ABSTRAK

Paradigma mengajar menyebabkan sikap ketergantungan siswa atas guru, acuan kegiatan belajar mengajar di kelas yang merupakan proses kegiatan penyampaian informasi di dalam kelas.Kemampuan metakognitif adalah pengetahuan seseorang terhadap kemampuan mereka sendiri dalam mengolah informasi, maupun pengetahuan tentang tugas-tugas berpikir, dan tentang strategi untuk menyalin tugas-tugas yang serupa.Salah satu model pembelajaran yang dapat mengoptimalkan kemampuan metakognitifsiswa secara baik dan memberi kesempatan siswa untuk mengembangkan potensinya dalam proses pembelajaran adalah melalui model pembelajaran *Mind, Acquire, Search Out, Trigger, Exhibit, Reflect* (MASTER). Penelitian ini menggunakan metode eksperimen. Populasi Penelitian ini adalah siswa kelas XI IPA SMA Pasundan 2 Bandung, sedangkan sampel yang diambil adalah siswa kelas XI IPA 1 dan XI IPA 2 SMA Pasundan 2 Bandungyang dipilih secara acak menurut kelas. Instrumen yang digunakan dalam penelitian ini adalah tes kemampuan matematika dan skala sikap. Tes yang digunakan adalah tes tipe uraian. Skala sikap yang digunakan berisikan berisikan pernyataan-pernyatan siswa mengenai kegiatan pembelajaran yang dilaksanakan. Tes diujicobakan terlebih dahulu terhadap 36 orang siswa kelas XII IPA 2 disekolah yang sama, namun sudah mendapatkan materi yang sama. Berdasarkan hasil uji coba tersebut diperoleh validitas dan reliabilitas yang berkategori tinggi dan sangat tinggi, daya pembeda yang menunjukan kriteria yang cukup baik dan sedang sehingga tidak ada soal yang direvisi, dan indeks kesukaran soal sudah menunjukan interpretasi sedang. Berdasarkan analisis data, kemampuan metakognitif matematis model pembelajaran *Mind, Acquire, Search Out, Trigger, Exhibit, Reflect*(MASTER) dalam pembelajaran matemaatika lebih baik daripada yang memperoleh model pembelajaran konvensional.Selama proses pembelajaran, siswa memberikan sikap yang positif terhadap penerapan pembelajaran matematika.Tidak terdapat hubungan antara sikap siswa dengan peningkatan kemampuan metakognitif matematis terhadap pembelajaran matematika dengan model pembelajaran *Mind, Acquire, Search Out, Trigger, Exhibit, Reflect*(MASTER)

Kata kunci: Kemampuan metakognitif, Model pembelajaran *Mind, Acquire, Search Out, Trigger, Exhibit, Reflect*(MASTER)

ABSTRACT

Paradigm teach students causing dependence on teachers' attitudes, references teaching and learning activities in the classroom which is the process of delivering information in class. Metacognitive skills is the knowledge of a person against their own abilities in processing information, as well as knowledge of the tasks of thinking, and strategies for copying similar tasks. One model of learning that can optimize students metacognitive skills well and give students the opportunity to develop their potential in the learning process is through learning model Mind, Acquire, Search Out, Trigger, Exhibit, Reflect (MASTER). This study used an experimental method. The population of this research is the students of class XI science Pasundan 2 Highschool Bandung, whereas samples taken were students of class XI science 1 and XI science 2 Pasundan 2 Highschool Bandung chosen randomly by class. The instrument used in this study is a test of mathematical ability and attitude scale. The test used is a test of type descriptions. Attitude scale used-statement contains a declaration containing the students about the learning activities undertaken. Test first tested against 36 students of class XII science 2 schools are the same, but it is already getting the same material. According trial results were obtained validity and reliability of high and very high category, which shows the distinguishing criteria quite well and are so no problems are revised, and the index has shown difficulty about the interpretation was. Based on data analysis, mathematical model of learning metacognitive skills Mind, Acquire, Search Out, Trigger, Exhibit, Reflect (MASTER) in learning matemaatika better than that received conventional learning models. During the learning process, students gave a positive attitude towards the application of mathematical learning. There was no relationship between the attitudes of students with increased mathematical metacognitive skills to the learning of mathematics learning model Mind, Acquire, Search Out, Trigger, Exhibit, Reflect (MASTER)

Keywords: Metacognitive skills, Learning models Mind, Acquire, Search Out, Trigger, Exhibit, Reflect (MASTER)