

**PENGARUH *SELF-EFFICACY* DAN
METACOGNITIVE SELF-REGULATION TERHADAP
KEMAMPUAN BERPIKIR KRITIS SISWA KELAS VII
SEKOLAH MENENGAH PERTAMA**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Matematika



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PENGARUH *SELF-EFFICACY* DAN *METACOGNITIVE SELF-REGULATION* TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA KELAS VII SEKOLAH MENENGAH PERTAMA

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ABSTRAK

Yovika Sukma. (2021). “Pengaruh *Self-Efficacy* dan *Metacognitive Self-Regulation* Terhadap Kemampuan Berpikir Kritis Siswa Kelas VII Sekolah Menengah Pertama.”

Berpikir kritis merupakan salah satu kemampuan yang dibutuhkan untuk memilih ataupun mengevaluasi kebenaran suatu informasi, terutama pada era revolusi industri 4.0 ini. Pada penelitian ini dikaji pengaruh *self-efficacy* dan *metacognitive self-regulation* terhadap kemampuan berpikir kritis siswa pada mata pelajaran matematika, khususnya pada materi Aritmetika Sosial. Penelitian kuantitatif non-eksperimen digunakan pada penelitian ini dengan jenis desain penelitian berupa desain korelasional dan analisis data menggunakan Analisis Jalur. Populasi pada penelitian ini adalah siswa kelas VII semester genap di SMP Negeri se-Kecamatan Bukit Kecil Kota Palembang. Ukuran sampel ditentukan menggunakan rumus dari Isaac dan Michael, sehingga diperoleh jumlah sampel pada penelitian ini adalah 224 siswa, kemudian siswa yang dijadikan sampel ditentukan menggunakan *purposive sampling*. Instrumen yang digunakan pada penelitian ini diadaptasi dari penelitian terdahulu; instrumen *self-efficacy* dan *metacognitive self-regulation* berupa instrumen non-tes; angket, dan instrumen kemampuan berpikir kritis berupa soal tes. Dari hasil penelitian ini diperoleh bahwa; *self-efficacy* berpengaruh terhadap *metacognitive self-regulation* siswa dengan besar pengaruh langsung adalah 38,90%; *metacognitive self-regulation* berpengaruh terhadap kemampuan berpikir kritis siswa dengan besar pengaruh langsung adalah 28,10%; *self-efficacy* berpengaruh terhadap kemampuan berpikir kritis siswa dengan besar pengaruh langsung adalah 24,80%; dan besar pengaruh tidak langsung *self-efficacy* terhadap kemampuan berpikir kritis melalui *metacognitive self-regulation* adalah 33,10%; serta besarnya pengaruh total *self-efficacy* terhadap kemampuan berpikir kritis adalah 57,90%. Hasil penelitian ini dapat menjadi referensi bagi guru untuk menentukan metode ataupun model pembelajaran yang dapat meningkatkan keyakinan siswa akan kemampuannya dapat merencanakan dan mengatur proses belajarnya serta menyelesaikan permasalahan yang mereka hadapi sehingga nantinya dapat meningkatkan kemampuan berpikir kritis siswa.

Kata Kunci: Aritmetika Sosial; Kemampuan Berpikir Kritis; *Metacognitive Self-Regulation*; *Self-Efficacy*; Siswa Sekolah Menengah Pertama

ABSTRACT

Yovika Sukma. (2021). *“The Effects of Self-Efficacy and Metacognitive Self-Regulation on Secondary School 7th-grade Students’ Critical Thinking”*

Critical thinking is one of the skills needed to evaluate the correctness of the information, especially in the era of the Industrial Revolution 4.0's. This study examined the effects of self-efficacy and metacognitive self-regulation of the student's critical thinking skills in mathematics, especially in the topic of Social Arithmetic. Non-experimental quantitative research was used in this study with the type of research design in the form of correlational design and data analysis using Path Analysis. The population in this study were seventh-grade students in even semesters of public secondary schools in Bukit Kecil, Palembang, Indonesia. The sample size was determined using the formula from Isaac and Michael so that the number of samples in this study was 224 students, then the students who were selected as samples were determined using purposive sampling. The instruments used in this study were adapted from previous research; self-efficacy and metacognitive self-regulation instruments in the form of non-test instruments; questionnaires, and critical thinking skills instruments in the form of questions tests. From the results of this study obtained that; self-efficacy has effects on students' metacognitive self-regulation with a direct effect is 38.90%; metacognitive self-regulation has effects on students' critical thinking skills with a direct effect is 28.10%; self-efficacy has effects on students' critical thinking skills with a direct effect is 24.80%; the indirect effect of self-efficacy on critical thinking skills through metacognitive self-regulation is 33.10%; and, the total effect of self-efficacy on critical thinking skills is 57.90%. The results of this study could be used as a reference for teachers to determine the method or model of learning that could improve students' confidence in their ability to plan and organize the learning process and resolve the problems they face so that later could improve students' critical thinking skills.

Keywords: *Critical Thinking Skills; Mathematics; Secondary School Students; Self-Efficacy; Self-Regulation Skills*

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