

Abstrak

Keterampilan *problem solving* dikembangkan melalui aktivitas belajar pada perkuliahan morfologi tumbuhan dan ditunjang oleh motivasi belajar. Penelitian ini bertujuan untuk mendeskripsikan hubungan motivasi belajar dan aktivitas belajar terhadap keterampilan *problem solving* mahasiswa biologi dalam perkuliahan morfologi tumbuhan. Motivasi belajar diukur menggunakan *The Motivated Strategies for Learning Questionnaire* (MSLQ) yang meliputi pengukuran orientasi tujuan intrinsik, orientasi tujuan ekstrinsik, *task value*, pengendalian keyakinan belajar, *self-efficacy*, dan uji kecemasan. Aktivitas belajar yang diukur meliputi pengamatan, meminta bantuan, menggunakan referensi, membuat gambar/ diagram, dan membuat deskripsi. Keterampilan *problem solving* diukur melalui tes tulis dengan soal-soal *problem solving*. Hasil penelitian memperlihatkan bahwa motivasi belajar mahasiswa sangat tinggi, namun belum sesuai dengan komposisi komponen motivasi belajar yang diharapkan. Aktivitas belajar mahasiswa pada perkuliahan morfologi tumbuhan masih dalam kategori rendah dan sedang. Keterampilan *problem solving* mahasiswa masih rendah. Aktivitas belajar berkorelasi positif signifikan terhadap keterampilan *problem solving* mahasiswa ($P \leq 0,01$), terutama aktivitas kelas ($P \leq 0,01$). Orientasi tujuan intrinsik berkorelasi positif signifikan terhadap kelas ($P \leq 0,01$). Orientasi tujuan ekstrinsik berkorelasi negatif signifikan terhadap keterampilan *problem solving* ($P \leq 0,01$). Sehingga untuk meningkatkan keterampilan *problem solving* dibutuhkan strategi perkuliahan yang dapat meningkatkan aktivitas belajar, terutama aktivitas kelas, dan menurunkan orientasi tujuan ekstrinsik mahasiswa.

Keyword: motivasi belajar, aktivitas belajar, *problem solving*, morfologi tumbuhan

Abstract

Problem solving skills developed through learning activities on plant morphology course and supported by the learning motivation. The purpose of this study is to describe the relationship between learning motivation and learning activities towards problem solving skills of biology students in plant morphology course. Learning motivation measured by The Motivated Strategies for Learning Questionnaire (MSLQ), including the measurement of intrinsic goal orientation, extrinsic goal orientation, task value, control beliefs about learning, self-efficacy and test anxiety. Learning activities measured include observation, asking for help, using a reference, drawings/ making diagrams, and create a description. Problem solving skills are measured through a written test with problem solving questions. The results showed that the students' learning motivation is very high, but it is yet accordance with the composition of the components of the expected learning motivation. Students' learning activities in plant morphology course is still in low and medium categories. Problem solving skills of the students are still low. Learning activity positively and significantly correlated with the problem solving skills of students ($P \leq 0,01$), especially a class activity ($P \leq 0,01$). Intrinsic goal orientation positively and significantly correlated with the class activity ($P \leq 0,01$). Extrinsic goal orientation negatively and significantly correlated with the problem solving skills ($P \leq 0,01$). To improve problem solving skills required lectures strategies that can improve the learning activity, especially the class activity, and need a strategy to reduce students' extrinsic goal orientation.

Keyword: *Learning motivation, learning activities, problem solving, plant morphology*