

**DARI TRILOGI KE EKALOGI : DINAMIKA SUMBANGAN MOTIVASI
BELAJAR, METAKOGNISI, DAN STRATEGI KOGNITIF BAGI PRESTASI
MATEMATIKA
SISWA KELAS IX SMP**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat strategi kognitif mendalam siswa SMP kelas IX di kotamadya Yogyakarta serta menguji model trilogi belajar akademik. Ada empat hipotesis dalam penelitian ini: (1) motivasi belajar dan metakognisi berpengaruh terhadap prestasi matematika melalui strategi kognitif; (2) strategi kognitif merupakan mediator pengaruh motivasi belajar terhadap prestasi matematika; (3) strategi kognitif merupakan mediator pengaruh metakognisi terhadap prestasi matematika; dan (4) kecerdasan merupakan moderator pengaruh metakognisi terhadap prestasi matematika. Responden penelitian ini adalah siswa-siswi SMP kelas 9 di kotamadya Yogyakarta. Data dikumpulkan dengan menggunakan skala, tes kecerdasan, dan data dokumentasi dari Tes Pendalaman Materi (TPM). Data dianalisis dengan menggunakan *Structural Equation Modeling* (SEM). Hasil dari penelitian ini adalah: (1) terdapat perubahan dinamika penyumbang prestasi matematika dari trilogi yang terdiri dari motivasi belajar, metakognisi, dan strategi kognitif menjadi ekalogi yaitu pengelolaan diri; (2) perubahan trilogi menjadi ekalogi sebagai penyumbang prestasi matematika terjadi dalam konteks di mana tugas yang dihadapi siswa adalah tugas-tugas yang sudah familiar atau bukan tugas baru; (3) strategi kognitif mendalam tidak memediasi baik pengaruh motivasi belajar terhadap prestasi matematika maupun pengaruh metakognisi terhadap prestasi matematika; (4) kecerdasan memoderasi pengaruh metakognisi terhadap prestasi matematika.

Kata kunci : motivasi belajar, metakognisi, strategi kognitif, kecerdasan, prestasi matematika, pengelolaan diri

ABSTRACT

FROM TRILOGY TO EKALOGY : THE DYNAMIC OF CONTRIBUTION LEARNING MOTIVATION, METACOGNITION, AND COGNITIVE STRATEGY TO MATHEMATICS ACHIEVEMENT OF GRADE IX JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aimed at determining the level of deep cognitive strategies of grade IX junior high school students in Yogyakarta and testing models of academic learning trilogy. There were four hypothesis in this study: (1) learning motivation and metacognition effect to mathematics achievement through cognitive strategies; (2) cognitive strategies mediated the effect of learning motivation to mathematics achievement; (3) cognitive strategies mediated the effect of metacognition to mathematics achievement; and (4) intelligence moderated the effect of metacognition to mathematics achievement. Respondent of this research were Junior High School students grade 9 in Yogyakarta. Data were collected by using scales, intelligence test, and documentation data from Tes Pendalaman Materi (TPM). Data were analyzed using Structural Equation Modeling (SEM). Results of this research were : (1) there were changes in the dynamics of contributors mathematics achievement from trilogy, that consisted of motivation to learn, metacognition and cognitive strategies, to ekalogy, that was self-management; (2) the changes of trilogy being ecological as a contributor to mathematics achievement occurred in a context in which task faced by students were tasks that were familiar to students or not a new task; (3) deep cognitive strategies did not mediate either the effect of learning motivation to mathematics achievement or metacognition effect to mathematics achievement; (4) intelligence moderated the effect of metacognition on mathematics achievement.

Key words : learning motivation, metacognition, cognitive strategies, intelligence, mathematics achievement, self-management