THE ROLE OF METACOGNITION IN BASIC CONCEPTS OF SOCIAL SCIENCE COURSES IN ELEMENTARY SCHOOL TEACHER EDUCATION

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Abstract. Metacognition is the ability to self-regulate within one's cognitive realm. The concept of metacognition is the idea of one's thinking. This research was conducted in the basic social science concept course. The purpose of this study was to look at the role of the concept of metacognition in social studies basic concepts in elementary school teacher education. The research method used is a qualitative method with a literature study approach. This literature study was carried out by collecting references from various data sources, including books, journals, newspapers, articles, books, documents and archives that are considered relevant. From this study it is known that the role of the concept of metacognition is very important in basic social science concept courses which can form more complex cognitions, develop critical thinking skills with collaborative decision-making activities, can help control college student academic self-control, formulate hypotheses, and can influence college student learning motivation.

Keywords: Meyacognition, Basic Concepts of Social Science.

INTRODUCTION

The social studies basic concepts course is one of the courses devoted to the elementary school teacher education study program. The social studies basic concepts course has an important role for elementary school teacher education students, because the social studies basic concepts course aims to find out the branches of science from social studies that will be applied when teaching, as well as to understand the objectives of learning social studies in elementary school. This is in line with the results of research (Anggraini, 2019) which explains that prospective educators must understand the basic concepts of social science in order to be able to teach material to students in a mature manner.

Prospective educators will basically teach students in terms of basic understanding of science for their future needs. Teaching in the right Social Science Basic Concepts course is very much needed by prospective teachers to develop knowledge which will later be passed on to students. Before prospective teachers can develop students' knowledge, they must first understand the basic concepts of social studies. Therefore, lecturers must make quality learning for future teachers according to the needs of students. This is written in Law no. 14 of 2005 article 60 concerning teachers and lecturers which states that the duties of teachers and lecturers are to carry out education, research and community service, plan, carry out the learning process, including assessing and evaluating learning outcomes.

The quality of education in a nation can be seen in the quality of the nation's life. Good human resource management can also improve the quality of education in good countries. The focus of the current government is the development of quality education and the intellectual life of the nation. This is in line with the preamble of the 1945 Constitution, which is to educate the life of

the nation. If the government's focus is not implemented, Indonesian education will be increasingly inferior to other countries in the world.

Improving the professional abilities of elementary school teacher candidates by providing students with essential school disciplines, one of which is the subject matter of basic social science concepts. The material for the basic concepts of social science course is a course on social science material that is given the scope of the science family of social sciences. According to (Wahyudi, 2012) explained that professional competence is the teacher's ability to understand material vertically and horizontally so as to be able to guide and direct students according to the expected standards.

To improve the quality of education, especially in the field of social studies basic concepts, a strategy or concept is needed that can be used in learning, namely by using the concept of metacognition. Metacognition is an ability to self-regulate in one's cognitive realm. This is in line with the opinion (Thayeb, 2017) explaining that metacognition essentially emphasizes awareness of one's thinking about one's own thinking processes.

The concept of metacognition is the idea of thinking about one's thoughts. This includes being aware of what one knows (metacognitive knowledge), what can be done (metacognitive skills), and what can be known about one's own cognitive skills (metacognitive experiences). Thus, this study aims to find out what are the roles of the concept of metacognition in social studies basic concepts courses in elementary school teacher education.

RESEARCH METHOD

The research method used in this study is a qualitative method using document study instruments or literature study. The library method is research by collecting data by understanding and studying theories from various literature related to this research (Adlini, 2022). Literature study is a method used in research by utilizing information gathering through books, articles, magazines, archives and other documents that are considered relevant to the topic taken (Moleong, 2018). After searching for data through various literatures, the next step is to choose the right sources to be used in uncovering the reality of the research topic and used as the basis for writing theory. Then the next step is the researcher verifies or draws conclusions from the sources that have been obtained and writes them in the article.

RESULT AND ANALYSIS

1.1 Metacognition in Learning

Metacognition was first coined by Flavell in 1976. (Wellman, 1985) stated that metacognition is a form of cognition or a thought process at two or more levels that involves controlling cognitive activity. (Baker & Brown, 1980) explained that there are two types of metacognition namely Knowledge About Cognition (knowledge about cognition) and Cognitive Regulation (cognition regulation). (Anon, 2019) explains that there are two levels of metacognition, namely the meta level (the level of thinking beyond) and the object level (object/cognitive level).

A person's metacognition process is carried out in a metacognition process that occurs with monitoring and control processes. Object or cognitive/thinking level, for example understanding the meaning of the information found, followed by the next process, for example we see how well someone understands the information found, then the information moves to the meta level or level of thinking that goes beyond thinking, namely a place to think for ensure that objectives are achieved. If someone is interested in the information found then he will continue reading, if someone is not interested in the information found then he will not read further. This function is called process control (control). These two processes are called metacognition.

According to (Murti, 2011) metacognition refers to awareness and in-depth understanding of a person's processes and products, while the process of metacognition refers to a person's ability to monitor or regulate his cognitive activity while solving problems. This description shows that metacognitive and metacognition are very different, where metacognitive is an understanding of how these processes and products exist. While metacognition is a person's ability to control oneself in an activity of thinking to solve problems with the coaching process, and bring up an action.

The emphasis on the definition of metacognition is on the process of thinking about what someone has planned. Furthermore (Livingstone, 1997) states that metacognition is a high-level thinking process which includes active control of the process of cognitive activity involved in learning which includes planning, monitoring, and evaluating the cognitive activities it does.

Metacognitive knowledge includes learning variables, task variables and strategy variables, while metacognitive regulation refers to the ability to plan, monitor and evaluate cognitive activities carried out by an individual. Students with metacognitive knowledge know the strengths and weaknesses of learning activities. This means that when students experience difficulties in learning, they realize their weaknesses and try other strategies to overcome them.

Metacognition learning creates students' awareness that they can plan, monitor and evaluate the cognitive activities they do in learning. This is in accordance with the opinion (Suzana, 2003) metacognition learning emphasizes awareness learning about how to plan, reconcile, and manage what they know; what is needed and how to do it. In line with Cardelle's opinion (in Bano, 2012) states that metacognition learning directs students' attention to significant things and guides them to choose the right strategy to solve problems or issues through scaffolding/guide questions. Thus educators in teaching and learning activities must be able to create and improve students' metacognition skills so that they are more focused on learning activities.

1.2 Basic Concepts of Social Science

Conceptual understanding is a key aspect of learning (Santrock, 2007). By understanding the concept of the material being studied, students will deepen their knowledge and apply it in various interests. The basic concept of Social Sciences as a subject that covers the study of material in the social sciences such as geography, economics, sociology, anthropology, psychology, politics and history. Each of these sciences has a different concept. The understanding of the basic basic social science concepts concepts studied in this study is a substantive understanding of concepts, namely the understanding of the basic social science concepts concept contained in the learning outcomes and learning outcomes of predetermined courses.

1.3 The Role of Metacognition in the Basic Concepts of Social Science

Research findings (Frith, 2012) entitled The Role Of Metacognition In Human Social Interactions establish that metacognition is a unique human ability that has developed through increased collaborative decision making. In Frith's research, it can be said that metacognition is a thinking skill that can influence a person's decision making on a problem.

Furthermore, the results of the study (Nursalam, 2022) stated that based on the findings, 80% of the participants did not yet have metacognitive understanding and skills in the academic field. Most of the participants were still not able to come up with thoughts that could help them control themselves in order to be able to face their demands and responsibilities in the academic field. The problem of self-control includes the scope of the basic concepts of social science science family, namely in the field of psychology to regulate oneself in dealing with and solving academic demands.

Then, research findings (Adiarto, 2017) found that metacognition can develop thinking skills in understanding existing concepts in social science material and is able to increase students' critical thinking power because students are directed to find their own problems they learn, formulate hypotheses, collect data, testing hypotheses until they are able to draw conclusions from the problem being solved.

(Pierce, 2003) explains that metacognition affects students' learning motivation. It was further explained that the more often students are aware of their thought processes when they are learning, the more they can control their goals, personality, and attention. This will certainly have an impact on students' metacognitive skills. Student motivation in the basic concepts of social science is included in the psychology science family.

Thus, it can be concluded that metacognition plays an important role in the basic concepts of social science courses which are useful in more complex student cognitive development, namely by accustoming students to think critically by bringing up a collaborative decision-making activity, can help control themselves academically. students, formulate hypotheses, and can influence student learning motivation.

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CONCLUSION

Basic concept courses in Social Sciences are designed based on phenomena, problems, and social realities using an interdisciplinary approach that involves various branches of social sciences and humanities such as history, geography, economics, sociology, anthropology, politics and psychology. Therefore, Social Sciences can be considered as a study of the combination of sciences in the social sciences and humanities to produce social actors who can participate in solving social problems. The study material includes events, facts, concepts, and generalizations related to actual issues, symptoms, problems, or social realities and regional potentials.

In Indonesia, Social Sciences is another name for social studies, which shows the integrated nature of the social sciences or integrated social sciences. Therefore, the nature of this integration should be the main characteristic of Social Sciences. Social Sciences is an integrative study of human life in various dimensions of space and time with all its activities. In another formulation, Social Sciences is the study of social life and its environment for the purposes of education and the formation of social actors.

Therefore, the need for the role of metacognition in the basic concepts of Social Sciences courses is to form more complex cognition, develop critical thinking skills with collaborative decision-making activities, can help control student academic self-control, formulate hypotheses, and can influence learning motivation student.

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