

Studying Academic Learning Trilogy, Titik Earns Doctorate

Friday, 15 July 2016 WIB, By: Marwati



Effective learning models that will be able to produce optimal learning achievement have to consider a theoretical nature as well as realistic matter. Challenges arise for students in the era of information technology today, since they are required to construct all available information. Without information screening, there is possibility that student's memory would be filled with useless information.

"Currently, learning system at school has involved information technology which requires each student to be active," said Titik Kristiyani, M.Psi., on her open doctoral examination entitled "From Trilogy to Ecology: Learning Motivation Dynamic, Metacognition and Cognitive Strategy for Mathematics Achievement among 9th Graders" at the auditorium of the Faculty of Psychology UGM, Thursday (14/7). Kristiyani is a lecturer at the Faculty of Psychology, Universitas Sanata Dharma.

By having 9th graders in the city of Yogyakarta as subjects and using three psychology scales such as Motivation Scale, Metacognition Scale and Cognitive Strategy Scale, Titik found that to learn mathematics does not require depth cognitive strategies.

"No involvement of the use of cognitive strategies because the questions presented to the students are repetitions so that they do not require the use of critical thinking and in-depth cognitive

strategies," she said.

Krisiyani further said that the students who have after-class lessons also have higher motivation to learn, metacognition, and higher math achievement than students who do not. That is, activities and after class mentoring provide support for cognitive development (scaffolding) for students.

Therefore, Kristiyani hopes that by seeing no involvement of deep cognitive strategies due to the number of repetitive questions given to students will motivate school to evaluate their evaluation system so it would require the students to use their critical thinking skill.

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