

Wakhidatul Hardiyanti. 2020. Penerapan Model Pembelajaran ICARE dengan strategi Diagram Roundhouse terhadap Keterampilan Metakognitif Siswa. Skripsi. Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1 : Yunin Hidayati dan Pembimbing 2 : Wiwin Puspita Hadi.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan keterampilan metakognitif sebelum dan sesudah pembelajaran menggunakan model pembelajaran *ICARE* dengan strategi diagram *roundhouse*. Metode penelitian dalam penelitian ini menggunakan *quasi experimental design* berbentuk *pretest-posttest nonequivalent control group design*. Pengumpulan data menggunakan angket MAI (*Metacognitive Awareness Inventory*) dan tes MSI (*Metacognitive Skills Inventory*) untuk keterampilan metakognitif siswa. Teknik analisis data menggunakan uji t sampel bebas. (1) Berdasarkan hasil penelitian menunjukkan signifikansi $-t_{tabel} \geq t_{hitung} \geq t_{tabel}$ yaitu $4,175 \geq 2.00172$ maka H_0 ditolak, yang artinya terdapat perbedaan keterampilan metakognitif siswa antara kelas eksperimen dan kelas kontrol setelah diterapkan model pembelajaran *ICARE* dengan strategi diagram *roundhouse*. (2) Rata-rata *posttest* MSI sebesar 70.00 (kelas eksperimen) dan 60.28 (kelas kontrol) kategori tinggi, sedangkan rata-rata angket MAI sebesar 75.32 (kelas eksperimen) dan 71.1 (kelas kontrol) kategori bagus. (3) Keterlaksanaan pembelajaran terlaksana dengan kriteria sangat baik dengan presentase 100%. (4) Respon siswa pada pembelajaran berada pada kategori sangat menarik dengan presentase 87%.

Kata kunci : *ICARE*, diagram *roundhouse*, keterampilan metakognitif, pembelajaran IPA

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ABSTRACT

The purposes of this research were to know the differences of metacognitive skills before and after learning by using ICARE learning models with roundhouse diagrams strategy. The research method in this study used quasi experimental design through the form of pretest-posttest nonequivalent control group design. The technique for collecting data used MAI (Metacognitive Awareness Inventory) questionnaire and MSI (Metacognitive Skills Inventory) test for students' metacognitive skills. The technique for analyzing data used independent sample t test. (1) Based on the observation shows that the significance of $-t_{tabel} \geq t_{hitung} \geq t_{tabel}$ is $4,175 \geq 2.00172$, H_0 is rejected, it means that there is the differences of metacognitive skills between experimental class and control class after being applied ICARE learning models with roundhouse diagrams strategy. (2) The average of MSI posttest is 70.00 (experimental class) and 60.28 (control class) which shows high category, meanwhile the average of MAI questionnaire is 75.32 (experimental class) and 71.1 (control class) which is in a good category. (3) The implementation of learning carried out with very good category. The percentage is 100%. (4) The students' responses in learning indicates very interesting category. The percentage is 87%.

Keywords: ICARE, roundhouse diagram, metacognitive skills, science learning.