

Hubungan antara dimensi metakognisi dan dimensi creative self efficacy pada Guru Sekolah Dasar SD = relationship between dimension of metacognition and dimension of creative self efficacy among Elementary Teacher

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Abstrak

[Penelitian ini dilakukan untuk melihat hubungan antara dimensi metakognisi dan dimensi creative self-efficacy (CSE) pada guru sekolah dasar (SD). Metakognisi didefinisikan sebagai kesadaran individu terhadap proses kognitif dan afektif yang terjadi pada dirinya, serta kemampuan individu dalam meregulasi setiap proses tersebut untuk mencapai sebuah tujuan tertentu (Flavell, 1979). CSE merupakan keyakinan terhadap keadaan individu mengenai kemampuan dirinya untuk melakukan tugas spesifik, yang membutuhkan produksi solusi-solusi baru, orisinal, dan sesuai (Abbott, 2010). Penelitian ini memiliki hipotesis bahwa metakognisi memiliki korelasi yang signifikan terhadap CSE. Oleh karena itu, peneliti melakukan penelitian terhadap 93 guru sekolah dasar (SD). Alat ukur metakognisi yang digunakan adalah Metacognitive Awareness Inventory for Teacher (MAIT) (Balcikanli, 2011), sedangkan alat ukur CSE yang adalah Revised Model Creative Thinking Self-Efficacy (CTSE) II & Creative Performance Self-Efficacy (CPSE) II Inventories (Abbott, 2010). Melalui teknik statistik Pearson Correlation, ditemukan hubungan yang positif dan signifikan antara masing-masing dimensi dari metakognisi, yaitu metacognitive knowledge dan metacognitive regulation dengan dimensi dari CSE, yaitu CTSE dan CPSE. Berdasarkan hasil temuan tersebut, peneliti menyarankan kepada para guru untuk memerhatikan kemampuan metakognisi yang terjadi saat mengajar di dalam kelas, juga bagi pihak sekolah untuk memberikan pelatihan kepada para guru mengenai strategi pembelajaran tertentu guna meningkatkan keyakinan diri dalam mengekspresikan kreativitas di kelas., This research was conducted to find the relationship between dimension metacognition and dimension creative self-efficacy (CSE) among elementary teacher. Metacognition is defined as awareness of one's knowledge, concerning one's own cognitive processes and affective states, and the ability to consciously deliberately monitor and regulates on which they bear, usually in the service of some concrete goals or objectives (Flavell, 1979). Meanwhile, CSE is an individual's state-like belief in his or her own ability to perform the specific tasks required to produce novel, original, and appropriate solutions (Abbott, 2010). This study hypothesized that metacognition correlates significantly with CSE. There are 103 elementary teacher participated in this study. Metacognition is measured with Metacognitive Awareness Inventory for Teacher (MAIT) (Balcikanli, 2011), and CSE is measured with Revised Model Creative Thinking Self-Efficacy (CTSE) II & Creative

Performance Self-Efficacy (CPSE) II Inventories (Abbott, 2010). The Pearson Correlation indicates that each dimension of metacognition, consist of metacognitive knowledge and metacognitive regulation is correlates positively and significantly with each dimension of CSE: CTSE and CPSE. Therefore, it is suggested that elementary teachers should know more about their own metacognition, specifically while they're teaching in a class. In the other side, The Elementary school ought to held an intervention such a training to improve teachers skill of metacognition.]