ABSTRAK

PENGARUH STRATEGI PEMBELAJARAN PQ4R *(PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW)* TERHADAP KETERAMPILAN METAKOGNITIF DAN HASIL BELAJAR PESERTA DIDIK

Oleh

BRIGITA DWI INDAH SARI

Penelitian ini bertujuan untuk menentukan pengaruh Strategi Pembelajaran *PQ4R* terhadap keterampilan metakognitif dan hasil belajar peserta didik. Penelitian ini menggunakan *nonequivalent pretest-posttest control group design.* Sampel penelitian adalah siswa kelas VIII MIPA 1 dan MIPA 2 yang berjumlah 64 dan dipilih dengan teknik *Cluster random sampling*. Data keterampilan metakognitif di peroleh dengan menggunakan angket dan data hasil belajar menggunakan nilai *pretest* dan *posttest.* Angket keterampilan metakognitif dan hasil belajar dianalisis dengan uji *Independent Sample T-test* pada taraf kepercayaan 5%. Hasil penelitian menunjukkan bahwa keterampilan metakognitif baik pada tahap perencanaan, pemantauan maupun evaluasi pada kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol. Hasil belajar kognitif kelas eksperimen berbeda signifikan dengan kelas kontrol. Rata-rata *N-gain* pada kelas eksperimen sebesar 0,63 sedangkan pada kelas kontrol sebesar 0,33. Jadi dapat disimpulkan bahwa Strategi PQ4R berpengaruh terhadap peningkatan keterampilan metakognitif dan hasil belajar peserta didik pada materi sistem pencernaan pada manusia.

Kata kunci : Hasil belajar, Keterampilan Metakognitif, Sistem pencernaan pada manusia, *PQ4R*

ABSTRACT

THE EFFECT OF PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) LEARNING STRATEGY ON METACOGNITIVE SKILLS AND STUDENT LEARNING OUTCOMES LEARNING OUTCOMES OF STUDENTS

By

BRIGITA DWI INDAH SARI

This study aims to determine the effect of PQ4R Learning Strategy on students' metacognitive skills and learning outcomes. This study used nonequivalent pretest- posttest control group design. The research samples were students of class VIII MIPA 1 and MIPA 2 which amounted to 64 and were selected by Cluster random sampling technique. Metacognitive skills data were obtained using a questionnaire and learning outcomes data using pretest and posttest scores. Metacognitive skills questionnaire and learning outcomes were analyzed by Independent Sample T-test at 5% confidence level. The results showed that metacognitive skills both at the planning, monitoring and evaluation stages in the experimental class were higher than the control class. The cognitive learning outcomes of the experimental class were significantly different from the control class. The average N-gain in the experimental class was 0.63 while in the control class it was 0.33. So it can be concluded that the PQ4R Strategy has an effect on improving the metacognitive skills and learning outcomes of students on the material of the digestive system in humans.

Keywords: Learning outcomes, Metacognitive Skills, Human digestive system, PQ4R