

Hubungan antara teacher attributional feedback dan creative self efficacy pada pelajar SMP = relationship between teacher attributional feedback and creative self efficacy on Junior High School Students

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Abstrak

[Penelitian korelasional ini dilakukan untuk mendapatkan gambaran mengenai hubungan antara attributional feedback yang diberikan guru dan creative self efficacy pada pelajar sekolah menengah pertama. Attributional feedback didefinisikan sebagai umpan balik yang menghubungkan kesuksesan atau kegagalan dengan satu atau lebih penyebab (Schunk, 1987), sedangkan creative self-efficacy didefinisikan sebagai keyakinan yang bersifat sementara pada individu mengenai kemampuannya untuk melakukan tugas spesifik yang membutuhkan produksi solusi-solusi baru, orisinal, dan sesuai (Abbott, 2010). Pengukuran teacher attributional feedback dilakukan dengan alat ukur Teacher Feedback Scale (Burnett, 2002) dan pengukuran creative self-efficacy dilakukan dengan alat ukur Revised Model CTSE & CPSE II (Abbott, 2010). Data didapat dari 154 orang partisipan pelajar sekolah menengah pertama di Jakarta. Hasil penelitian menunjukkan terdapat hubungan positif signifikan antara teacher effort feedback ($r = 0,549$) maupun teacher ability feedback ($r = 0,542$) dan creative thinking self-efficacy serta antara teacher effort feedback ($r = 0,495$) maupun teacher ability feedback ($r = 0,489$) dan creative performance self-efficacy, seluruhnya pada L.o.S. 0,01. Berdasar pada hasil penelitian, peneliti menyarankan pihak guru dan sekolah untuk berupaya memberikan attributional feedback yang tepat dan sesuai kepada pelajar sekolah menengah pertama dalam rangka mengembangkan creative self-efficacy pelajar untuk menghasilkan lulusan yang kreatif., This correlational research was conducted to find the correlation between teacher attributional feedback and creative self-efficacy on junior high school students. Attributional feedback is defined as feedback which links students' successes and failures with one or more causes (Schunk, 1987). Creative self-efficacy is defined as individual's state-like belief in his or her own ability to perform specific tasks required to produce novel, original, or appropriate solutions (Abbott, 2010). Teacher attributional feedback was measured using Teacher Feedback Scale (Burnett, 2002) and creative self-efficacy was measured using Revised Model CTSE & CPSE II (Abbott, 2010). Data was collected from 154 junior high school students in Jakarta. The main result shows that there are significant positive correlations between teacher effort attributional feedback and creative thinking self-efficacy ($r = 0,549$), between teacher ability attributional feedback and creative thinking self-efficacy ($r = 0,542$), between teacher effort attributional feedback and creative performance self-efficacy ($r = 0,495$), and also between

teacher ability attributional feedback and creative performance self-efficacy ($r = 0,489$) at L.o.S 0,01. Based on this result, it is suggested for teachers and schools to provide proper attributional feedbacks for the students in order to improve students' creative self-efficacy and students' creativity as well.]