

## ABSTRAK

**Elizabeth. Hubungan Antara Pengetahuan Prosedural Dan Metakognitif dengan Hasil Belajar Kognitif dan Sikap Ilmiah Siswa Pada Materi Jamur Kelas X SMA Negeri 6 Medan. 2017.**

Penelitian ini merupakan penelitian deskriptif-korelatif dengan teknik analisis korelasi regresi pada taraf signifikansi  $= 0,05$ . Penelitian ini bertujuan untuk mengetahui hubungan antara pengetahuan prosedural dan metakognitif dengan hasil belajar kognitif dan sikap ilmiah siswa. Populasi dalam penelitian ini seluruh siswa kelas X SMA Negeri 6 Medan. Sampel penelitian ini diambil dengan teknik *total sampling* yaitu seluruh siswa kelas X MIA SMA Negeri 6 Medan yang terdiri dari 4 kelas dengan jumlah siswa sebanyak 128 orang. Instrumen penelitian ini berupa tes pengetahuan prosedural, hasil belajar dan angket metakognitif dan sikap ilmiah. Hasil penelitian ini adalah sebagai berikut : (1) terdapat hubungan positif dan signifikan antara pengetahuan prosedural dengan hasil belajar biologi siswa ( $r = 0,227$ ,  $R^2_{x_1y} = 0,052$ ,  $P = 0,010$ ); (2) terdapat hubungan positif dan signifikan antara pengetahuan metakognitif dengan hasil belajar ( $r = 0,423$ ,  $R^2_{x_2y} = 0,179$ ,  $P = 0,000$ ); (3) terdapat hubungan positif dan signifikan antara pengetahuan prosedural siswa dengan sikap ilmiah ( $r = 0,230$ ,  $R^2_{x_3y} = 0,053$ ,  $P = 0,009$ ); (4) terdapat hubungan positif dan signifikan antara metakognitif siswa dengan sikap ilmiah ( $r = 0,425$ ,  $R^2_{x_4y} = 0,181$ ,  $P = 0,000$ ); (5) terdapat hubungan positif dan signifikan antara pengetahuan prosedural dan metakognitif dengan hasil belajar ( $r = 0,444$ ,  $R^2_{x_5y} = 0,197$ ,  $P = 0,000$ ); (6) terdapat hubungan positif dan signifikan antara pengetahuan prosedural dan metakognitif dengan sikap ilmiah ( $r = 0,446$ ,  $R^2_{x_6y} = 0,199$ ,  $P = 0,000$ ). Kesimpulan dalam penelitian ini adalah terdapat hubungan positif yang signifikan antara pengetahuan prosedural dan metakognitif terhadap hasil belajar kognitif dan sikap ilmiah siswa.

*Kata Kunci* : Pengetahuan Prosedural, Metakognitif, Hasil Belajar Kognitif, Sikap Ilmiah



## ABSTRACT

**Elizabeth. The Relationship Between Procedural and Metacognitive Knowledge with Cognitive Learning Outcome and Scientific Attitude on Fungi of the Tenth Graders at SMA Negeri 6 Medan. 2017.**

This study was a descriptive-correlative research with the technique of correlation analysis on the significance of  $\alpha = 0,05$ . This study was aimed to find out the relationship between procedural and metacognitive knowledge with cognitive learning outcome and scientific attitude of the tenth graders. The population of this study is all students in grade X MIA SMA Negeri 6 Medan. The sample was withdrawn by a total sampling technique in which the entire students of X MIA SMA Negeri 6 Medan consisting of 4 classes about 128 students. The instruments consisted of the tests of procedural knowledge and learning outcome and also the questionnaires of metacognitive knowledge and scientific attitude as well. The results showed that : (1) there was a positive and significant relationship between procedural knowledge with student's learning outcome in biology ( $r = 0.227$ ,  $R^2_{x_1y} = 0.052$ ,  $P = 0.010$ ); (2) there was a positive and significant relationship between metacognitive knowledge with student's learning outcome in biology ( $r = 0.423$ ,  $R^2_{x_2y} = 0.179$ ,  $P = 0.000$ ); (3) there was a positive and significant relationship between procedural knowledge with student's scientific attitude in biology ( $r = 0.230$ ,  $R^2_{x_3y} = 0.053$ ,  $P = 0.009$ ); (4) there was a positive and significant relationship between metacognitive knowledge with student's scientific attitude in biology ( $r = 0.425$ ,  $R^2_{x_4y} = 0.181$ ,  $P = 0.000$ ); (5) there was a positive and significant relationship between procedural and metacognitive knowledge with student's learning outcome in biology ( $r = 0.444$ ,  $R^2_{x_5y} = 0.197$ ,  $P = 0.000$ ); and (6) there was a positive and significant relationship between procedural and metacognitive knowledge with student's scientific attitude in biology ( $r = 0.446$ ,  $R^2_{x_6y} = 0.199$ ,  $P = 0.000$ ). Based on the results of research and testing data analysis, it can be concluded there is a positive and significant relationship between procedural knowledge and metacognitive knowledge to learning outcomes and scientific attitude.

*Keywords* : Procedural Knowledge, Metacognitive Knowledge, Cognitive Learning Outcome, Scientific Attitude

THE  
Character Building  
UNIVERSITY