

**TEKNIK *INQUIRY-BASED STRESS REDUCTION* (IBSR) UNTUK MENGATASI
KESULITAN BELAJAR SISWA PADA MATERI SISTEM IMUN DAN
DAMPAKNYA TERHADAP KECEMASAN KOGNITIF,
SELF EFFICACY DAN KEMAMPUAN METAKOGNITIF SISWA**

TESIS

**Diajukan untuk Memenuhi Salah Satu Syarat Memperoleh Gelar Magister
pada Program Studi Pendidikan Biologi**



oleh

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magister Pendidikan Biologi pada Fakultas Pendidikan Matematika Dan Ilmu
Pengetahuan Alam

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Dengan ini saya menyatakan bahwa tesis dengan judul “Teknik *Inquiry-Based Stress Reduction* (IBSR) untuk Mengatasi Kesulitan Belajar Siswa pada Materi Sistem Imun dan Dampaknya terhadap Kecemasan Kognitif, *Self Efficacy* dan Kemampuan Metakognitif Siswa” ini beserta seluruh isinya adalah benar hasil karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara yang tidak sesuai dengan etika yang berlaku. Atas pernyataan di atas, saya siap menanggung resiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau klaim dari pihak lain terhadap keaslian karya saya.

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A handwritten signature in black ink, appearing to read 'Azura Salsabila', with a stylized flourish at the end.

Azura Salsabila

ABSTRAK

Stres akademik yang dialami siswa berdampak pada munculnya kesulitan dalam mengikuti pembelajaran di kelas. Menangani stres akademik yang dialami siswa dalam mengikuti pembelajaran dapat dilakukan dengan mengintegrasikan perlakuan psikologi ke dalam strategi pembelajaran yang biasa digunakan. Penelitian ini bertujuan meningkatkan metakognitif dan *self-efficacy* siswa dengan menurunkan kesulitan belajar dan kecemasan kognitif siswa melalui integrasi *Inquiry-Based Stress Reduction* (IBSR) ke dalam strategi pembelajaran untuk menurunkan stress akademik siswa selama mengikuti pembelajaran. Penelitian ini merupakan penelitian *quasi experimental* menggunakan *pre-test posttest nonequivalent control group design*. Penelitian dilaksanakan di salah satu SMA Negeri Kota Bandung dengan melibatkan 70 siswa kelas XI MIPA dari dua kelas berbeda, yaitu 35 siswa dari kelas eksperimen dan 35 siswa lainnya dari kelas kontrol. Pembelajaran pada kelas eksperimen dan kelas kontrol dilakukan menggunakan *Problem Based Learning* (PBL). Teknik IBSR diberikan kepada kelas eksperimen, di awal pembelajaran dan beberapa tahap kegiatan inti PBL. Data stres akademik, kesulitan belajar, kecemasan kognitif dan *self-efficacy* siswa dijang menggunakan kuesioner skala Likert dengan 8 skala. Kemampuan metakognitif siswa diukur menggunakan soal essay. Setelah 2 kali pertemuan, intervensi psikologi IBSR pada kelas eksperimen memiliki kesulitan belajar dan kecemasan kognitif siswa lebih rendah dibandingkan kelas kontrol. Intervensi psikologi IBSR pada kelas eksperimen terhadap *self-efficacy* dan kemampuan metakognitif siswa juga memiliki hasil lebih tinggi dibandingkan kelas kontrol. Hasil penelitian ini mengimplikasikan bahwa intervensi psikologi perlu diperhatikan ketika guru melakukan inovasi pembelajaran yang berujung pada peningkatan performa belajar siswa.

Kata kunci: IBSR, Kecemasan Kognitif, Kesulitan Belajar, Kemampuan Metakognitif, *Self Efficacy*, Sistem Imun.

ABSTRACT

Student academic stress can impact class participation. Integrating psychological treatment into learning strategies can help manage academic stress. The objective of this research is to enhance students' metacognitive and self-efficacy by reducing their learning difficulties and cognitive anxiety. This will be achieved by integrating Inquiry-Based Stress Reduction (IBSR) into learning strategies, which will help to alleviate academic stress during the learning process. The study is designed as a quasi-experimental study using a pretest-posttest nonequivalent control group design. The study was conducted at a Bandung City State High School with the participation of 70 class XI MIPA students from two different classes, 35 in the experimental class and 35 in the control class. Both classes utilized problem-based learning (PBL), with the experimental class receiving the IBSR technique at the beginning of learning and at various stages of core PBL activities. A questionnaire rating scale with 8 scales was used to collect data on academic stress, learning difficulties, cognitive anxiety, and student self-efficacy. Additionally, students' metacognitive abilities were measured using an open-ended essay. After two weeks of learning, the IBSR psychological intervention in the experimental class had lower student learning difficulties and cognitive anxiety than the control class. The IBSR psychological intervention in the experimental class on students' self-efficacy and metacognitive abilities also had higher results than the control class. The research suggests that psychological interventions should be considered when teachers implement learning innovations that improve student learning performance.

Keywords: IBSR, Cognitive Anxiety, Learning Difficulty, Metacognitive Ability, Self Efficacy, Immune System.

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