

PERBEDAAN *LEVEL OF THINKING* DAN MOTIVASI INTRINSIK SISWA
YANG MENERAPKAN STRATEGI *RETRIEVAL PRACTICE* DENGAN
KONVENSIONAL SETELAH PEMBELAJARAN
KLASIFIKASI TUMBUHAN

SKRIPSI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Sarjana Pendidikan Biologi



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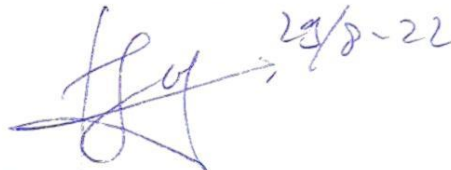
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**HALAMAN PERNYATAAN KEASLIAN SKRIPSI DAN PERNYATAAN
BEBAS PLAGIARISME**

Dengan ini saya menyatakan bahwa skripsi dengan judul “**Perbedaan *Level of Thinking* dan Motivasi Intrinsik Siswa yang Menerapkan Strategi *Retrieval Practice* dengan Konvensional Setelah Pembelajaran Klasifikasi Tumbuhan**” beserta seluruh isinya merupakan hasil karya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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ABSTRAK

Retrieval practice merupakan salah satu strategi belajar yang banyak diteliti. Penelitian menyatakan bahwa strategi *retrieval practice* memiliki pengaruh positif terhadap memori, hasil belajar, dan motivasi siswa untuk belajar. Sebagian besar penelitian mengenai efektivitas strategi *retrieval practice* diterapkan dalam skala laboratorium sehingga kurang merefleksikan pengaruh nyata strategi *retrieval practice* dalam pembelajaran skala kelas. Maka dari itu, penelitian ini bertujuan untuk mengetahui perbedaan *level of thinking* dan motivasi intrinsik siswa yang menggunakan strategi *retrieval practice* dengan konvensional pada setelah pembelajaran klasifikasi tumbuhan. Selain itu, penelitian ini menganalisis hubungan motivasi intrinsik dengan *level of thinking* pada siswa kelas eksperimen. Materi klasifikasi tumbuhan kelas X SMA digunakan sebagai bahan ajar dalam penelitian ini. Pengukuran *level of thinking* siswa terbagi menjadi enam level berdasarkan panduan *the new taxonomy* (Marzano & Kendall, 2007). Motivasi intrinsik siswa diukur menggunakan tiga aspek kuesioner *Intrinsic Motivation Inventory*. Penelitian kuasi-eksperimen ini melibatkan 60 siswa kelas X-MIPA salah satu sekolah menengah atas yang terbagi menjadi siswa kelas *Retrieval practice* dan siswa kelas Konvensional. Temuan penelitian menunjukkan bahwa tidak terdapat perbedaan *level of thinking* yang signifikan antara kedua kelas penelitian; terdapat perbedaan motivasi intrinsik yang signifikan antara kedua kelas penelitian; dan tidak terdapat hubungan antara motivasi intrinsik dengan *level of thinking* pada siswa kelas *Retrieval practice*. Temuan penelitian ini menunjukkan bahwa strategi *retrieval practice* dapat membantu memfasilitasi hasil belajar dan motivasi siswa. Penelitian ini mendukung pernyataan penelitian terdahulu bahwa strategi *retrieval practice* adalah strategi yang efektif untuk diterapkan dalam pembelajaran di sekolah.

Kata kunci: klasifikasi tumbuhan, level of thinking, motivasi intrinsik, retrieval practice.

ABSTRACT

Retrieval practice is one of the most researched learning strategies. Research showed that retrieval practice has a positive impact on memory, learning outcomes, and student's motivation. Currently, most research about retrieval practices was done on a laboratory scale. Thus, it was not reflecting the impact of retrieval practice in an actual learning situation. This research aimed to examine the effects of retrieval practice on students' level of thinking and intrinsic motivation compared to conventional learning strategies currently used at school. This research also examines the relationship between students' intrinsic motivation and learning outcomes in the experimental class. Plant classification in grade X high school was used as learning material in this research. The new taxonomy with six thinking processes was used as guidance to measure students' level of thinking. Students' intrinsic motivation was measured by the Intrinsic Motivation Inventory. This quasi-experimental research was conducted on 60 grade X high school students which were divided into Retrieval practice class and conventional class. The result revealed that there was no significant difference in students' level of thinking between the two classes; there was a significant difference in students' intrinsic motivation between the two classes, and there was no relation between students' intrinsic motivation and level of thinking in the experimental class. This research showed that retrieval practice facilitates students' learning outcomes and intrinsic motivation. This research also supports prior research that stated retrieval practice is an effective strategy to be implemented in a school environment.

Keywords: Plant classification, level of thinking, intrinsic motivation, retrieval practice.

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