

Peningkatan Keterampilan Metakognitif melalui Model Pembelajaran *Reciprocal Teaching*

(Kuasi Eksperimen pada Siswa Kelas XI IPS SMAN 1 Katapang Materi Teori
Pertumbuhan Ekonomi)

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ABSTRAK

Kegiatan belajar harus dilakukan dengan kesadaran diri akan pentingnya pelaksanaan kegiatan belajar. Keterampilan untuk menyadari akan pentingnya pelaksanaan kegiatan belajar, merupakan keterampilan metakognitif yang harus dimiliki oleh seseorang. Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan metakognitif siswa melalui model pembelajaran *reciprocal teaching* pada mata pelajaran ekonomi materi teori pertumbuhan ekonomi di kelas XI IPS SMAN 1 Katapang. Penelitian ini juga mencari tahu peningkatan keterampilan metakognitif siswa di kelas lain, melalui model pembelajaran *small group discussion*. Juga perbandingan antara besar peningkatan keterampilan metakognitif di kelas yang menggunakan model pembelajaran *reciprocal teaching* dan model pembelajaran *small group discussion*. Metode penelitian yang digunakan yaitu kuasi eksperimen dengan pendekatan kuantitatif dan desain penelitian ekseptimental, *nonequivalent control group design*. Teknik analisis data yang digunakan berupa uji validitas, uji reliabilitas, uji tingkat kesukaran soal, uji normalitas, uji rata-rata skor tes, uji standar deviasi, dan uji hipotesis: uji *paired simple t-test*, uji *n-gain score*, dan uji *independent sample t-test*. Hasil penelitian menunjukkan: 1) Terdapat peningkatan keterampilan metakognitif setelah dilakukan pembelajaran dengan model pembelajaran *reciprocal teaching* dengan *n-gain score* sebesar 61,2% yang termasuk ke dalam kategori “sedang”. 2) Terdapat peningkatan keterampilan metakognitif setelah dilakukan pembelajaran dengan model pembelajaran *small group discussion* dengan *n-gain score* sebesar 27,2% yang termasuk ke dalam kategori “rendah”. 3) Pembelajaran dengan model pembelajaran *reciprocal teaching* lebih efektif meningkatkan keterampilan metakognitif siswa dari pada pembelajaran dengan model pembelajaran *small group discussion* di kelas XI IPS SMAN 1 Katapang mata pelajaran ekonomi materi teori pertumbuhan ekonomi. Peneliti menyampaikan saran kepada: pihak sekolah diharapkan mengevaluasi pembelajaran dengan melaksanakan pembelajaran yang meningkatkan keterampilan metakognitif siswa; guru menggunakan model pembelajaran yang meningkatkan keterampilan metakognitif, seperti model pembelajaran *reciprocal teaching*; siswa diharapkan memiliki keterampilan metakognitif; dan peneliti selanjutnya diharapkan dapat mengkaji efektivitas model pembelajaran *reciprocal*

teaching pada sekolah, jenjang, atau mata pelajaran lain, dalam meningkatkan keterampilan metakognitif siswa.

Kata Kunci: Keterampilan Metakognitif, Model Pembelajaran *Reciprocal Teaching*, Model Pembelajaran *Small Group Discussion*

*Improving Metacognitive Skills through the Reciprocal Teaching Model
(A Quasi-Experimental Study on the Topic of Economic Growth Theory Among
11th-Grade Social Science Students at SMAN 1 Katapang)*

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ABSTRACT

Learning activities must be followed by self-awareness of the importance of implementing the learning activity. Skills to realize the importance of the learning activity is a metacognitive skill that everyone should have. This study aims to determine the improvement of students' metacognitive skills through the reciprocal teaching learning model in the subject of economics on the material of economic growth theory in 11th-grade social science students at SMAN 1 Katapang. This research also determine the improvement of students' metacognitive skills in other classes, through the small group discussion learning model. Also a comparison between the increase of metacognitive skills in classes that use the reciprocal teaching learning model and the small group discussion learning model. The research method is a quasi-experimental with a quantitative approach and the design is an experimental research, nonequivalent control group design. The data analysis techniques are validity test, reliability test, test of question difficulty level, normality test, test of average score, standard deviation test, and hypothesis test: paired simple t-test, n-gain score test, and independent sample t-test. The results of the research showed: 1) There was an increase in metacognitive skills after learning with reciprocal teaching model with n-gain score is 61.2%, which was included in the "moderate" category. 2) There was an increase in metacognitive skills after learning with the small group discussion model with an n-gain score is 27.2% which was included in the "low" category. 3) Learning with reciprocal teaching model was more effective in improving students' metacognitive skills than learning with small group discussion model, among students 11th-grade social science SMAN 1 Katapang, in the subject of economics, and on material economic growth theory. The researcher provides suggestions to: schools are expected to evaluate learning by implementing learning that improves students' metacognitive skills; teachers consider learning models that can improve metacognitive skills, such as the reciprocal teaching learning model; students are required to have metacognitive skills; and further researchers are expected to be able to study the effectiveness of the reciprocal teaching learning model in other schools, levels, or subjects, in improving students' metacognitive skills.

Keywords: *Metacognitive Skills, Reciprocal Teaching Learning Model, Small Group Discussion Learning Model*