

ABSTRAK

Natalia Rosa Keliat. Analisis Keterampilan Metakognitif dan Kaitannya dengan Evaluasi Diri berdasarkan *Multiple Intelegensia* Gardner Siswa SMAN 1 RSBI Lubukpakam dalam Pembelajaran Biologi. Tesis. Program Pascasarjana Universitas Negeri Medan, Agustus 2012.

Penelitian ini bertujuan untuk mempetakan keterampilan metakognitif siswa SMAN 1 RSBI Lubukpakam Kelas XII yang meliputi aspek *task analysis* (analisis tugas), *planning* (perencanaan), *monitoring* (pemantauan diri), *checking* (pemeriksaan) dan *recapitulation* (rekapitulasi), menganalisis hubungan keterampilan metakognitif siswa SMAN 1 RSBI Lubukpakam Kelas XII dengan hasil belajar Biologi, serta mendeskripsikan evaluasi diri siswa berdasarkan *multiple intelegensia* Gardner serta kaitannya dengan keterampilan metakognitif siswa. Penelitian ini dilakukan pada 179 siswa Kelas XII SMAN 1 RSBI Lubukpakam. Analisis aspek-aspek keterampilan metakognitif dilakukan melalui teknik persentase setiap aspek keterampilan metakognitif, serta melakukan analisis regresi dan analisis korelasi untuk menganalisis hubungan antara keterampilan metakognitif dengan hasil belajar (*cognitive test*). Evaluasi diri siswa berdasarkan *Multiple Intelegensia* Gardner dianalisis dalam bentuk grafik persentase dan dideskripsikan kaitannya dengan keterampilan metakognitif. Hasil penelitian menunjukkan tidak terdapatnya hubungan antara keterampilan metakognitif dengan hasil belajar (*cognitive test*) siswa ($F_{hit} = 2,873 < F_{tab} 3,84$). Keterampilan metakognitif hanya 1,6% berpengaruh terhadap hasil belajar siswa, serta hasil evaluasi diri siswa yang menunjukkan bahwa minat siswa terhadap sains (*naturalistic intelegensia*) sangat rendah (6,14) sehingga berpengaruh terhadap keterampilan metakognitif siswa serta hasil belajar siswa. Hasil penelitian juga menunjukkan bahwa tidak terdapat perbedaan keterampilan metakognitif antara siswa laki-laki dan siswa perempuan (harga *p-value* $0,138 > \text{taraf signifikansi } 0,05$). Disarankan agar setiap sekolah lebih memberdayakan bimbingan konseling untuk melatih siswa memiliki keterampilan metakognitif, memiliki instrument untuk menilai perkembangan aspek-aspek keterampilan metakognitif siswa serta meningkatkan keterampilan metakognitif siswa melalui penggalakan catatan belajar pribadi siswa yang diperiksa oleh guru secara rutin.

ABSTRACT

Natalia Rosa Keliat. An Analysis of Metacognitive Skills and The Relationship with Self-Evaluation Based on Gardner's Multiple Intelligence of The Students at SMAN 1 RSBI Lubuk Pakam In Learning Biology. Thesis. Postgraduate School of The State University of Medan, August 2012

This research aimed to neither map metacognitive skills of students in SMAN 1 RSBI Lubukpakam Class XII which includes task analysis, planning, self-monitoring, checking and recapitulation aspect, to analyze the relationship between metacognitive skills of students SMAN 1 RSBI Lubukpakam Class XII with Biology learning outcomes, and to described the evaluation of the self-students based on Gardner's multiple intelligence and its relation to students metacognitive skills. This research was carried out to the 179 students of Class XII of SMAN 1 RSBI Lubukpakam. Analysis of these aspects metacognitive skills through techniques percentage of every aspect of metacognitive skills, and perform regression correlation analysis to analyze the relationship between metacognitive skills and Biology learning outcomes (cognitive test). Student self-evaluation based on Gardner's Multiple Intelligence analyzed in graphic form and described in terms of the percentage of metacognitive skills. The results showed the absence of a relationship between metacognitive skills and Biology learning outcomes (cognitive test) of students ($F_{hit} = 2.873 < F_{tab} = 3.84$). Only 1.6% of metacognitive skills affect to the Biology student learning outcomes, and student self-evaluation results showed that students interest in science (naturalistic intelligence) is very low (6.14) so that affects on students' metacognitive skills, and Biology student learning outcomes. The results also showed that there is no the difference metakogniitf skills between male students and female students (p-value $0.138 > 0.05$ significance level). It is recommended that any further empower school guidance counselor to train students metacognitive skills, to have the instrument to assess the development of aspects of students' metacognitive skills, and improved students metacognitive skills through the provision of personalized learning student records that will be checked by the teacher on a regular basis.