

Peran Kemampuan Metakognitif dan Fleksibilitas Kognitif terhadap Kegagalan Kognitif pada Mahasiswa = The Role of Metacognitive Skills and Cognitive Flexibility towards Cognitive Failures among Undergraduate Students

Annisa Candrarini Budiarto, author

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Abstrak

Dalam kehidupan akademis sehari-hari, tidak jarang mahasiswa melakukan kesalahan yang pada situasi biasanya tidak akan terjadi. Sebagai contoh, mahasiswa lupa untuk melampirkan berkas tugas saat hendak mengumpulkan tugas. Kejadian semacam ini dapat terjadi karena adanya kegagalan kognitif. Kegagalan kognitif merupakan kesalahan yang terjadi pada tugas yang biasanya dapat dilakukan tanpa kendala. Penelitian ini ingin melihat peran kemampuan metakognitif dan fleksibilitas kognitif terhadap kegagalan kognitif pada mahasiswa program sarjana di Indonesia. Partisipan penelitian ini sebanyak 249 mahasiswa program sarjana di Indonesia dengan usia dari rentang 18—25 tahun. Kegagalan kognitif diukur dengan alat ukur Cognitive Failures Questionnaire (CFQ) (Broadbent et al., 1982). Kemampuan metakognitif diukur dengan Metacognitive Skills Scale (MSS) (Alt?ndag? dan Senemog?lu, 2013) dan fleksibilitas kognitif diukur dengan The Cognitive Flexibility Inventory (CFI) (Dennis & Vander Wal, 2010). Data penelitian dianalisis menggunakan teknik statistik multiple regression atau regresi linier berganda. Hasil penelitian menunjukkan bahwa kemampuan metakognitif dan fleksibilitas kognitif secara simultan berperan signifikan terhadap kegagalan kognitif pada mahasiswa ($F(2, 246) = 32.435, p < 0.001, R^2 = .209$). Kemampuan metakognitif ($\beta = -0.385, p < 0.001$) lebih berpengaruh terhadap kegagalan kognitif dibandingkan dengan fleksibilitas kognitif ($\beta = 0.362, p < 0.001$).

.....In everyday academic life, it is not uncommon for students to make mistakes that normally would not occur. For example, students forget to attach file assignments when they want to submit the assignments. This kind of incident can occur due to cognitive failure. Cognitive failures are errors that occur in tasks that could normally be performed without constraint. This research wants to see the role of metacognitive skills and cognitive flexibility on cognitive failure in undergraduate students in Indonesia. The participants of this study were 249 undergraduate students in Indonesia with ages ranging from 18--25 years. Cognitive failure was measured using the Cognitive Failures Questionnaire (CFQ) (Broadbent et al., 1982). Metacognitive abilities were measured with the Metacognitive Skills Scale (MSS) (Alt?nda? & Senemo?lu, 2013) and cognitive flexibility were measured with The Cognitive Flexibility Inventory (CFI) (Dennis & Vander Wal, 2010). Research data were analyzed using multiple regression statistical techniques. The results showed that metacognitive skills and cognitive flexibility simultaneously and significantly contributed to cognitive failure in undergraduate students ($F(2, 246) = 32.435, p < 0.001, R^2 = .209$). Metacognitive skills ($\beta = -0.385, p < 0.001$) has a greater role in predicting cognitive failure than cognitive flexibility ($\beta = 0.362, p < 0.001$).