

**FAKULTAS KEDOKTERAN  
UNIVERSITAS PEMBANGUNAN NASIONAL “VETERAN” JAKARTA**

**Tugas Akhir, Januari 2026**

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**PENGARUH STRATEGI METAKOGNITIF DAN KESIAPAN BELAJAR  
MANDIRI TERHADAP PRESTASI AKADEMIK MAHASISWA PSKPS  
FAKULTAS KEDOKTERAN UPN “VETERAN” JAKARTA**  
RINCIAN HALAMAN (xv + 105 halaman, 17 tabel, 5 lampiran)

**ABSTRAK**

**Tujuan**

Penelitian ini bertujuan untuk menganalisis pengaruh strategi metakognitif dan kesiapan belajar mandiri terhadap prestasi akademik mahasiswa Program Studi Kedokteran Program Sarjana (PSKPS) Fakultas Kedokteran UPN “Veteran” Jakarta

**Metode**

Jenis penelitian ini adalah observasional analitik dengan desain *cross-sectional*. Populasi penelitian mencakup mahasiswa angkatan 2022, 2024, dan 2024, dengan sampel sebanyak 169 responden yang diambil menggunakan teknik total sampling. Data dikumpulkan melalui kuesioner *Metacognitive Awareness Inventory* (MAI) dan *Self-Directed Learning Readiness Scale* (SDLRS), serta Indeks Prestasi Akademik (IPK) sebagai indikator prestasi akademik. Analisis data dilakukan menggunakan uji korelasi *Spearman* dan uji regresi linier berganda dengan bantuan perangkat lunak *software computerized*.

**Hasil**

Hasil uji korelasi *Spearman* menunjukkan adanya pengaruh positif dan signifikan antara strategi metakognitif ( $p=0.000$ ) dan kesiapan belajar mandiri ( $p=0.000$ ) terhadap prestasi akademik. Hasil uji regresi linier berganda menunjukkan bahwa kedua variabel secara simultan berpengaruh signifikan terhadap prestasi akademik ( $F$  hitung=50.389;  $p=0.000$ ). Strategi metakognitif memberikan kontribusi dominan dengan koefisien regresi (B) sebesar 0.536 ( $p=0.000$ ).

**Kesimpulan**

Disimpulkan bahwa strategi metakognitif dan kesiapan belajar mandiri merupakan faktor yang berpengaruh signifikan terhadap prestasi akademik dengan variabel dominan strategi metakognitif terhadap prestasi akademik mahasiswa Fakultas Kedokteran UPN “Veteran” Jakarta.

**Data pustaka** : 54 (2019-2025)

**Kata kunci** : kesiapan belajar mandiri, prestasi akademik, strategi metakognitif

**FACULTY OF MEDICINE  
UNIVERSITY PEMBANGUNAN NASIONAL “VETERAN” JAKARTA**

**Undergraduate Thesis, Januari 2026**

**NAJWA KINARYASIH MUDA, No. NRP 2210211153**

**THE EFFECT OF METACOGNITIVE STRATEGIES AND SELF-DIRECTED LEARNING READINESS ON THE ACADEMIC ACHIEVEMENT OF MEDICAL STUDENT AT THE FACULTY OF MEDICINE UPN “VETERAN” JAKARTA**

PAGE DETAIL (xv + 105 pages, 17 tables, 5 appendices)

**ABSTRACT**

**Objective**

This study aimed to analyze the influence of metacognitive strategies and self-directed learning readiness on the academic achievement of students in the Undergraduate Medical Study Program (PSKPS) at the Faculty of Medicine, UPN “Veteran” Jakarta.

**Method**

This research used an analytical observational method with a corss-sectional design. The study population included students from the 2022, 2023, and 2024 cohorts, with a sample of 169 respondents selected using a total sampling technique. Data were collected using the Metacognitive Awareness Inventory (MAI) questionnaire, the Self-Directed Learning Readiness Scale (SDLRS) questionnaire, and Grade-Point Average (GPA) as an indicator of academic achievement.

**Result**

Data analysis was performed using Spearman’s correlation test and multiple linear regression analysis with the assistance of software computerized. The result of Spearman’s correlation test indicated a positive and significant influence of metacognitive strategy ( $p=0.000$ ) and self-directed learning readiness ( $p=0.000$ ) on academic achievement. The results of the multiple linear regression test showed that both variables simultaneously had a significant influence on academic achievement ( $F=50.389$ ;  $p=0.000$ ). metacognitive strategy provided that dominant contribution with a regression coefficient (B) of 0.536 ( $p=0.000$ ).

**Conclusion**

It is concluded that metacognitive strategies and self-directed learnig readiness are factors that significantly influence the academic achievement of student at the Faculty of Medicine, UPN “Veteran” Jakarta, with metacognitive strategy being the dominant variable.

**Reference** : 54 (2019-2025)

**Keywords** : academic achievement, metacognitive strategies, self-directed learning readiness,