

ABSTRAK

Sri Wahyuni Ginting(Nim 4173311100). Analisis Pendekatan Metakognitif Terhadap Kemampuan Penalaran Ditinjau Dari Gaya Kognitif

Tujuan penelitian ini adalah untuk mengetahui : (1) Hasil analisis pengaruh pendekatan metakognitif terhadap kemampuan penalaran siswa. (2) Hasil analisis kemampuan penalaran matematika siswa yang ditinjau dari gaya kognitif *Fielddependent* dan *Field independent*. (3) Kelebihan pendekatan metakognitif terhadap kemampuan penalaran. (4) Kelemahan pendekatan metakognitif terhadap kemampuan penalaran. Penelitian ini menggunakan jenis penelitian kualitatif yang bersifat deskriptif dengan metode penelitian studi kepustakaan (*Library Research*) dilaksanakan di Digital Library dan perpustakaan FMIPA Universitas Negeri Medan. Teknik analisis data menggunakan teknik analisis Miles dan Huberman yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Dari analisis didapat bahwa. (1) Penerapan pendekatan metakognitif pada proses pembelajaran terdapat pengaruh terhadap kemampuan penalaran matematis siswa. Adapun hasil rata-rata besar pengaruh pendekatan metakognitif yaitu dengan besar pengaruh rata-rata 0,7506 terdapat pada kategori medium. (2) Kemampuan penalaran matematis siswa yang menggunakan gaya kognitif *field independent* lebih baik dari pada gaya kognitif *field dependent*. Sehingga pada gaya kognitif *field independent* lebih mempengaruhi kemampuan penalaran matematis siswa. (3) Kelebihan pendekatan metakognitif yaitu membangun kesadaran siswa dalam berfikir, menjadi mandiri dalam mengontrol proses belajar, mempersiapkan dan merencanakan strategi penyelesaian masalah, memonitoring penggunaan strategi, melakukan evaluasi belajar terhadap diri sendiri pada hasil penyelesaian masalah dan melakukan refleksi terhadap kegiatan pembelajaran. (4) Kelemahan pendekatan metakognitif yaitu dalam proses pembelajaran siswa masih sulit dalam memanipulasi bentuk matematika dan kemampuan siswa masih kurang dalam memahami materi pelajaran yang berkaitan dengan kesadaran siswa hal ini akan kurang mengefektifkan pendekatan pembelajaran yang dilakukan.

Kata Kunci: Pendekatan Metakognitif, Kemampuan Penalaran, Gaya Kognitif

ABSTRACT

Sri Wahyuni Ginting(Nim 4173311100). Analysis of the Metacognitive Approach to Reasoning Ability Viewed from Cognitive Style

The purpose of this study is to find out: (1) The results of the analysis of the influence of the metacognitive approach on students' reasoning abilities. (2) The results of the analysis of students' mathematical reasoning abilities in terms of Field dependent and Field independent cognitive styles. (3) The strengths of the metacognitive approach to reasoning abilities. (4) the weaknesses of the metacognitive approach to reasoning abilities. This study uses a descriptive qualitative research method with a library research research method (Library Research) which was carried out in the Digital Library and the FMIPA library, State University of Medan. The data analysis technique uses Miles and Huberman analysis techniques, namely data collection, data reduction, data presentation and conclusion drawing. From the analysis, it was found that. (1) The application of the metacognitive approach to the learning process had an influence on students' mathematical reasoning abilities. The average results of the large influence of the metacognitive approach were, with an average influence of 0.7506 found in the medium category. (2) The mathematical reasoning ability of students who used field independent cognitive style was better than the cognitive style. fed dependent. So that the field independent cognitive style affects students' mathematical reasoning abilities more. (3) The advantages of the metacognitive approach are to build students' awareness in thinking, to be independent in controlling the learning process, to prepare and plan problem solving strategies, to monitor the use of strategies, to evaluate self-learning on the results of problem solving and to reflect on learning activities. (4) The weakness of the metacognitive approach is that in the learning process students are still difficult in manipulating mathematical forms and students' abilities are still lacking in understanding subject matter related to student awareness, this will make the learning approach less effective.

Keywords:Metacognitive Approach,Reasoning Ability, Cognitive Styles