

Peran pengetahuan metakognitif dalam memediasi pengaruh minat matematika terhadap kecemasan matematika pada siswa kelas 5 sekolah dasar = The role of metacognitive knowledge in mediating the effects of math interest on math anxiety in grade 5 elementary school students

Rani Aprilia, author

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Abstrak

Penelitian ini dilakukan untuk melihat bagaimana peran pengetahuan metakognitif dalam memediasi pengaruh dari minat matematika terhadap kecemasan matematika yang dialami oleh siswa kelas 5 Sekolah Dasar. Data penelitian berasal dari 366 siswa kelas 5 Sekolah Dasar di Jakarta Selatan. Pengumpulan data dilakukan menggunakan kuesioner yang terdiri dari alat ukur Modified Abbreviated Math Anxiety Scale, subskala interest value dari Subjective Task Value Scale, dan Metacognitive Knowledge in Mathematics Questionnaire. Berdasarkan hasil analisis, minat matematika berpengaruh secara signifikan terhadap kecemasan matematika. Selain itu, pengaruh dari minat matematika juga dimediasi oleh tiap-tiap dimensi dari pengetahuan metakognitif, yaitu self ($a_{1b1} = -0,48$, BCa CI [-0,71, -0,26]), task ($a_{2b2} = -0,29$, BCa CI [-0,49, -0,08]), dan strategy ($a_{3b3} = -0,06$, BCa CI [-0,14, -0,02]). Namun, total direct effect dari minat matematika terhadap kecemasan matematika ternyata lebih besar dibandingkan total indirect effect-nya, yaitu sebesar -0,974 dengan rentang confidence interval -1,258 sampai -0,690. Artinya, pengetahuan metakognitif hanya memediasi pengaruh antara minat matematika dengan kecemasan matematika secara partial, atau dengan kata lain pengaruh minat matematika secara langsung terhadap kecemasan matematika lebih besar dibandingkan dengan pengaruh minat matematika terhadap kecemasan matematika melalui pengetahuan metakognitif. Untuk penelitian selanjutnya, disarankan agar peneliti juga memeriksa regulasi metakognitif dari siswa serta melakukan penelitian di wilayah selain Jakarta Selatan.

.....This study conducted to see how the role of metacognitive knowledge in mediating the influence of math interest on math anxiety experienced by grade 5 elementary school students. The research data came from 366 grade 5 elementary school students in South Jakarta. Data collection was carried out using a questionnaire consisting of the Modified Abbreviated Math Anxiety Scale, the interest value subscale of the Subjective Task Value Scale, and the Metacognitive Knowledge in Mathematics Questionnaire. Based on the results of the analysis, math interest significantly influences math anxiety. In addition, the influence of math interest is also mediated by each dimension of metacognitive knowledge, namely self ($a_{1b1} = -0,48$, BCa CI [-0,71, -0,26]), task ($a_{2b2} = -0,29$, BCa CI [-0,49, -0,08]), and strategy ($a_{3b3} = -0,06$, BCa CI [-0,14, -0,02]). However, the total direct effect of math interest on math anxiety turns out to be greater than the total indirect effect, which is -0.974 (BCa CI [-1.258 to -0.690]). That is, metacognitive knowledge only mediates the influence between math interest and math anxiety partially, or in other words the direct effect of math interest on math anxiety is greater than the indirect effect of math interest on math anxiety through metacognitive knowledge. For further research, it is recommended that researchers also examine the metacognitive regulation of students and conduct research in areas other than South Jakarta.