**ABSTRAK**

MUH. ANSHARY. 2014. *Perbedaan Keterampilan Metakognitif dan Hasil Belajar Kognitif Biologi Antara Siswa yang Dibelajarkan Melalui Strategi Inkuiri Terintegrasi Model PBL (Problem Based Learning) dengan Strategi Inkuiri Terintegrasi Model Kooperatif Tipe Jigsaw* (dibimbing oleh Syamsul Bachri Thalib dan Muhiddin Palennari)

Penelitian ini bertujuan untuk mengetahui (i) Keterampilan metakognitif yang dibelajarkan melalui strategi inkuiri terintegrasi model *PBL* dengan strategi inkuiri terintegrasi model kooperatif tipe jigsaw (ii) Hasil belajar kognitif biologi yang dibelajarkan melalui strategi inkuiri terintegrasi model *PBL* dengan strategi inkuiri terintegrasi model kooperatif tipe jigsaw (iii) Perbedaan keterampilan metakognitif dan hasil belajar kognitif biologi antara siswa yang dibelajarakan melalui strategi inkuiri terintegrasi model *PBL* dengan strategi inkuiri terintegrasi model kooepratif tipe jigsaw.

Penelitian ini adalah *(quasi eksperimen)* dengan desain *Pretest*-*Posttest nonequivalent control group design,* diambil secara *random sampling* yakni XI IPA 3 menggunakan strategi inkuiri terintegrasi model kooperatif tipe jigsaw dan XI IPA 4 menggunakan strategi inkuiri terintegrasi model *PBL*. Instrumen penelitian berupa tes keterampilan metakognitif MSI (*Matacognitive Skill Inventori*) diadaptasi oleh MAI (*Matacognitive Awareness Inventori*) dan *SEMLI-S* (*Self Efficacy and Metacognition Learning Inventory- Science*), mengukur hasil belajar kognitif biologi menggunakan tes dengan materi sistem regulasi yang berbentuk pilihan ganda.

Hasil penelitian ini menunjukkan bahwa: (i) Keterampilan metakognitif siswa yang dibelajarkan melalui strategi inkuiri terintegrasi model *PBL* dengan nilai rata-rata pretest 74,70 dengan kategori berkembang baik sedangkan nilai rata-rata posttest 82,38 berkategori berkembang sangat baik (ii) Keterampilan metakognitif siswa yang dibelajarkan melalui strategi inkuiri terintegrasi model kooperatif tipe jigsaw dengan nilai rata-rata pretest 74,55 dengan kategori berkembang baik sedangkan nilai rata-rata posttest 80,43 berkategori berkembang sangat baik (iii) Hasil belajar kognitif biologi yang dibelajarkan melalui strategi inkuiri terintegrasi model *PBL* dengan nilai rata-rata pretest 45,96 dengan kategori rendah sedangkan nilai rata-rata posttest 73,16 berkategori tinggi (iv) Hasil belajar kognitif biologi yang dibelajarkan melalui strategi inkuiri terintegrasi model kooperatif tipe jigsaw dengan nilai rata-rata pretest 44,39 dengan kategori rendah sedangkan nilai rata-rata posttest 74,14 berkategori tinggi (v) Tidak ada perbedaan keterampilan metakognitif dan hasil belajar kognitif biologi antara siswa yang dibelajarakan melalui strategi inkuiri terintegrasi model *PBL* dengan strategi inkuiri terintegrasi model kooperatif tipe jigsaw.

Kata Kunci: inkuiri, PBL, jigsaw, keterampilan metakognitif, hasil belajar

**ABSTRACT**

MUH. ANSHARY. 2014. *Difference between Metacognitive Skills and Cognitive Learning Outcomes in Biology Subject between Students who Learned through Integrated Inquiry Strategies of Problem Based Learning Model with Integrated Inquiry Strategy of Cooperatif Model of Jigsaw Type* (Suppervised by Syamsul Bachri Thalib and Muhiddin Palennari)

The study aimed to determine (i) metacognitive skills of students who learned through integrated inquiry strategy of PBL (Problem Based Learning) model with integrated inquiry strategies of cooperative model jigsaw type, (ii) cognitive learning outcomes of students who learned biology through integrated inquiry strategy of PBL model with integrated strategies of cooperative model jigsaw type, and (iii) the differences of metacognitive skills and cognitive learning outcomes between students who learned biology through integrated inquiry strategy of PBL model with integrated strategies of cooperative model jigsaw type.

The result is quasi-experimental study with a pretest-posttest design of nonequivalent control group design, drawn by random sampling and obtained class XI IPA 3 using the integrated strategy of cooperative model jigsaw type and class XI IPA 4 using the integrated inquiry strategy of PBL model. The research instrument used metacognitive skills test of MSI (Matacognitive Skill Inventory) adapted by MAI (Matacognitive Awareness Inventory) and SEMLI-S (Self-Efficacy and metacognition Learning Inventory-Science), and multiple choice test to measure the students biology cognitive learning outcomes using test by regulatory system in the form of multiple choice.

The results of this study indicate that: (i) the metacognitive skills of students that learned through an integrated inquiry strategy of PBL model has mean score of pretest 74.70 in the category of developed well; whereas, the mean score of posttest is 82.38 classified as developed extremely well; (ii) the metacognitive skills of students who learned through an integrated strategies of cooperative model jigsaw type has mean score of pretest 74.55 in the category of developed well; whereas, the mean score of posttest is 80.43 classified as developed extremely well; (iii) cognitive learning outcomes that learned Biology through an inquiry strategy of PBL model has mean score of pretest 45.96 in low category; whereas, the mean score of posttest is 73.16 in high category; (iv) the learning outcomes that learned Biology through an integrated inquiry strategy of cooperative model of jigsaw type has mean score of pretest 44.39 in low category; whereas, the mean score of posttest is 74.14 in high category; (v) there is no difference in metacognitive skills and cognitive learning outcomes between students who learned Biology through an integrated strategy of PBL model and integrated strategies of cooperative model of jigsaw type.

Keywords: *Inquiry, PBL, jigsaw, metacognitive skills, learning outcomes*