



Analisis Kemampuan Berpikir Kreatif Guilford Berdasarkan Gaya Berpikir Siswa

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ABSTRAK

Penelitian ini dilatar belakangi oleh fakta bahwa siswa cenderung kesulitan dalam memberikan beragam jawaban dan cara dalam menyelesaikan permasalahan Matematika. Kemampuan tersebut merupakan bagian dari kemampuan berpikir kreatif yang dipengaruhi gaya berpikir siswa. Oleh karena itu, peneliti melakukan penelitian ini untuk menganalisis kemampuan berpikir kreatif Guilford berdasarkan gaya berpikir siswa. Subjek penelitian berjumlah 8 siswa kelas XI MIPA 2 di SMA Negeri Kendal dengan rincian 2 siswa pada masing-masing gaya berpikir. Instrumen yang digunakan yaitu angket, tes, dan pedoman wawancara. Hasil penelitian menunjukkan bahwa siswa dengan gaya berpikir sekuensial konkret masuk dalam kategori berpikir kreatif tingkat 3 yaitu kreatif. Hal itu karena mereka memenuhi 3 dari 4 indikator kemampuan berpikir kreatif Guilford. Siswa dengan gaya berpikir sekuensial abstrak, acak konkret, dan acak abstrak masuk dalam kategori berpikir kreatif tingkat 2 yaitu cukup kreatif. Hal itu karena mereka mampu memenuhi 2 dari 4 indikator kemampuan berpikir kreatif Guilford.

Kata Kunci: gaya berpikir, kemampuan berpikir kreatif Guilford, hasil belajar.

Abstract

This research is motivated by the fact that students tend to have difficulty in providing various answers and ways of solving mathematics problems. This ability is part of creative thinking abilities which are influenced by students' thinking styles. Therefore, the researcher conducted this study to analyze Guilford's creative thinking abilities based on students' thinking styles. The subjects in this study were 8 students of class XI MIPA 2 at Kendal State High School consisting of 2 students in each thinking style. The instruments used were questionnaires, tests, and interview guidelines. The results showed that students with a concrete sequential thinking style were included in the third level of creative thinking category, namely creative. That's because they meet 3 out of 4 indicators of Guilford's creative thinking ability. Students with abstract sequential, random concrete, and random abstract thinking styles fall into the category of level 2 creative thinking, which is quite creative. This is because they are able to fulfill 2 of the 4 indicators of Guilford's creative thinking ability.

Keywords: Thinking style, Guilford's creative thinking ability, learning outcomes.