



## The Effect of Study Habits and Creative Thinking Disposition on Mathematical Creative Thinking Skills

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### abstract

This study aims to determine the effect of study habits and creative thinking disposition on mathematical creative thinking skill. The research method uses quantitative method. The population in this study is all of the seventh-grade students at Darul Ulum Gombong Junior High School in the odd semester of the 2022/2023 academic year totaling 57 students. The data collection technique used in this research are the test of mathematical creative thinking skill, study habits questionnaire and creative thinking disposition questionnaire. Data analysis techniques with analysis multiple regression. The results of this research are that there is a positive and significant effect between study habits and creative thinking dispositions on mathematical creative thinking skills

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### Keywords:

Mathematical Creative Thinking Skill; Study Habits; Creative Thinking Disposition



Open Access

## INTRODUCTION

Mathematics is one of the subjects to be studied at all levels, from primary to university. Mathematics is not only used in education. It is also used in everyday activities such as buying and selling in the market, calculating income and profit, calculating a person's age, measuring the area and volume of a building, and others. This shows the importance of mathematics in everyday life.

As one of the subjects in secondary school, mathematics has learning objectives. NCTM (The National Council of Teachers of Mathematics) states that there are five competencies or goals for learning math, including mathematical communication, mathematical reasoning, mathematical connection, mathematical problem solving, and being able to have a positive attitude towards mathematics. One of the focuses that needs to be developed when solving a mathematical problem is the ability to think creatively. In line with Permendikbud No. 19 of 2007, it is stated that the learning of mathematics will be active and creative if questions are given that are able to encourage the students to look for other alternative answers. Therefore, creative thinking in mathematics is one of the important mathematical skills that every student must have.

In our daily activities, we are required to solve problems by developing creative thinking skills. This enables us to generate ideas and possible solutions. Endyah (2012) states that creative thinking is everyone's ability to create something new in the form of alternative answers, ideas or products different from what already exists. Hilmi and Usdiyana (2020) found that the ability to think creatively can help students to be more effective in the face of problems. Students with high mathematical ability will be able to solve mathematical problems using creative thinking, and students with low mathematical ability will find it difficult to solve mathematical problems using creative thinking.

Low creative thinking skills of students were found at Darul Ulum Gombong Junior High School. After interviewing Ahmad Zaeni, a maths teacher in Darul Ulum Gombong Junior High School, it has been found that students' creative thinking skills are still poor. Many of the students find it difficult to solve non-routine mathematical problems, the students are used to solving mathematical problems in only one way, and the students are also afraid to try to work on a problem in case the answer they get is wrong. This is due to students' lack of awareness of material, poor study habits and low confidence in solving mathematical problems.

Students' low creative thinking skills may be caused by internal and external factors (Richardo, Mardiyana, & Sari, 2014). One factor that has an impact on students' creative thinking skills is students' study habits. According to Sudjana (2005), students' success in participating in learning is highly dependent on study habits that is done regularly and continually. Student's have their own way of organizing what they see, remember and think, so each student has a different approaching in learning mathematics (Aringga, Shodiqin, & Albab, 2019). Students with good study habits will get good results in learning, while students with bad study habits will also get bad results (Descargar & Cardona, 2021). According to Ünal (2021), students who have regular study habits will help students to increase their motivation in learning, to use their time for learning, to have a positive attitude towards learning and to achieve success in learning. Khairunnisa, Ariyanto and Endahwuri (2021) also found that students who have a high motivation to learn mathematics will fulfil four indicators of creative mathematical thinking, namely fluency, flexibility, originality and elaboration. Only three indicators of creative thinking, namely fluency, flexibility and elaboration, are fulfilled by students who have moderate motivation to learn. Meanwhile, students with low learning motivation fulfil only one indicator of creative thinking skills, namely fluency.

According to Sumarmo (in Fitriana, 2023), creative thinking is not just about cognition. Creative thinking also includes an affective aspect, which is the creative thinking disposition. Adiastry, et al. (2021) stated that the creative thinking skills of students can be improved by having a mathematical creative thinking disposition because having a high mathematical creative thinking disposition will make students flexible, fluent and thorough in solving mathematical problems. Students with low mathematical disposition do not meet the four indicators of creative thinking. This is due to students' lack of concept understanding and confidence (Mauludin & Subekti, 2023).

Some of the previous research findings that support this research are Zulfa Inayah Widyastuti's (2023) research findings that there is a positive and significant relationship between self-regulated learning and mathematical disposition on junior high school students' mathematical creative thinking skills of 39%. In line with Izzati (2017) showed that there is effect between connection skills and mathematics disposition on learning outcomes of 82,31%. Research by Mahinay, et al. (2022) showed that there is a significant relationship between mathematical thinking skills and study habits. Research by Nasution, et al, (2021) also concluded that there is a significant correlation between creative thinking skills and creative thinking disposition.

Considering the background that has been described above, the author is interested in conducting a research entitled "The Effect of Study Habits and Creative Thinking Disposition on Mathematical Creative Thinking Skills".

## **LITERATURE REVIEW**

### **Study Habits**

A habit is a series of activities that you do automatically and repeatedly for the same purpose. Hutabarat (in Aunurrahman, 2016) states that habits are a person's behaviour that is repeated automatically without thinking. Furthermore, Burghardt (in Syah, 2010) argues that habits are the result of the process of reducing response tendencies through the use of repeated stimulation. Habits are formed through repetition and training that is carried out on a consistent basis so that they become permanent and automatic.

Study habits can be interpreted as a person's behaviour that is carried out automatically in order to support the learning process. Moreover, Aunurrahman (2016) stated that study habits are each person's learning behaviour that has been ingrained for a relatively long time, giving characteristics to their learning activities. Djaali (2008) states that study habits are ways or techniques that remain with each student during the learning process, such as when reading books, when doing the tasks given by the teacher, when receiving lessons, and when managing the time to complete an activity. To make students comfortable with learning, this can be done by giving instructions, providing special experiences, providing examples, or providing rewards or punishments.

Learning habits that are carried out regularly and continuously are very important for students' success in participating in learning. Students are not born with learning habits, but these are formed by repeatedly performing learning activities. Students will learn about time management, how to study and how to avoid things that might interfere with learning. If this activity is carried out continuously, it becomes a permanent study habit (Sudjana 2005:173).

From the above it can be concluded that a study habit is a learning behaviour that is repeated and developed over a relatively long period of time so that it becomes a habit of learning without disruption.

According to Nana Sudjana (in Khotimah & Susanti, 2021), study habits refer to indicators that include: 1) how to follow classes; 2) how to study at home; 3) how to study in groups; 4) how to study textbooks; and 5) how to face examinations. There are five indicators of

study habits that can affect students' learning, according to Slameto (2010), including 1) plan and follow a schedule, 2) read and take notes, 3) review, 4) concentrate, and 5) complete assignments. Based on the above, the study habit indicators used in this research are a combination of habit indicators proposed by Slameto and Sudjana. The study habit indicators used in this research include: 1) Making a schedule and following it; 2) Reading and taking notes from textbooks; 3) Repeating material; 4) Concentrating; 5) Doing assignments; 6) How to attend classes; 7) How to study independently; 8) How to study in groups; and 9) How to face exams..

### **Creative Thinking Disposition**

According to Sumarmo (in Nasution, et al., 2021) creative thinking disposition is a desire, passion, spirit, and powerful dedication when doing something creative in mathematics in positive ways. In line with Sumarmo, the disposition to think creatively according to Herlina (2013) is the tendency to think and act creatively in mathematics. In this research, the disposition to think creatively in mathematics focuses on students' attitudes in solving mathematical problems. Based on the explanation, the disposition to think creatively in this research is a person's tendency, skills and sensitivity to act and think creatively in solving mathematical problems.

According to Sumarmo (2012), several indicators of creative thinking dispositions that exist in students include: 1) Demonstrate an open and tolerant attitude towards differences of opinion; 2) Flexible in thinking and responding; 3) Freely express your opinions and feelings; 4) Appreciate fantasy, and initiative; 5) Have your own opinion and not easily influenced by other people; 6) Have good emotional stability; 7) Confident and independent; 8) Show curiosity and broad interests; 9) Interested in abstract, complex things; 10) Dare to take risks, have responsibility and commitment to tasks; 11) Persevere, don't get bored easily, and don't run out of ideas; 12) Sensitive to environmental situations; and 13) More oriented to the present and future than to the past. Lucas, Claxton and Spencer (2013) stated that there are five indicators of creative thinking dispositions, including inquisitive, persistent, imaginative, collaborative, and disciplined. Sumarmo (in Fitriana, 2023) states that the disposition to think creatively is the affective aspect (attitude) of creative thinking. Indicators of creative thinking in the affective aspect according to Williams (in Febrima, 2019) are independent, curiosity, openness to new experiences, self-confidence, and the courage to take risks. In this research, the disposition to think creatively was measured using a questionnaire by describing indicators of creative thinking in the affective aspect. The indicators of creative thinking disposition in this research include the following: 1) Independent; 2) Curiosity; 3) Openness to new experiences; 4) Confident; and 5) Dare to take risks.

### **Mathematical Creative Thinking Skills**

According to Endyah (2012), creative thinking is the ability to create something new in terms of alternative answers, ideas or products different from those that already exist. Creative thinking in mathematics is the ability of an individual to think based on available information and data, resulting in many possible answers to solve problems from different points of view for each individual (Florentina & Leonard, 2017). Munandar (1999) explains that creative thinking is the ability to produce something new. Based on the opinions, the ability to think creatively in mathematics is the ability of each individual to produce or create new ideas, unique and diverse insights in the solution of mathematical problems based on the known information and data.

Guilford (in Munandar, 1999) states that there are four creative thinking skills, namely 1) Fluency; 2) Flexibility; 3) Originality; and 4) Elaboration. Guilford (1999) identifies four creative thinking skills: 1) fluent, 2) flexible, 3) original and 4) elaborative. According to Silver (1997), there are three main components to assessing individual creativity based on

Torrance's Torrance of Creativity (TTCT), including fluent, flexible and novelty. In this study, researchers used indicators of creative thinking skills from Williams (in Munandar, 1999) has several indicators, including 1) fluency, students can solve mathematics problems with a variety of correct answers; 2) flexible, students can solve problems using the correct method or other means; 3) originality, students can make other answers according to their own views; and 4) elaboration, students are able to solve problems in detail by correctly considering the necessary details.

## METHODS

### Population and Sample

The population in this study is all the 7th grade students at Darul Ulum Gombong Junior High School in the even semester of the academic year 2022/2023. The technique of sampling in this study is the use of non-probability sampling with total sampling. so all of the seventh grade students at Darul Ulum Gombong Junior High School with a total of 57 students is the sample of this research.

### Research Design

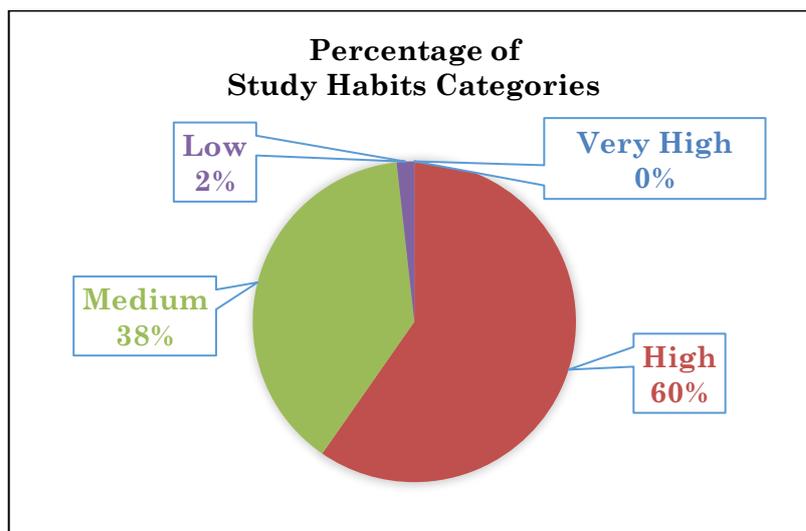
This study uses a quantitative approach based on regression and correlation analysis, and finds a positive and significant influence of study habits (SH) and creative thinking disposition (CTD) on mathematical creative thinking skills (MCTS). The processed data are in the form of numerical values that can be calculated and uses the IBM Statistics SPSS version 26 programme.

To collect the data in this research, study habits questionnaire, creative thinking disposition questionnaire and mathematical creative thinking skills test instrument used. There were 30 statement items in the study habits questionnaire. The questionnaire on the creative thinking disposition is made up of 25 statement items. Students complete the questionnaire by clicking on the appropriate statement item (✓). Meanwhile, there are 4 questions about quadrilaterals and triangles in the creative thinking test in mathematics.

## RESULT AND DISCUSSION

### Study Habits

The study habits variable categories are presented in the form of a pie chart as follows:

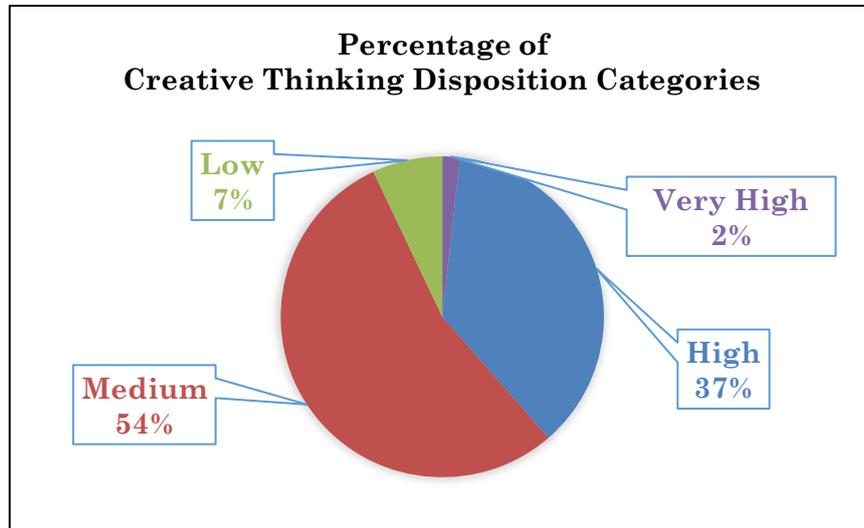


**Figure 1**  
Percentage of Study Habits Categories

Based on Figure 1, students' level of study habits shows that 60 % of students had high, 38 % medium and 2% low study habits. From this, it can be concluded that the study habits of the students of Class VII of Darul Ulum Gombong Junior High School are in the high category with a percentage of 60%.

### Creative Thinking Disposition

The creative thinking disposition variable categories are presented in the form of a pie chart as follows:

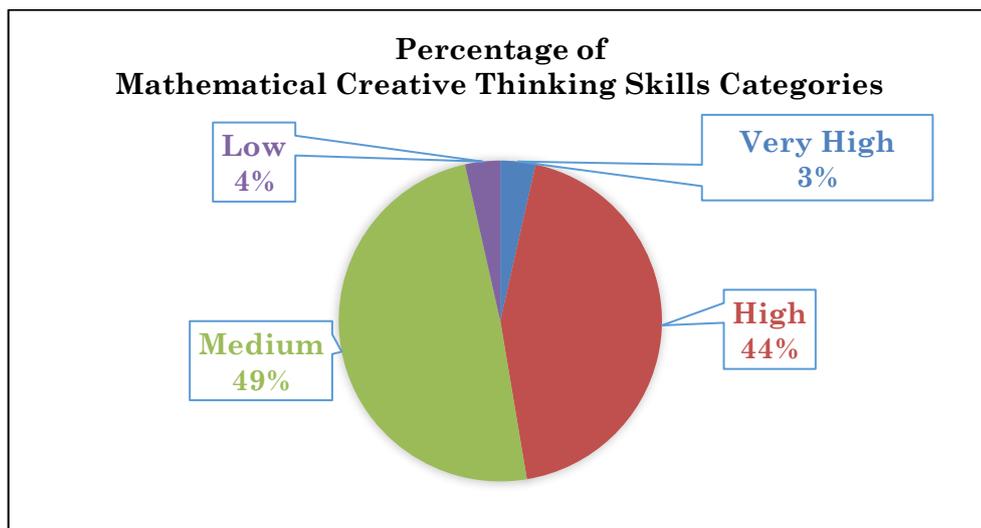


**Figure 2**  
Percentage of Creative Thinking Disposition Categories

Based on Figure 2, the level of creative thinking disposition of the students showed that 2% was very high, 37% was high, 54% was medium and 7% was low. It can be concluded that the creative thinking disposition of Class VII students at Darul Ulum Gombong Junior High School is in the medium category with a percentage of 54%.

### Mathematical Creative Thinking Skills

The categories of creative thinking skills variables are presented in the form of a pie chart as follows:



**Figure 3**  
Percentage of Mathematical Creative Thinking Skills Categories

Based on Figure 3, students' mathematical creative thinking skills showed that 3% was very high, 44% was high, 49% was medium and 4% was low. It can be concluded that the mathematical creative thinking skills of Class VII students at Darul Ulum Gombong Junior High School are in the medium category with a percentage of 49%.

**Data Analyze**

The data obtained in this research was a questionnaire on study habits, a questionnaire on creative thinking dispositions and a test of students' mathematical creative thinking skills.

Preliminary tests of normality, multicollinearity and homoscedasticity are performed before testing the hypothesis. The results of the residual normality test using Kolmogorov-Smirnov test analysis obtained a significance value of 0,189. Since the significance value is greater than 0,05. This indicates that the residuals are normally distributed. The results of the multicollinearity test obtained a TOL value of 0.664 and a VIF value of 1,506. This means that the TOL value is more than 0,10 and the VIF value is less than 10, so there is no multicollinearity in the regression model. The results of homoscedasticity test using Glejser test shows significance value for study habits variable is 0,935 and significance value for creative thinking disposition variable is 0,318. Since the value of significance is greater than 0,05. It means that there is homoscedasticity in the regression model.

After the preliminary tests are performed, the next step is to test the hypotheses using multiple linear regression analysis. Multiple linear regression is used to determine the effect of independent variables ( $X_1$  and  $X_2$ ) on dependent variable ( $Y$ ). The results of the multiple linear regression analysis are shown in Table 1.

Table 1  
Multiple Linear Regression Equation

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	-31.736	13.278		-2.390	.020
SH	.373	.183	.260	2.035	.047
CTD	.839	.233	.460	3.607	.001

a. Dependent Variable: MCTS

From Table 1 we can see that  $b_0 = -31,736$ ;  $b_1 = 0,373$ ; and  $b_2 = 0,839$ . So, the multiple linier regression equation is  $\hat{Y} = -31,736 + 0,373X_1 + 0,839X_2$ . The next step is to test the significance of multiple linear regression after obtaining the multiple linear regression equation. The result of the multiple linier regression significance tests is presented in Table 2.

Table 2  
Significance Test of Multiple Linier Regression

Model	ANOVA <sup>a</sup>				
	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5986.216	2	2993.108	19.330	.000 <sup>b</sup>
Residual	8361.293	54	154.839		
Total	14347.509	56			

a. Dependent Variable: MCTS  
b. Predictors: (Constant), SH, CTD

Table 2 shows that the significant value of 0,000 is less than 0,05. This means that there is a significant effect between study habits ( $X_1$ ) and creative thinking disposition ( $X_2$ ) on

mathematical creative thinking skill (Y). The results of the multiple linear correlation analysis are presented in Table 3.

Table 3  
Multiple Linier Correlation

Model Summary <sup>b</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	
						F	df1	df2		
1	.646 <sup>a</sup>	.417	.396	12.443	.417	19.330	2	54	.000	

a. Predictors: (Constant), SH, CTD  
b. Dependent Variable: MCTS

Table 3 shows that the value of the multiple correlation coefficient between study habits and creative thinking dispositions on mathematical creative thinking skills is 0,646. A positive correlation coefficient means that students who have a high level of study habits and a high level of creative thinking disposition will also have a high level of creative thinking skills in mathematics. On the other hand, if the students' study habits and creative thinking dispositions are low, their mathematical creative thinking skills will also be low. Furthermore, the significance is 0,000 less than 0,05. This indicates a positive relationship between study habits (X<sub>1</sub>) and creative thinking disposition (X<sub>2</sub>) and creative mathematics skills (Y).

Determine the magnitude of effect between study habits and creative thinking dispositions with mathematical creative thinking skills using coefficient of determination. Table 3 also shows the results of the coefficient of determination (R Square). The coefficient of determination between study habits and creative thinking disposition on mathematical creative thinking skills is 0,417. This indicates that study habits and creative thinking dispositions influence 41,7% of mathematical creative thinking skills. This means that study habits (X<sub>1</sub>) and creative thinking disposition (X<sub>2</sub>) effect mathematical creative thinking skills (Y) by 41,7%, and other variables by 58,3%.

### Discussion

This study aims to determine the effect of study habits and creative thinking disposition on mathematics creative thinking skills. Based on multiple linear regression analysis and multiple linear correlation analysis, the results show that there is a positive and significant influence between learning habits and creative thinking disposition on mathematics creative thinking ability.

Learning habits and creative thinking disposition affect students' creative thinking skills in mathematics. Sudjana (2005) argues that students' success in following learning depends a lot on learning habits carried out regularly and continuously. In line with Ebele & Olofu (2017) high student study habits are needed so that students can study seriously to improve their abilities, have discipline in learning and achieve success in learning. Furthermore, according to Febrima (2019) creative attitude that students possess will affect their ability to think creatively in mathematics. Students with a high creative thinking disposition are more capable of solving problems compared to students who have a low creative thinking disposition. Adiastuty, et al., (2021) also stated that students' creative thinking skills can be improved by having a disposition to think creatively in mathematics, because having a high creative thinking disposition in mathematics will make students more flexible, fluent and thorough in solving mathematical problems.

The results of this study indicate that learning habits and creative thinking disposition have an effect of 41.7% on the ability to think creatively in mathematics, whilst 58.3% is influenced by other factors not examined by the researcher. This research is supported by

research conducted by Widyastuti (2023) that there is a positive and significant relationship between learning independence and mathematical disposition on students' mathematical creative thinking skills by 39%. The results of research by Capuno, et al., (2019) also show that student's study habits and attitudes are factors that affect students' skills to learn mathematics.

## CONCLUSION AND IMPLICATION

### Conclusion

Based on the results and discussion of the study, the researchers concluded there are a positive and significant relationship between study habits and creative thinking disposition toward mathematical creative thinking skills.

### Implication

The implication obtained from this research are as follows:

1. For teachers, they can pay more attention to students, especially in improving learning habits and creative thinking dispositions during mathematics learning so that students can obtain maximum learning results and improve their creative mathematical thinking abilities.
2. Students should be able to improve and maintain good habits in studying and maximize their skills to think creatively in learning mathematics.
3. Future researchers can use this research as an additional reference if they use study habits and creative thinking disposition variables in research, and can look for other factors by adding a variety of variables that might influence the skills to think creatively in mathematics.

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