

**Pengaruh Model Pembelajaran *Reading Questioning And Answering* (RQA) Melalui *Virtual Class* Terhadap Keterampilan Metakognitif Dan Hasil Belajar Kognitif Mahasiswa Program Studi Pendidikan Biologi Pada Mata Kuliah Kemampuan Dasar Mengajar**

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**Abstrak**

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Reading, Questioning And Answering* (RQA) melalui *virtual class* terhadap keterampilan metakognitif dan hasil belajar kognitif mahasiswa program studi pendidikan biologi pada mata kuliah kemampuan dasar mengajar. Variabel penelitian ini ada dua yaitu variabel bebas adalah model pembelajaran *Reading, Questioning And Answering* (RQA) dan variabel terikat adalah keterampilan metakognitif dan hasil belajar kognitif. Metode yang digunakan dalam penelitian adalah metode kuantitatif. Bentuk penelitian yang digunakan adalah kuasi eksperimen dengan desain penelitian *pretest posttest control group design*. Teknik pengumpulan data menggunakan Kuesioner *Metacognitive Awareness Inventory* (MCAI), Tes uraian hasil belajar kognitif dan dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh model pembelajaran *Reading, Questioning And Answering* (RQA) melalui *virtual class* terhadap keterampilan metakognitif dan hasil belajar kognitif mahasiswa program studi pendidikan biologi pada mata kuliah Kemampuan Dasar Mengajar.

Kata Kunci : model pembelajaran RQA, keterampilan metakognitif, kognitif

## ABSTRACT

**La Ode Muhammad Azhar.** 2021. The Effect of Reading, Questioning, and Answering (RQA) Learning Model through Virtual Class on Metacognitive Skills and Cognitive Learning Outcomes of Biology Education Study Program Students in the Subject of Basic Teaching skill. Supervising Commission: Chumidach Roini and Said Hasan.

This research aims to determine the effect of the Reading, Questioning, and Answering (RQA) learning model through virtual class on metacognitive skills and cognitive learning outcomes of students in the Biology Education Study Program in the subject of basic teaching skill. Two variables focused this research are independent variable which is the Reading, Questioning, and Answering (RQA) learning model and the dependent variable which is metacognitive skills and cognitive learning outcomes. The method used is a quantitative method. The form of research used is a quasi-experimental research design with pretest posttest control group design. The data collection technique used is the Metacognitive Awareness Inventory (MCAI) Questionnaire, a description of the cognitive learning outcomes test and documentation. The results indicate that there is an effect of the Reading, Questioning, and Answering (RQA) learning model through virtual classes on metacognitive skills and cognitive learning outcomes of the biology education study program students in the Basic Teaching skill subject.

Keywords: RQA learning model, metacognitive skills, cognitive

