ABSTRAK

Aditya Faturrohman Pratama: "Korelasi Kesadaran Metakognitif Dengan Hasil Belajar Kognitif Peserta Didik Pada Materi Sistem Regulasi"

Abstrak. Kesadaran metakognitif yang dapat didefinisikan pengetahuan dan pengaturan kognitif dapat menjadikan siswa mampu mengontrol seluruh proses belajarnya sehingga dapat juga mempengaruhi hasil belajar terutama pada ranah kognitif. Tujuan dari penelitian ini yaitu menganalisis hubungan antara kesadaran metakognitif dengan hasil belajar kognitif pada materi sistem regulasi kelas XI SMAN 1 Rancaekek. Penelitian ini merupakan penelitian korelasional sederhana. Data kesadaran metakognitif diperoleh dengan angket *Metacognitive Awareness Inventory,* sementara data hasil belajar kognitif diperoleh melalui tes pilihan ganda. Analisis data menggunakan uji normalitas, uji linearitas, korelasi *product moment pearson* dan regresi linear sederhana. Data statistik deskriptif membuktikan kesadaran metakognitif dan hasil belajar kognitif peserta didik berada pada kategori sedang. Hasil penelitian menunjukan terdapat hubungan positif yang signifikan berkategori sangat kuat, dimana nilai koefisien korelasi sebesar 0,937. Persamaan regresi yang diperoleh yaitu $Y=7,338+0,913$ dengan nilai koefisien determinasi sebesar 0,877 yang berarti 87,7% variasi dari hasil belajar kognitif ditentukan oleh kesadaran metakognitif, sementara sisanya ditentukan oleh faktor lain. Dengan demikian berdasarkan hasil dan pembahasan dapat disimpulkan terdapat hubungan antara kesadaran metakognitif dengan hasil belajar kognitif peserta didik pada materi sistem regulasi.

Kata Kunci : kesadaran metakognitif, hasil belajar kognitif

ABSTRACT

Aditya Faturrohman Pratama: *"The Correlation of Metacognitive Awareness With Learners' Cognitive Learning Outcomes on Regulatory System Materials"*

Abstrack. *Metacognitive awareness which can be defined as knowledge and cognitive settings can make students able to control the entire learning process so that it can also affect learning outcomes, especially in the cognitive domain. This study aims to analyze the relationship between metacognitive awareness and cognitive learning outcomes in the regulation system material for class XI SMAN 1 Rancaekek. This research is a simple correlational research. Metacognitive awareness data was obtained by using a Metacognitive Awareness Inventory questionnaire, while cognitive learning outcomes data was obtained through multiple choice tests. Data analysis in this study used normality test, linearity test, Pearson product moment correlation and simple linear regression. Descriptive statistical data proves that metacognitive awareness and cognitive learning outcomes of students are in the moderate category. The results showed that there was a significant positive relationship with the very strong category, where the Pearson product moment correlation coefficient was 0.937. The regression equation obtained is Y=7.338+0.913 with a coefficient of determination of 0.877, which means that 87.7% of the variation in cognitive learning outcomes is determined by metacognitive awareness, while the rest is determined by other factors. Thus, based on the results and discussion, it can be concluded that there is a relationship between metacognitive awareness and students' cognitive learning outcomes on regulatory system materials*

Key word : *metacognitive awareness, cognitive learning outcomes*