METACOGNITION IN DEVELOPING PANCASILA STUDENT PROFILES FOR STUDENTS TRANSITIONING FROM EARLY CHILDHOOD EDUCATION TO ELEMENTARY SCHOOL

Cholifah Tur Rosidah[1*], Bahauddin Azmy[2], Anies Listyowati[3], Hana Miranda[4], Uswatun Hasanah[5]

[1, 2, 3, 4, 5]PGRI Adi Buana University, Surabaya, East Java, Indonesia
* Corresponding author: cholifah@unipasby.ac.id

Abstract

The gap between Early Childhood Education and Basic Education, especially in the early grades, is a problem that never seems to resolve. This started from a conceptual error in interpreting Learning Readiness and Early Childhood Education Transitions. To build learning readiness so that the character profile of Pancasila students can develop, students need to have knowledge and control over their way of thinking or learning activities which is known as metacognitive. This research aims to find out the relationship between metacognition and the character of the Pancasila student profile possessed by grade 1 elementary school students. Subjects were selected from elementary schools in East Java Province through Cluster random sampling. Data analysis was carried out using the Pearson correlation coefficient. The results of calculations using the SPSS application show that students' metacognitive relationships are closely related to the character of the Pancasila student profile which is shown through their behavior. The calculation results show a score of 0.84.
Keywords: *metacognitive, Pancasila student profile, early childhood, elementary school*

INTRODUCTION

The gap between early childhood education and primary education, especially in the early grades, has been a long-standing problem that never seems to be resolved. It started with the misconception of "Learning Readiness" and "ECD Transition". Early childhood education units, which should not prioritize reading and writing skills, have become very oriented towards learning skills, especially in group B. This is due to the demand that primary schools must be able to teach learning readiness. This is due to the demand that primary school students must be able to read, write and count. The demand does not only come from the selection to enter primary school, but also the learning and textbooks available require students to be able to read, write and count in order to follow the subject matter. This results in students only having a small portion of play activities when they are at the PAUD level, whereas children should only play when they are learning. Moreover, not all children who will attend primary school go through PAUD first. Data from UNICEF in 2019, around 175 million children around the world entered primary school without going through PAUD. (UNICEF 2019).

In response, Kemendikbudristek corrects the misconception that "Learning Readiness" does not mean that students must be able to learn to follow lessons with good reading, writing and counting skills, especially in grade 1 and grade 2. At the beginning of school in

Proceeding
1ˢᵗ International Conference on Multidisciplinary Studies
Universitas Riau Kepulauan, Batam, December 19, 2023
e-ISSN: 3047-6399

ICMS ⚓ UNRIKA
International Conference on
Multidisciplinary Study

Volume 1: 1-8

elementary school, there should be a two-week introduction to school which is used by the school to introduce the environment, habits and routines. It is also very necessary to conduct an initial assessment to determine the level of children's learning readiness in terms of mental readiness, communication, self-regulation and independence. It is equally important that after the orientation, the learning process is done through play and fun, so that there is no intellectual violence at the PAUD level. This implies the need to adjust the PAUD and SD curricula (Mustifa 2019). Students in early childhood education and primary school are more prepared to learn and develop their creativity. Thus, students' rights will be fulfilled and all forms of violence, especially intellectual violence, will be avoided (Nopianti, 2016).

The government facilitated this situation in many ways, including an appeal to all regional heads in stages to issue Circular Letters to Strengthen ECD Transition in their respective regions in order to be able to provide full support to these activities. The publication of books and various learning platforms on ECD Transition in accordance with the Sustainable Development Goal (SDG) indicator 4.2.2 issued by UNICEF (Mizunoya et al. 2019). To publish a book of sample activities that inspire schools to carry out their activities, teaching materials including concepts on how to prepare teaching materials for these activities (Faridah et al. 2021). The activity of strengthening the transition of PAUD SD has an important meaning in the development of children in the future. Children in the range of 0-8 years are still in the Early Childhood period, which is the period that becomes the foundation and determinant of further development for the Golden Generation of Advanced Indonesia (Tanoto, 2021). Therefore, it is necessary to re-emphasize the learning activities or strategies carried out at that time through meaningful activities, including through metacognitive strategies (Yusnaeni et al. 2020).

Reviewed from several studies related to the learning and teaching process such as (Lin, 2021) stating that students or individuals will not be adept at thinking, interacting and being creative if teaching is centered only on a static teacher, teachers should implement a variety of strategies that can trigger learners and provide opportunities for them to think actively. Raul (2022) argues there are two important elements that are directly or indirectly related to the thinking process, which become important elements in the thinking process. The element consists of cognitive which is the core of the model and is directly related to the thinking process, while the important element that helps the thinking process indirectly is what is recognized as metacognitive that surrounds the cognitive process. Metacognition can be

Proceeding
1ˢᵗ International Conference on Multidisciplinary Studies
Universitas Riau Kepulauan, Batam, December 19, 2023
e-ISSN: 3047-6399

ICMS ⚓ UNRIKA
International Conference on
Multidisciplinary Study

Volume 1: 1-8

interpreted as an element that has a relationship with one's awareness of the processes carried out when thinking. Basically, metacognition is the awareness of thinking what is known and what is not known. In the context of learning, students know how to learn, know their learning modalities and know the best learning strategies for effective learning.

The results of interviews conducted with several grade 1 elementary school teachers can be concluded that the importance of the transition period from PAUD to SD needs to be filled with learning activities that are more meaningful and can build students' independence, creativity and character. Metacognition is important to be applied in the learning process. Metacognitive strategies are strategies or steps in training someone to get used to learning by prioritizing metacognition. Metacognitive strategies train a person in learning by prioritizing Higher Order Thinking Skills in a reflective learning scheme. The application of metacognitive strategies that are carried out continuously and continuously allows the formation of character in students.

The description of the background above encourages the conduct of research entitled Metacognitive in Pancasila Learner Profile in Transition Students from PAUD to SD. Based on the background described, the problem formulations in this study include: How is the relationship between the application of metacognitive strategies in developing student character profiles?

The problem-solving approach in this study includes: (1) problem identification, (2) exploration of the cause of the problem, (3) determination of the cause of the problem, (4) exploration of alternative solutions, (5) determination of the solution. This research is theoretically and practically useful for elementary school teachers, prospective teachers, students, namely providing knowledge and alternative learning innovations that can develop students' creativity and P3 character.

RESEARCH METHODS

The stages in this research are described as follows: Initial Stage The preparations needed at this stage are: a) Permission to take care of permits to schools that will be used as research subjects. b) Determine the population and determine the sample The population in this study were all students in 1 elementary school in East Java. c) Making instruments. This instrument is made to capture research subjects. The research implementation stage includes:

Proceeding
1ˢᵗ International Conference on Multidisciplinary Studies
Universitas Riau Kepulauan, Batam, December 19, 2023
e-ISSN: 3047-6399

ICMS ⚓ UNRIKA
International Conference on
Multidisciplinary Study

Volume 1: 1-8

a) Conducting observations b) interviews. Data Analysis Stage, analyzing the data obtained and then concluding the research results.

The research location was carried out in elementary schools in East Java Province. The school was selected randomly using Cluster random sampling technique. Data were obtained using observation, questionnaire, and interview techniques. The data obtained were then analyzed using the Pearson correlation coefficient formula.

RESULT AND DISCUSSION

Metacognition refers to an individual's understanding of his or her own thought processes that demonstrate the ability to understand, control and regulate how to learn or solve problems. Literally, "meta" means "above" or "beyond," so metacognition is the understanding of how thinking is related to understanding what one knows or does not know.

Metacognition encompasses several things, including (1) Self-understanding, in this case involving awareness of how to process information, what is understood, and the extent of understanding. (2) Monitoring and Regulation, the ability to monitor one's own thought processes while learning or completing a task, and to regulate the strategies and approaches used. (3) Self-Evaluation, the ability to assess learning progress, understand strengths and weaknesses, and identify areas for improvement in understanding or learning strategies. (4) Task Understanding, recognizing the purpose of a task, evaluating instructions, and selecting appropriate strategies to complete the task. (5) Flexibility of Thinking, the ability to change learning strategies or approaches when necessary to solve problems or better understand material.

Metacognition can help students become more effective learners because they can evaluate and change their learning to be more adaptive and efficient. It allows students to solve problems better because they can control and manipulate their own thought processes to adapt to different situations.

Honing metacognitive skills is a process that requires patience and guidance. By providing various opportunities for students to understand and apply metacognitive strategies, students can develop these skills gradually. The application of metacognitive strategies is carried out in the manner shown in Figure 1. In its implementation, this strategy is applied for 1 month on an ongoing basis. The results of interviews with grade 1 teachers in the 12 schools about the implementation of metacognitive strategies showed that the steps of introducing the

Proceeding
1ˢᵗ International Conference on Multidisciplinary Studies
Universitas Riau Kepulauan, Batam, December 19, 2023
e-ISSN: 3047-6399

Volume 1: 1-8

concept of metacognition, modeling thinking strategies, open discussions, using tools, assisting feedback, and motivation to ask questions and solve problems can run very well. Teachers can carry out these activities and students respond well to them. However, in the reflection and self-evaluation exercise, students were less able to do it well. 83% of them were only able to express one or two sentences to reflect and evaluate themselves. Questions were needed to make it easier for them to do so. Students have not been able to express it themselves. These results show conformity with the theory of the metacognitive process in early childhood which is preceded by other cognitive abilities such as the development of theory of mind (ToM) (Schuster et al. 2020). In accordance with Piaget's theory which states that early childhood from the age of 2 to 6 years is the Preoperational stage, because children are not yet ready to engage in mental operations or manipulations that require logical thinking. Of the 8 activities of applying metacognitive strategies, 6 activities can be carried out effectively. 2 of them, namely reflecting and self-evaluating, did not get a positive response from students. The application of metacognitive strategies, especially in reflecting and self-evaluating activities, should be practiced from an early age. As in the activity of reflecting on activities that have just been carried out, or reading that has been read, by packaging it into a fun activity and being able to provide opportunities for students to think, and train them to learn to make decisions, because in metacognition there are cognitive strategies (Chuderski et al. 2021). In this way, students can learn to solve problems. In accordance with what Preisseisen said (in Stebner et al., 2022) Metacognition consists of 4 skills: decision making, critical thinking, creative thinking, problem solving.

The results of this study prove that metacognition can help develop students' critical and creative thinking skills which in turn also affect their learning outcomes. Teaching thinking skills to students is very important, because their thinking abilities are not yet fully developed and are not yet able to apply various thinking skills in varied situations. Yusnaeni et al., (2020) revealed that students tend not to be able to associate intelligence with the application of their thinking skills. Therefore, classroom interventions are needed that are directed at fostering students' thinking skills that lead to efforts to achieve their intelligence by practicing metacognitive abilities. In line with this research, Undorf et al., (2021) stated that students' metacognitive skills do not appear by themselves, but require practice. The role of parents and teachers as role models to train these abilities, so that they become habits.
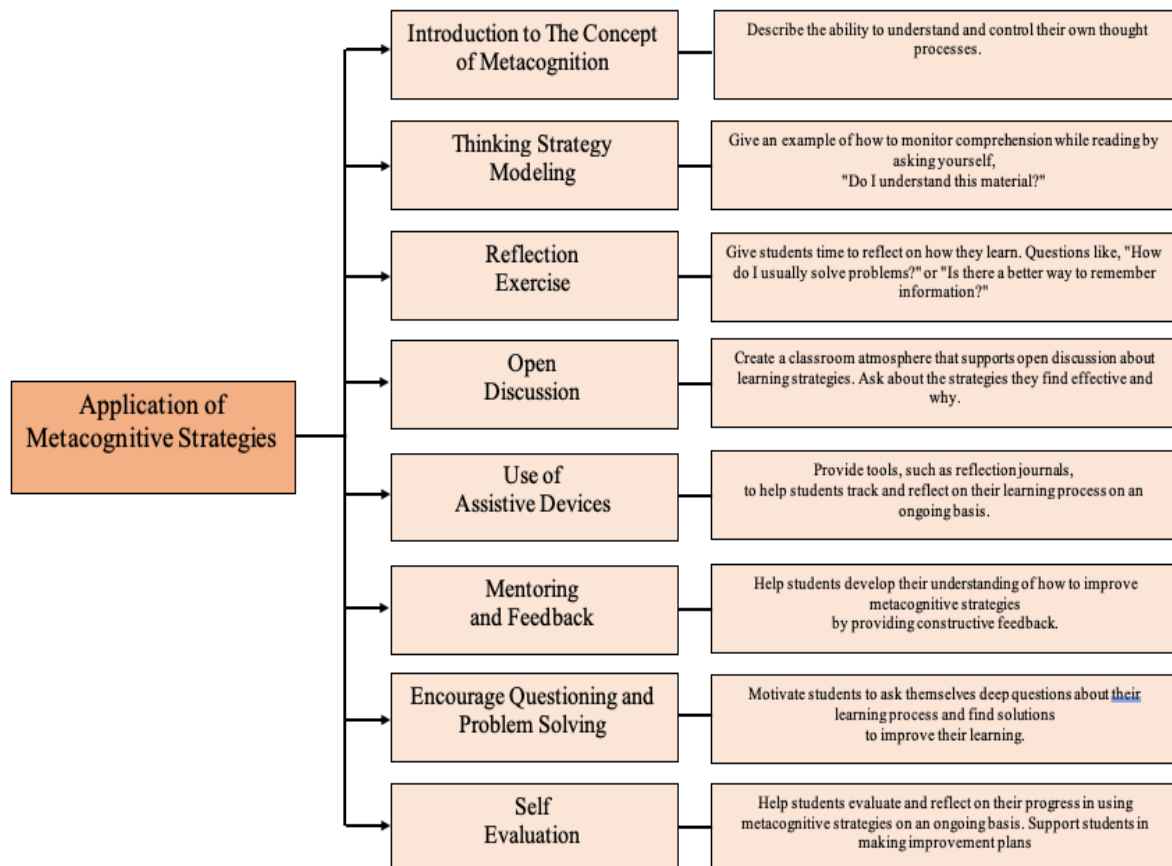
Figure 1. Implementation of metacognitive strategy

Students' metacognitive processes can be practiced through play activities ranging from simple to more complicated ones. Krieger et al., (2022) stated that metacognitive development can be pursued through observing the things they know and do, and to reflect on the things that have been observed. Therefore, it is very important for teachers or educators (including parents) to develop metacognitive skills both through learning and developing habits at home.

Analysis of the relationship between metacognition and Pancasila learner character in PAUD to SD transition students based on the Pearson correlation test results showed a result of 0.84. These results indicate that there is a metacognitive relationship with the development of the Pancasila learner profile.

Every nation has an identity that distinguishes it from other nations, which is related to National identity. Indonesia's national identity contains cultural values that can shape individual behavior and attitudes in facing the impact of the Industrial Revolution 4.0. The Merdeka Curriculum seeks to shape the profile of Pancasila learners as a reference for instilling character values in education. Therefore, there needs to be concrete action to realize the profile of Pancasila

Proceeding
1st International Conference on Multidisciplinary Studies
Universitas Riau Kepulauan, Batam, December 19, 2023
e-ISSN: 3047-6399

Volume 1: 1-8

students. There are six characters of Pancasila students, namely faith in God Almighty, Global Diversity, Gotong Royong, creative, critical reasoning, and independence.

Based on the results of observations on the behavior shown by students for 1 month, the application of metacognitive strategies is more visible in creative behavior, critical reasoning, and student independence. Independence is strongly influenced by self-confidence. The results of the study found that when students feel safe, students can explore on their own, are better able to manage stress, learn new skills, and relate to others and have more confidence that they have the competence to deal with new environments, thus allowing students to try and experiment with objects and people around them and can come up with new ideas (Schuster et al. 2020). Students are also encouraged to take all actions without fear of being blamed by the adults around them. Metacognitive skills can be practiced from an early age until they become a habit. For this reason, knowledge about metacognitive methods in the early childhood learning process is needed, so that it can provide insight for teachers and parents in assisting children to learn more optimally.

In the character of Pancasila students, faith in God Almighty, global diversity, and mutual cooperation are less visible in the observed student behavior, because activities that can show these behaviors are minimal in the implementation of the learning process.

CONCLUSION AND SUGGESTION

Based on the research problems, results and discussion of this study, it can be concluded that there are 8 activities of applying metacognitive strategies, 6 activities can be carried out effectively. 2 of them, namely reflecting and self-evaluating, did not get a positive response from students. And Metacognition is closely related to the creativity and character shown by students. The most significant Pancasila learner characters shown by students based on the effectiveness of the application of metacognitive strategies are critical thinking, creativity, and independence.

REFERENCE

Anon. 2021. "ECDI2030 Ukur Capaian Perkembangan Anak Untuk Wujudkan Indonesia Maju." *Tanoto Foundation*.

Chuderski, Adam, Jan Jastrzębski, Bartłomiej Kroczek, Hanna Kucwaj, and Michał Ociepka. 2021. "Metacognitive Experience on Raven's Matrices versus Insight Problems." *Metacognition and Learning* 16(1):15–35.

Faridah, Iis, Mia Rachmawaty, Sisilia Maryati, Wulan Adiarti, and Zukhairina. 2021. *Bahan Ajar Program Transisi Paud-Sd*. Jakarta: Kemdikbud Ristek.

Heni Nopianti, Sri Hartati &. Sri Handayani Hanum ika Pasca Himawati. 2016. "' Kota Layak Anak ' Di Kecamatan Gading Cempaka." *"Mamangan" Social Science Journal* 5:37–49.

Krieger, Florian, Roger Azevedo, Arthur C. Graesser, and Samuel Greiff. 2022. "Introduction to the Special Issue: The Role of Metacognition in Complex Skills - Spotlights on Problem Solving, Collaboration, and Self-Regulated Learning." *Metacognition and Learning* 17(3):683–90.

Lin, Xiaodong. 2001. "Designing Metacognitive Activities." *Educational Technology Research and Development* 49(2):23–40.

Mizunoya, Suguru, Diogo Amaro, Hsiao Chen Lin, Ivelina Borisova, and Cecilia Venturini. 2019. "Better Ways to Measure and Promote Early Education: Lessons from Lao PDR." *UNICEF*.

Mustifa, Regira. 2019. "Transisi Paud Ke Jenjang Sd : Ditinjau Dari Muatan Kurikulum Dalam Memfasilitasi Proses Kesiapan Belajar Bersekolah." *Prosiding Seminar Nasional Pendidikan* 2(1):412–20.

Pintrich Raul. 2002. "The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing." *Theory into Practice* 41(4).

Schuster, Corinna, Ferdinand Stebner, Detlev Leutner, and Joachim Wirth. 2020. "Transfer of Metacognitive Skills in Self-Regulated Learning: An Experimental Training Study." *Metacognition and Learning* 15(3):455–77.

Stebner, Ferdinand, Corinna Schuster, Xenia Lea Weber, Samuel Greiff, Detlev Leutner, and Joachim Wirth. 2022. "Transfer of Metacognitive Skills in Self-Regulated Learning: Effects on Strategy Application and Content Knowledge Acquisition." *Metacognition and Learning* 17(3):715–44.

Undorf, Monika, Iris Livneh, and Rakefet Ackerman. 2021. "Metacognitive Control Processes in Question Answering: Help Seeking and Withholding Answers." *Metacognition and Learning* 16(2):431–58.

UNICEF. 2019. "A World Ready to Learn: Prioritizing Quality Early Childhood Education."Yusnaeni, Aloysius Duran Corebima, Herawati Susilo, and Siti Zubaidah. 2020. "The Contribution of Metacognitive Skills and Creative Thinking Skills in 21st Century Learning." *Universal Journal of Educational Research* 8(4 A):31–36.