

Validasi instrumen penilaian metakognisi metacognitive awareness inventory dalam konteks pendidikan dokter tahap akademik =  
Validation of adapted metacognitive awareness inventory in medical education on academic phase setting

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Abstrak

Latar belakang: Selama proses pendidikan, mahasiswa pendidikan dokter diharapkan mampu mengembangkan kemampuan critical thinking berpikir kritis, clinical reasoning penalaran klinis dan problem solving penyelesaian masalah. Perangkat kognitif tersebut ditopang oleh kemampuan metakognisi. Mahasiswa dengan metakognisi yang baik mampu mensinergikan pengetahuan yang dimiliki saat ini dengan strategi refleksi diri agar mencapai target belajar yang dikehendaki. Salah satu cara untuk mengetahui tingkat metakognisi mahasiswa adalah dengan Metacognition Awareness Inventory MAI. Sebelum menggunakan MAI dalam konteks pendidikan dokter, instrumen tersebut perlu divalidasi terlebih dahulu. Tujuan penelitian ini adalah untuk melakukan uji validitas dan reliabilitas MAI hasil adaptasi Bahasa Indonesia.

Metode: Penelitian potong lintang untuk menilai gambaran MAI adaptasi Bahasa Indonesia pada mahasiswa pendidikan dokter tahap akademik. Penelitian ini melalui 3 tahap yaitu adaptasi bahasa, uji coba, dan penelitian utama. Penelitian melibatkan seluruh mahasiswa FK Universitas Malahayati Bandar Lampung pada semester 2, 4, dan 6. Data diperoleh dengan menyebarkan 1200 kuesioner MAI hasil adaptasi Bahasa Indonesia selama bulan Mei 2014. Data yang diperoleh dianalisis menggunakan SPSS dengan exploratory factor analysis EFA untuk mengetahui jumlah subskala baru sekaligus uji validitas dan reliabilitas.

Hasil: Kuesioner yang memenuhi syarat analisis sebanyak 757 eksemplar. Hasil uji validitas konstruk bernilai bagus, dengan hanya 1 butir kuesioner yang drop out dari 52 butir. Nilai koefisien korelasi ke 51 butir berada pada rentang 0,158 s/d 0,561 diatas nilai ambang  $>0,074$  df-2: 755 dengan taraf signifikansi 5. Ekstraksi 5 komponen kognitif persiapan, pengawasan, pengelolaan, strategi, dan penilaian menggunakan analisis point of inflexion pada scree plots dengan metode ekstraksi principal component analysis PCA dan rotasi promax. Hasil koefisien alfa kuesioner MAI hasil adaptasi Bahasa Indonesia bernilai sangat baik pada 0.904.

Kesimpulan: MAI hasil adaptasi Bahasa Indonesia memenuhi: 1 kriteria validitas konstruk, baik dari segi isi, proses respon, konsistensi internal, hubungan antar variabel, dan konsekuensi, 2 kriteria reliabilitas baik secara keseluruhan maupun persubskala. MAI hasil adaptasi Bahasa Indonesia valid dan reliabel untuk digunakan sebagai instrumen penilaian metakognisi dalam konteks pendidikan kedokteran tahap akademik.

.....Background During educational process, medical students are expected to develop critical thinking, clinical reasoning, and problem solving. These cognitive attributes are supported by student's metacognition. Students with good metacognition are able to synergize the knowledge possessed today with a strategy of self reflection in order to achieve the desired learning targets. There are several ways to measure student's metacognition, one of which is Metacognition Awareness Inventory MAI. Before conducting research using MAI in the context of medical education, the instrument needs to be validated first. The purpose of this study was to test the validity and reliability of Indonesian version of MAI.

Method A cross sectional study was conducted to assess Indonesian version of MAI in academic phase of medical student. This research divided into three stages language adaptation, pilot study, and main research. The study involved all students of the Faculty of Medicine University of Malahayati Bandar Lampung from semester 2, 4, and 6. Data obtained by distributing 1200 questionnaires May of 2014. The data were analyzed using SPSS with exploratory factor analysis EFA to know the number of factor extraction new subscale and at the same time to test the validity and reliability of the questionnaire.

Result Remaining 757 questionnaires were eligible for analysis. Construct validity of the questionnaire are good. Only one item of the questionnaire was drop out. The correlation coefficient of the remaining 51 items are in the range of 0.158 to 0.561 which is beyond threshold value of 0.074 df 2 755 , significance level of 5 . A point of inflexion analysis on scree plots were used to decide the number of component to be extracted. Extraction method is principal component analysis PCA with promax rotation. The 5 extracted components are preparation, monitoring, regulation, strategy, and assessment of cognitive. Chronbach of the Indonesian version of MAI is very good at level of 0,904.

Conclusion Indonesian version of MAI not only meet the criteria for selected construct validity content and internal structure but also the criteria for reliable questionnaire as a whole set and some subscales.

Indonesian version of MAI is valid and reliable to be used as an instrument for metacognition assessment in the context of medical education at academic phase.