HUBUNGAN SIKAP BELAJAR DAN KETERAMPILAN METAKOGNITIF DENGAN PRESTASI BELAJAR FISIKA SISWA KELAS X MIPA SMA NEGERI SE-KECAMATAN ABIANSEMAL

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ABSTRAK

Permasalahan yang dikaji dalam penelitian ini adalah prestasi belajar fisika siswa SMA Negeri Se-Kecamatan Abiansemal yang tergolong rendah. Tujuan penelitian ini untuk mendeskripsikan (1) hubungan sikap belajar dan prestasi belajar fisika siswa, (2) hubungan keterampilan metakognitif dan prestasi belajar fisika siswa, dan (3) hubungan sikap belajar dan keterampilan metakognitif dengan prestasi belajar fisika siswa. Penelitian yang digunakan termasuk jenis penelitian *ex-post facto* dengan metode kuantitatif korelasional. Populasi penelitian berjumlah 478 siswa. Pengambilan sampel berjumlah 250 siswa dengan teknik *proportional random sampling*. Data sikap belajar dan keterampilan metakognitif dikumpulkan dengan kuesioner dan prestasi belajar dengan tes uraian. Data dianalisis dengan analisis deskriptif, uji asumsi, uji regresi linier sederhana, uji regresi linier berganda dan uji hipotesis. Penelitian menunjukkan beberapa temuan, yaitu: (1) terdapat hubungan positif dan signifikan antara sikap belajar dan prestasi belajar fisika ($F = 14,48$; $R = 0,235$; $p < 0,05$) serta sumbangan efektif sebesar 3,82 %, (2) terdapat hubungan positif dan signifikan antara keterampilan metakognitif dan prestasi belajar fisika ($F = 11,02$; $R = 0,206$; $p < 0,05$) serta sumbangan efektif sebesar 3,62 %, dan (3) terdapat hubungan positif dan signifikan antara sikap belajar dan keterampilan metakognitif dengan prestasi belajar fisika ($F = 9,97$; $R = 0,273$; $p < 0,05$) serta sumbangan efektif sebesar 7,50 %.

Kata kunci: sikap belajar, keterampilan metakognitif dan prestasi belajar fisika

THE RELATIONSHIP OF LEARNING ATTITUDES AND METACOGNITIVE SKILLS WITH STUDENTS' PHYSICS LEARNING ACHIEVEMENT OF GRADE X MIPA SMA NEGERI IN ABIANSEMAL SUB- DISTRICT

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ABSTRACT

The problem studied in this study was the low physics learning achievement of public high schools students in Abiansemal district.. The purpose of this study was to describe (1) the relationship between learning attitudes and students' physics learning achievement, (2) the relationship between metacognitive skills and students' physics learning achievement, and (3) the relationship between learning attitudes and metacognitive skills with students' physics learning achievement. The research used is an ex-post facto research with correlational quantitative methods. The study population was 478 students. Samples taken were 250 students using proportional random sampling technique. Data on learning attitudes and metacognitive skills were collected using questionnaire and learning achievement by essay tests. Data were analyzed using descriptive analysis, assumption test, simple linear regression test, multiple linear regression test and hypothesis testing. The study showed several findings, namely: (1) there is a positive and significant relationship between learning attitudes and physics learning achievement ($F = 14.48$; $R = 0.235$; $p < 0.05$) and effective contribution of 3.82%, (2) there is a positive and significant relationship between metacognitive skills and physics learning achievement ($F = 11.02$; $R = 0.206$; $p < 0.05$) and effective contribution of 3.62%, and (3) there is a positive and significant relationship between learning attitudes and metacognitive skills with physics learning achievement ($F = 9.97$; $R = 0.273$; $p < 0.05$) and effective contribution of 7.50%.

Keywords: learning attitudes, metacognitive skills and physics learning achievement