

ABSTRAK

Prestasi belajar statistika adalah indikator keberhasilan yang berkaitan dengan kesesuaian proses belajar dengan rencana kurikulum yang telah dibuat. Prestasi belajar statistika juga mengukur penguasaan pengetahuan mahasiswa yang dikembangkan melalui mata kuliah statistika. Penelitian ini bertujuan untuk menguji regulasi metakognisi sebagai mediator atas peran motivasi belajar intrinsik terhadap prestasi belajar statistika. Data dikumpulkan dengan menggunakan dua skala, yaitu skala motivasi belajar intrinsik dan skala regulasi metakognisi; sedangkan prestasi belajar dikumpulkan melalui dokumentasi nilai Ujian Tengah Semester dan Ujian Akhir Semester. Penentuan sampel menggunakan teknik purposif. Sampel berjumlah 169 mahasiswa Fakultas Psikologi, Universitas Mercubuana Yogyakarta yang mengikuti kelas Statistika I. Data penelitian dianalisis dengan teknik analisis regresi berganda model mediator. Penelitian ini menemukan bahwa regulasi metakognisi tidak berfungsi sebagai mediator. Secara bersama-sama, motivasi belajar intrinsik dan regulasi metakognisi dapat mempengaruhi prestasi belajar statistika dan memberikan sumbangan efektif sebesar 13,5%. Motivasi belajar intrinsik berpengaruh positif terhadap prestasi belajar dan memberikan sumbangan efektif sebesar 12%. Motivasi belajar intrinsik juga berpengaruh positif terhadap regulasi metakognisi dan memberikan sumbangan efektif sebesar 43,7%.

Kata kunci : motivasi belajar intrinsik, regulasi metakognisi, prestasi belajar statistika

ABSTRACT

Statistics learning achievement is an indicator of compatibility between learning processes and curriculum that already made. It also measure knowledge's mastery and statistics ability of undergraduates. This study was aimed to examine metacognitive regulation as a mediator between intrinsic learning motivation and statistics learning achievement. Data were collected using two scales : intrinsic learning motivation scale and metacognitive regulation scale, whereas statistics learning echievement were collected using documentations of mid-term and final test score. Sample were collected using purposive sampling. It amounted to 169 undergraduates of psychology majors, Mercubuana University, Yogyakarta who participated on statistics I class. Data were analyzed using multiple regression analysis with mediator. This study found that metacognitive regulation didn't have function as a mediator. Simultaneously, intrinsic learning motivation and metacognitive regulation related to statistics learning achievement with 13.5% effective contribution. Intrinsic learning motivation related to statistics learning motivation with 12% effective contribution. Intrinsic learning motivation also related to metacognitive regulation with 43.7% effective contribution.

Key words : *intrinsic learning motivation, metacognitive regulation, statistics learning achievement.*