Problem Solving (CPS) learning model is higher than students who acquired the conventional learning model; (2) Self-efficacy of students obtaining the creative problem solving learning model (CPs) is better than students obtaining conventional study; (3) There is a positive correlation between the ability to think critically mathematically and the self-effectiveness of students acquiring the Creative Problems Solving(CPS); (4) The Creative Problem Resolving Learning Model (CPS) has proven to be effective in improving the ability of the students to think critically and self-efficiency.

Keywords: *Critical Thinking Mathematics, Self-efficacy, Creative Problem Solving,*

ABSTRAK

Achmad Maulana Muzhaqi. (2023). *Ngaronjatkeun Kamampuh Mikir Kritis Matematika jeung Self-efficacy Siswa SMA Ngaliwatan Modél Pangajaran Creative Problem Solving (CPS)*.

Kamampuh mikir kritis matematik dina diajar matematika diperlukeun ku siswa pikeun maham jeung mantuan ngaréngsékeun hiji masalah dina matematika. Sanajan kitu, kamampuh mikir kritis matematis masih kawilang handap. Kamampuh mikir kritis matematik siswa bisa dipangaruhan ku sikep self-efficacy. Salasahiji alternatif pangajaran anu bisa digunakeun pikeun ngalatih kaparigelan mikir kritis matematika nyaéta ngaliwatan modél Creative Problem Solving. Ieu panalungtikan miboga tujuan pikeun: (1) mikanyaho naha ngaronjatna kamampuh mikir kritis matematik siswa dina modél pangajaran Creative Problem Solving (CPS) leuwih luhur batan siswa anu narima pangajaran konvensional; (2) Mikanyaho naha kamampuh mandiri siswa dina modél pangajaran Creative Problem Solving (CPS) leuwih hadé batan siswa anu narima modél pangajaran konvensional; (3) Mikanyaho aya korélasi antara kaparigelan mikir kritis matematik jeung kamampuh diri siswa anu meunang modél pangajaran Creative Problem Solving (CPS); (4) Mikanyaho éféktivitas modél pangajaran Creative Problem Solving (CPS) kana kamampuh mikir kritis matematik jeung kamampuh mandiri siswa. Méthode anu digunakeun dina ieu panalungtikan nya éta méthode kuasi ékspérimén kalawan desain non-equivalent control group design. Subjek dina ieu panalungtikan nya éta siswa kelas XI SMA PGII 2 Bandung. Téhnik sampling ngagunakeun purposive sampling, ngagunakeun dua kelas nya éta kelas ékspérimén jeung kelas kontrol. Dumasar kana hasil panalungtikan, aya kacindekan ieu di handap: (1) Ningkatna kamampuh mikir kritis matematik siswa anu narima modél pangajaran Creative Problem Solving (CPS) leuwih luhur batan siswa anu narima modél pangajaran konvensional; (2) Kamampuh diri siswa anu narima modél pangajaran Creative Problem Solving (CPS) leuwih alus batan siswa anu narima pangajaran konvensional; (3) Aya korélasi anu positif antara kamampuh mikir kritis matematis jeung kamampuh diri siswa anu narima modél pangajaran Creative Problem Solving (CPS); (4) Modél pangajaran Creative Problem Solving (CPS) geus kabuktian éféktif dina ngaronjatkeun kamampuh mikir kritis matematik jeung kamampuh diri siswa.

Kecap Kunci: Kamampuh Mikir Kritis Matematik, Self-efficacy, Modél pangajaran Creative Problem Solving