

Pengaruh mindset terhadap kemampuan matematika siswa SD yang dimediasi oleh metacognitive knowledge = The effects of mindset on elementary school students mathematical ability mediated by metacognitive knowledge / Bellita Nusa Pratiwi

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Abstrak

ABSTRAK

Penelitian ini dilakukan untuk melihat pengaruh *mindset* terhadap kemampuan matematika yang dimediasi oleh *metacognitive knowledge* pada siswa SD. Penelitian ini melibatkan 370 siswa kelas 5 SD yang bersekolah di lima SD di wilayah Jakarta. Instrumen yang digunakan pada penelitian ini meliputi 1) 12 soal matematika terkait hitungan sederhana dan penalaran; 2) alat ukur hasil adaptasi dari *Metacognitive Knowledge in Mathematics Questionnaire* (MKMQ) yang dikembangkan oleh Efklides & Vlachopoulos (2012); 3) Adaptasi *Implicit Theories of Intelligence Scale* dari Dweck (1999) untuk mengukur *mindset* siswa. Hasil dari penelitian ini menunjukkan adanya pengaruh yang signifikan dari *mindset* terhadap kemampuan matematika. Pengaruh ini tetap signifikan setelah dimensi-dimensi *metacognitive knowledge*, yaitu *person*, *task*, dan *strategy*, dikontrol. Diketahui pula bahwa pengaruh *mindset* terhadap kemampuan matematika dimediasi oleh dimensi-dimensi *metacognitive knowledge* secara keseluruhan. Peran mediator masing-masing dimensi secara spesifik diketahui signifikan untuk dimensi *person* dan *task*, namun tidak demikian halnya dengan *strategy*.

ABSTRACT

This study was conducted to examine the indirect effects of *mindset* on elementary school students mathematical ability through *metacognitive knowledge*, as well as through its each dimensions. The participants of this study were 370 5th grade students in five schools in Jakarta. The instruments used in this were: 1) a mathematical test; 2) adapted version of *Metacognitive Knowledge in Mathematics Questionnaire* (MKMQ) by Efklides & Vlachopoulos (2012); and 3) adapted version of *Implicit Theories of Intelligence Scale* (Dweck, 1999). The results showed that there was a significant effect of *mindset* on mathematical ability. This effect was still significant even after *person*, *task* and *strategy* dimensions of *metacognitive knowledge* were included. The total indirect effects of *mindset* on mathematical ability through *metacognitive knowledge* dimensions were significant. There were also significant specific indirect effects of *mindset* through *person* as well as *task* dimensions, but not through *strategy* dimension.