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Peran Keterampilan Metakognisi dan Kegigihan dalam Pendekatan Belajar pada Siswa SMP = The Role of Metacognitive Skills and Grit in the Learning Approaches of Junior High School Students

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Abstrak

Pada masa remaja awal, siswa SMP menghadapi fase krusial dalam membentuk keterampilan akademik. Pendekatan belajar, khususnya deep, berperan dalam mendukung performa akademik. Penelitian ini menguji peran keterampilan metakognisi dan kegigihan secara simultan dalam memprediksi pendekatan belajar deep dan surface pada siswa SMP usia 12–16 tahun (N = 196; M = 13,41). Pendekatan belajar diukur menggunakan The Revised Two Factor Study Process Questionnaire (R-SPQ-2F), keterampilan metakognisi dengan Metacognitive Skills Scale (MSS), dan kegigihan dengan Grit Scale for Children and Adult (GSCA). Analisis regresi berganda menggunakan SPSS Statistics menunjukkan bahwa keterampilan metakognisi dan kegigihan secara simultan memprediksi pendekatan deep, namun tidak memprediksi pendekatan surface ($p < 0.001$, $R^2 = 0.386$; $p = 0.220$, $R^2 = 0.016$). Keterampilan metakognisi berhubungan positif dengan pendekatan deep dan negatif dengan surface, sementara kegigihan hanya berhubungan positif dengan deep. Oleh karena itu, siswa, orang tua, dan guru disarankan untuk berkolaborasi dalam meningkatkan metakognisi dan kegigihan guna mendukung pembelajaran yang optimal.

.....During early adolescence, junior high school students face a critical phase in developing academic skills. Learning approaches, particularly deep learning, play a significant role in supporting academic performance. This study examines the simultaneous role of metacognitive skills and grit in predicting deep and surface learning approaches among junior high school students aged 12–16 years (N = 196; M = 13,41). Learning approaches were measured using the Revised Two Factor Study Process Questionnaire (R-SPQ-2F), metacognitive skills using the Metacognitive Skills Scale (MSS), and grit using the Grit Scale for Children and Adults (GSCA). Multiple regression analysis using SPSS Statistics revealed that metacognitive skills and grit simultaneously predicted deep learning approaches but not surface approaches ($p < 0.001$, $R^2 = 0.386$; $p = 0.220$, $R^2 = 0.016$). Metacognitive skills were positively associated with deep approaches and negatively with surface approaches, while grit was positively associated only with deep approaches. Therefore, students, parents, and teachers are encouraged to collaborate in enhancing metacognitive skills and grit to support optimal learning outcomes.