

ABSTRAK

NANDA MULYADI MUSTOPA. 2020. **HUBUNGAN ANTARA *SELF REGULATED LEARNING* DAN MOTIVASI BELAJAR DENGAN KETERAMPILAN METAKOGNITIF PADA MATA PELAJARAN BIOLOGI (Studi Korelasi di SMA N 1 Tasikmalaya)**. Jurusan Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi, Tasikmalaya.

Keterampilan metakognitif merupakan kemampuan untuk mengontrol proses kognitif sehingga dapat merencanakan, memonitor, dan mengevaluasi setiap proses pembelajaran. Keterampilan ini sangat dibutuhkan untuk mencapai tujuan pembelajaran yang diharapkan. Hal lain yang harus dimiliki agar dapat mencapai tujuan belajar adalah *self regulated learning* dan motivasi belajar. Penelitian ini bertujuan untuk mengetahui hubungan antara *self regulated learning* dan motivasi belajar dengan keterampilan metakognitif. Penelitian ini dilaksanakan pada bulan Mei 2020 di SMAN 1 Tasikmalaya. Metode penelitian yang digunakan adalah korelasional dengan populasi peserta didik kelas XI MIPA 1 – XI MIPA 5 tahun ajaran 2019/2020 sebanyak 177 orang. Sampel yang digunakan sebanyak 43 orang menggunakan teknik *simple random sampling*. Teknik pengumpulan data dalam penelitian ini menggunakan angket *Metacognitive Awareness Inventory* (MAI) dan *Motivated Strategies for Learning Questionnaire* (MSLQ). MAI digunakan untuk mengukur keterampilan metakognitif, sedangkan MSLQ digunakan untuk mengukur *self regulated learning* dan motivasi belajar. Teknik analisis yang digunakan adalah uji regresi linier berganda. Berdasarkan hasil penelitian didapatkan nilai koefisien korelasi (R) sebesar 0,747 dan nilai koefisien determinasi (R^2) sebesar 0,558. Hasil tersebut dapat disimpulkan bahwa ada hubungan yang kuat antara *self regulated learning* dan motivasi belajar dengan keterampilan metakognitif. Kontribusi dari *self regulated learning* dan motivasi belajar terhadap keterampilan metakognitif sebesar 55,8%.

Kata Kunci: *Self Regulated Learning*, Motivasi Belajar, Keterampilan Metakognitif

ABSTRACT

NANDA MULYADI MUSTOPA. 2020. ***The Relationship between Self Regulated Learning and Learning Motivation with Metacognitive Skills in Biology Subject (Correlation Study at SMA N 1 Tasikmalaya)*** . Biology Education Department, Faculty of Science and Teacher's Training, Siliwangi University of Tasikmalaya.

Metacognitive skills are one's ability to control cognitive processes resulting in planning, monitoring, and evaluating each learning process. These skills are essentially needed to achieve the expected learning goals. The other important things that must be possessed in order to achieve learning goals are self regulated learning and learning motivation. This study aims to determine the relationship between self regulated learning and learning motivation with metacognitive skills. The research was conducted in May 2020 at SMAN 1 Tasikmalaya. The method used in this research is correlational involving a population of 177 students of class XI MIPA 1- XI MIPA 5 in academic year 2019/2020. The samples were 43 students selected using simple random sampling technique. Metacognitive Awareness Inventory (MAI) questionnaire and Motivated Strategies for Learning Questionnaire (MSLQ) were used to collect the data. MAI is used to measure metacognitive skills, while MSLQ is used to measure self regulated learning and learning motivation. The analysis technique used was multiple linear regression tests. The results show that the correlation coefficient (R) was 0.747 and the coefficient of determination (R^2) was 0.558. Therefore, it can be concluded that there is a strong relationship between self regulated learning and learning motivation with metacognitive skills. The contribution of self regulated learning and learning motivation to metacognitive skills amounted to 55.8%.

Keywords: *Self Regulated Learning, Learning Motivation, Metacognitive Skill*