



Learning Quality Improvement Through the Metacognitive Keywords Model (MKM) Teaching Model in Islamic Learning

Supa'at¹, Khilman Rofi' Azmi²

^{1,2}State Institute on Islamic Studies Kudus, Indonesia

¹supaat@stainkudus.ac.id

Abstract

The dynamics of developmental technology and information in the Postglobalization era has a significant impact in building the scientific method of education, especially for Islamic Education. The teacher or Tutor as the main actor in delivering the learning material in the classroom is required to be able to map and guide students in understanding and implementing Islamic value. This article aims to developing PAI learning models through the Metacognitive Keyword Model (MKM). A teaching method intended for teachers / tutors so that they can guide their own thoughts in delivering the material appropriately, effectively and efficiently. The term "Keyword" refers to the "stressing point" of every material taught. MKM consists of several stages including (1) refresh; (2) re-arrange the keywords; (3) creating positive self-talk or affirmation; (4) review and (5) Reflect. MKM can also be applied specifically to students through the keyword mapping process of each material. Through this model it is hoped that it will improve the quality of the learning process of Islamic Religion in educational settings.

Keywords: *teaching model, metacognitive keyword, islamic education*

A. Introduction

Education is one of the important factors in building a nation's civilization. Education is also expected to be one of the standard parameters for assessing a country's progress. Nonetheless, the rapid development of information and technology flows has a significant impact on education (Azmi, 2015). The emergence of various theories, approaches, terminology and the development of scientific disciplines on a regular basis is one indicator of the magnitude of the influence of the times of development towards education. The development that affects education is expected to be able to bridge the learning process with the aim of education through the Law, which reads "National Education aims to develop the potential of students to become human beings who believe

and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen "(Ministry of National Education, 2003).

So far the field of cultivation sought by the Government of Indonesia is still felt only in cognitive knowledge, even though Benjamin S. Bloom (Bloom, 2009) in *The Taxonomy of Educational Objectives* that the educational realm is divided into three, namely (cognitive, affective, and psychomotor). If the three domains can be optimally empowered, education in Indonesia will gradually improve. One of the important roles in the development of education in Indonesia on a macro basis is character education that is integrated in several subjects such as Citizenship Education, Guidance and counseling and Religious Education. Therefore, efforts are needed to empower teachers in order to deliver materials related to religious education, especially Islamic Religious Education (PAI).

During the Dutch occupation, religious education was taught without a special system, its activities were outside the scheduled learning activities at school. Religious education is only officially granted only at the Faculty of Law with an Islamic Course through some of its Orientalist instructors and by using literature among them. The students get an Islamic religious education from the da'i who come to school, to give religious lectures voluntarily outside of scheduled meetings in class (Djamas, 2009). The government has issued UUSPN No. 2/1989 article 39 paragraph (2) which further emphasizes that the curriculum content of each type, path and level of education must contain certain subjects, one of which is Religious Education (Explanation of Law 2-1989 concerning the National Education System, 1989) and this is enhanced in Law No. 20 of 2003 concerning the National Education System (Sisdiknas) which leads to the formation of noble and betaqwa morals on the Almighty God.

PAI or Islamic education has a position as part of formal education is a government effort to safeguard the next generation of people from radical thoughts and Godless understanding (Nizar, 2009). Islamic Education has an understanding of the business in the form of teaching, guidance and care for children so that later their education can understand, appreciate and practice the religion of Islam, and make it a way of life, both personal and community life (Intercession, 2008).

Now, the challenge of learning Islamic Education in the present is that one of them is still considered as an additional subject so that it seems to be underestimated. PAI innovation is certainly the right solution to emphasize the importance of Islamic Education in schools (Daulay, 2007). Even if it is examined more deeply, the purpose of the existence of PAI in a specific form such as learning in classes includes referring to (1) the purpose and nature of human life; (2) pay attention to the nature of human nature; (3) community demands; and (4) dimensions of Islamic ideal life (Abdul Mujib; Jusuf Mudzakkir, 2006). Various kinds of PAI learning objectives become one of the proofs of

the urgency of implementing PAI in each educational institution as the basic capital in educating people to be our human beings. However, as in the previous discussion, learning Islamic Education still leaves problems and challenges. In addition to being considered as an additional subject, PAI is also still dealing with norms and religious practices which are considered not integrated with every human behavior in their daily lives, there is also a missing link between the practice of worship and the integration of every behavior that rarely reflects God's obedient human. Another thing is the still poor innovation and creativity of PAI teachers in delivering every material to students. Whereas with the demands of the times and the rapid flow of information, a PAI teacher is required to adapt so well that he can provide innovation in learning.

One of the breakthroughs that can be done by PAI teachers is to carry out customization and modification of the learning model that has been done so far. Learning models such as cooperative learning, inquiry learning and discovery learning are models that can be modified so that they are relevant to current needs (Weil, 2011). In addition, the learning model that emphasizes the integration of information and technology with learning such as blended learning is also one of the keys to the success of teachers in delivering materials.

In addition to the learning model, the success of students in understanding certain material in the learning process is also determined by cognitive factors. In this context, students are required to understand the entire material through constructive thinking (Weil, 2011). Students are expected to be able to think about thinking or known as metacognitive. Metacognitive skills greatly influence student achievement (Amin, Ildi, 2015). Even so, the implementation of learning using metacognitive knowledge is still widely implemented in subjects such as physics, mathematics and other exact sciences. Though metacognitive according to (Jones, 2013) who calls it thinking skills, it can be implemented on all subjects, especially for social subjects. Through cognitive skills, students' weaknesses will soon be covered by other skills (Atmojo, 2016). Metacognitive will make students become personal who are able to be a guide for their own mind in order to solve problems for the material presented by PAI teachers.

Research related to the importance of metacognitive learning processes can be found in several previous studies such as (1) a positive correlation between metacognitive and efficient learning (Veenman, Kok, & Blöte, 2005); (2) metacognitive and problem solving skills (Howard, 2003); (3) Metacognitive and Understanding and the performance of completing tasks in mathematics subjects (Veenman et al., 2005); (4) Metacognitive and academic achievements in the field of mathematics (Dori, Mevarech, & Baker, n.d.); (5) Metacognitive and Some qualities of student learning are summarized in rubric scoring (Pucheu, 2008) and the Metacognitive Effects of Social Interaction (Dori et al., N.d)

This article aims to describe the development of metacognitive based learning models in addition to Keywords. Keywords become one of the stressing in guiding the

cognitive aspects of students to understand each PAI learning, through keywords in each material explanation will make it easier for students to understand the material and then apply it in their daily lives. The MKM Learning Model (Metacognitive Keywords Model) is structured to help improve the learning process of PAI that is dynamic, innovative and creative.

B. Research Method

The research method in this paper uses a qualitative approach based on literature studies / literature studies conducted by examining and exploring various theories and praxis through literature ranging from books, scientific journals, dissertations, e-books, internet and various data and facts that exist in society, specifically related to the phenomenon of the learning process of Islamic Religious Education (PAI) which must always be improved for the better.

C. Results and Discussion

1. Model of Teaching

The model of teaching is a variance of learning activities carried out by a teacher or instructor. According to (Weil, 2011), in the 21st century, various innovations emerged in the field of learning so that students would be more enthusiastic in learning. Nevertheless, the dynamic development in the field of learning is chosen from the old model, which is often referred to as conventional learning.

Conventional learning is a model that is still widely used by teachers and instructors. Conventional learning models emphasize the teacher as an information center (teacher centered) and students as recipients of information. (Djamarah., N.d) conventional learning methods are orthodox learning methods or also called the lecture method, because this method has always been used as a tool of oral communication between teachers and students in the process of learning and learning. By historical learning conventional methods are characterized by explanations, as well as division of tasks and exercises. (Freire, Freire, & Oliveira, n.d.) provide the term for such teaching as an education with a "bank concept of education". The implementation of education is only seen as an activity of providing information that must be accepted by students, which must be remembered and memorized. This process will further have implications for the occurrence of relations that are antagonistic between teachers and students.

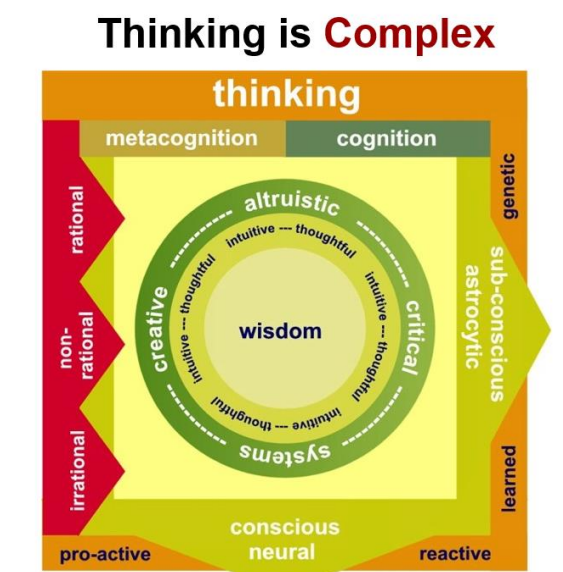
Teachers as active subjects and students as passive and treated objects are not part of the reality of the world taught to them. (DeMeo, 2008) says that conventional learning places more emphasis on content recitation, without giving students enough time to reflect on the material presented, relate it to previous knowledge, or apply it to real-life situations. While (Simard, Ward, Siegel, & Jemal, 2012) define conventional learning as a learning activity that is linear and deterministic.

Although it is still often used, not a few teachers or instructors use various breakthroughs and innovations in learning media such as the use of cooperative learning, inquiry learning, discovery learning and other learning models that emphasize students, not teachers (student centered). Although, it must be acknowledged that many PAI teachers still use conventional models, but the learning model (Metacognitive Keyword Model) is pursued as a learning model that emphasizes the form of collaboration between teachers and students, the teacher's role is to become a learning partner so that this model is feasible implemented in the learning settings of Islamic Religious Education (PAI).

2. Metacognitive in Teaching and Learning

Important efforts are made in order to optimize the PAI learning process, needing to be supported by the creation of a metacognitive environment, where teachers monitor and apply student knowledge, metacognitive behavioral modeling to help students realize their own thoughts (Downing, K., Ning, F., & Shin, 2011) The term metacognition (metacognition) was first introduced by John Flavell in 1976. Metacognition consists of affixes "meta" and "cognition". Meta is the prefix for cognition which means "after" cognition. The addition of the "meta" prefix to cognition to reflect the idea that metacognition is interpreted as cognition about cognition, knowledge of knowledge or thinking about thinking (Desmita, 2010). Flavell defines metacognition as thinking about thinking or one's knowledge of the thought process (Blakey, E. & Spence, 1990). He also added that the metacognition as active monitoring and regulation of cognitive processes. (Flavell, 1987) states that metacognition is a process in which a person thinks about thinking in order to develop strategies to solve problems. Metacognitive can also be interpreted as a set of knowledge and understanding related to the process and ability to think to be better and form self regulation. The ability to form visionary thinking skills (McElwee, n.d.)

Figure 1. Metacognitive position in the complexity of ways of thinking



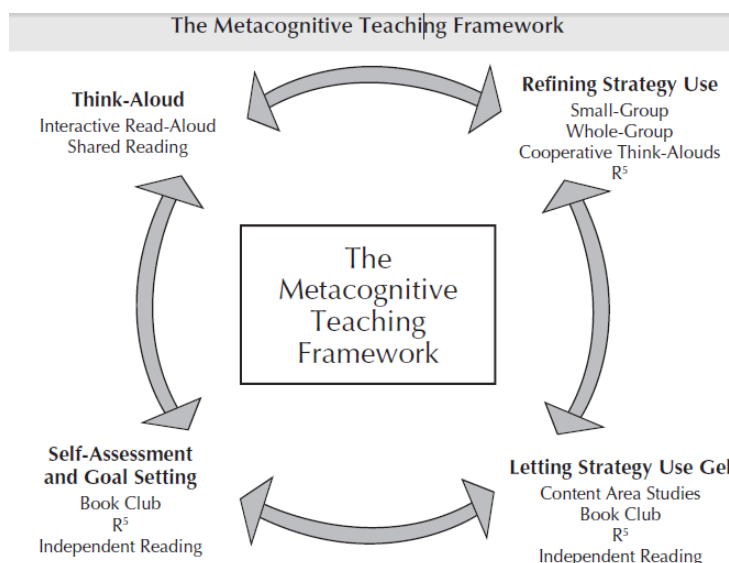
The importance of metacognitive in the learning process of Islamic Religious Education (PAI), among others, can be assessed from the urgency of using metacognitive skills such as student needs to do problem solving. It is necessary to understand how the car thinks and functions of its thinking (2011) or even every behavior and activity related to problem solving always needs metacognitive abilities. (Blakey, E. & Spence, 1990) say that in order to improve metacognitive abilities and skills of students, students need opportunities through their activities to build their own knowledge with varied methods and strategies in the process of solving their problems. In fact (Dawson & Furedy, 1976) also said that students or students who use metacognition well will become a critical thinker, a solution to problems and good in every decision making. Metacognitive plays a role that plays an important role in learning, motivation, critical thinking, problem solving and other meaningful activities.

3. Metacognitive Teaching Framework (MTF)

One form of metacognitive application that can be used in the learning process is MTF or Metacognitive Teaching Framework. MTF has been widely developed in several countries such as America, Canada, Britain and other countries. The framework is also not only used in the exact learning process, but also a language which is based on four levels of metacognitive knowledge that can help the reader to comprehend comprehensively (Harvey & Goudvis, 2007) which is through the use of the following strategies.

- a. Tacit learners/readers lack awareness of their thinking as they read.
- b. Aware learners/readers know when meaning breaks down, but do not have the strategies to repair meaning.
- c. Strategic learners/readers know when meaning breaks down and are able to use a strategy or strategies to fix meaning.
- d. Reflective learners/readers reflect on their reading and intentionally apply a strategy, not only when the meaning is lost but also to deepen understanding.

Figure 2. An example of an MTF diagram that is applied in the "reading" learning process (Boyles & Soll, n.d)



Based on the image, (Oczkus, n.d.) tries to provide 4 steps for implementing MTF as follows.

- a. Introduce, explain, and define the strategic components for students.
 - b. Apply the strategy components while you read aloud.
 - c. Have students figured out which strategy component you're using.
 - d. Clarify the purpose of the strategy or a specific strategy component for students.
4. The Aspect and Elements of Metacognitive

Metacognitive in the learning process is closely related to the regulation of the cognitive system which consists of three components, namely planning, monitoring and evaluating (Cohen & Hyde, n.d.). This is in accordance with the North Central Regional Educational Laboratory (NCREL) which presents three basic elements of metacognition specifically in dealing with tasks, namely developing an action plan (developing a plan of action), monitoring action plan (maintaining / monitoring the plan), and evaluating action plan (evaluating the plan) (NCREL, 2018). However, another opinion explains that Metacognitive is usually divided into two different components, namely knowledge of cognition and regulation of cognition, where the researchers direct the two components as metacognitive knowledge and metacognitive skills (Schraw, G., Olafson, L., Weibel, M., Sewing, 2012)

Metacognitive aspects according to (Schraw, 1995) there are different parts, but related to the categories of metacognitive behavior are (1) Self-awareness of one's thinking process where metacognitive awareness relates to awareness of individuals in the learning process or in problem solving processes, individual awareness. Towards knowledge of lessons or about the problem solving strategies and individual awareness

of specific knowledge possessed; (2) Control or self-monitoring of a person's thinking process where have never used difficult techniques before checking whether there are simple techniques that can be used to solve the problem. When resolving problems, students need to look for new steps and change ways of solving if needed; (3) Expert problem solvers often have a sharp feeling about a problem such as "this does not seem to be a solution" and is able to find other alternatives. Metacognitive control such as a "feeling of knowing" is only obtained from careful practice.

Some of the results of the following research show a strong attachment between metacognitive elements resulting in a positive and significant relationship. Research by (Rimbatmojo, Kusmayadi, & Riyadi, 2017), (Huda, Sutawidjaja, Subanji, & Rahardjo, 2018), (Parrott & Rubinstein, 2015), shows that: (1) students' abilities regarding metacognitive awareness are more dominant in high and medium criteria, while the average ability of metacognitive awareness is in the low category; (2) there is a positive linear relationship between metacognitive awareness and cognitive skills; (3) there is a positive linear relationship between metacognitive awareness and metacognitive skills; and (4) there is a positive correlation between cognitive skills and metacognitive skills in the middle category.

5. The Metacognitive Keyword Model (MKM) for Teaching Model in Islamic Learning

MKM is one of the results of developing a learning model that refers to metacognitive and keyword. The term metacognitive refers to the explanation of the previous sub-chapter, while keyword refers to the results of analytical thinking to find the stressing point on each question and statement that appears at the learning of Islamic Education (PAI). The use of keywords in the learning process proved to be effective in increasing student understanding of certain materials delivered by the teacher or the results of discussions together.

If MKM has been applied by PAI Teachers, the benefits to be obtained include (1) students will complete and complete the task more efficiently; (2) the occurrence of Self-Regulated Learning; (3) identify various obstacles in learning and find solutions to these obstacles; (4) students can recognize their strengths and weaknesses in learning; (5) obtain better test performance (Ben-David & Orion, 2013). In addition, the following are some other predictions related to the use of MKM in learning Islamic Education (PAI), among others: (1) Teaching metacognitive skills can be beneficial to a variety of learning needs; (2) The Equality of Challenge initiative has put together a set of strategies that can be used flexibly in many settings; and (3) The document is a working in progress - lots of opportunities to match your teaching & learning objectives.

The following are four ways that a teacher or instructor can do in introducing MKM to students in accordance with the results of the theory development by (McElwee, n.d), among others (1) Tell pupils about metacognition and models of processes in your own work; (2) Teach pupils about the types of strategies they can use to learn & study; (3)

Help pupils to learn about their thinking as they work on a task; (4) Show that you value metacognition in your classroom / mentoring relationship.

MKM learning stages in Islamic Religious Education (PAI) refer to metacognitive theories that are in accordance with the North Central Reegional Educational Laboratory (NCREL) by presenting three basic elements of metacognition specifically in the face of the task, namely developing a plan of action, monitor the action plan (maintaining / monitoring the plan), and evaluate the action plan (evaluating the plan) (NCREL, 2018) However, the specific stages in the MKM are also described through (1) refresh; (2) rearrange the keywords; (3) creating positive self talk and affirmation; (4) review and (5) Reflect.

Refers to the initial process of PAI learning activities by conducting relaxation and ice breaking, it is intended to make students comfortable and happy so that they are more enthusiastic in following the learning process of Islamic Religious Education (PAI). Refresh stage. The next step is to rearrange the Keywords. This stage emphasizes the process of preparing questions and keywords for students by making a list of questions with the keywords. This stage really needs the teacher's role in guiding students to find the right type of keywords on each question that will help students' metacognitive process.

The next stage is creating the positive self talk and affirmation. This stage is a positive and helpful stage of creating self-talk in order to guide the brain in completing various materials provided in the learning of Islamic Religious Education (PAI). Affirmations also reinforce students in completing tasks through motivation and self esteem or self-confidence to succeed in undergoing this learning process. The role of teachers and instructors is also still highly expected to be able to stimulate the results of student analysis of the emergence of positive self talk and self-affirmation.

The next stage is Review and Reflect, which are two important stages in order to help students hone their metacognitive awareness optimally. This process involves all the resources in the class. Students are asked to describe the cognitive process in (1) absorbing and understanding material; (2) analogous to the experiences and knowledge of previous students; (3) find several alternative solutions that can be taken to solve a particular case or problem. The author uses the term reflection rather than evaluation with the aim that students are easier to understand their cognition process without any negative judgment from anyone. Reflection emphasizes the effort to "see oneself" as mirroring so as to produce skilled students reflecting every learning process of Islamic religious education (PAI). The following are examples of several questions for students and teachers in the learning process of PAI.

Table 1. Metacognitive Keyword Model (MKM) implications for the PAI learning process

Element of Metacognitive	Self Questions	Keywords
Before Session (Planning)	a. What initial knowledge helped in solving this task?	Experience, same
	b. What instructions are used in thinking?	Rules
	c. What did I do first?	Here, now
	d. Why did I read the choice (this section)?	Interesting, masterful
	e. How long do I do this task in full?	Time, deadline
During Session (Monitoring)	a. How do I do it?	Experience
	b. Am I on the right track?	Rules
	c. How do I proceed?	Knowledge
	d. What information is important to remember?	Priority, information
	e. Should I move to another clue?	Rules
After Session (Evaluating)	a. How well do I do it?	Value, experience
	b. Will this particular thinking discourse produce more or less than I expected?	Completeness, confidence
	c. Can I do it differently?	Experience, challenge
	d. How do you apply this process to another problem?	Analogy, belief

	e. Do I have to go back to the initial assignment to fulfill?	Rules, knowledge
--	---	------------------

In addition to the list of questions, students will also be given a special format relating to the graphic organizer for students to use as they are doing a project (KWL) on each PAI learning material as in the following picture.

Table 2. MKM Graphic organizer for students

K What I Know	W What I Want to Learn	L What I Have Learned
--------------------------------	---	--

The implementation of the Metacognitive Keyword Model (MKM) can be implemented through a variety of strategies in learning, including (1) Teacher modeling of problem solving steps; (2) Think-pair-share; (3) Goal setting; (4) Journal Writing; (5) Activation of Prior Knowledge; (6) Cues and Questions; (7) Debate; (8) Role Play; (9) Story map; (10) Story retelling; (11) Story frame; and (12) Semantic mapping.

D. Conclusion

The importance of using metacognitive is one of the inspirations for the emergence of this learning model. Metacognitive Keyword Model (MKM) in the learning process of Islamic Religious Education (PAI). Through the stages and metacognitive elements, it is hoped that the PAI learning process will be more attractive and innovative. However, some of the shortcomings that are of concern in developing this model include (1) the need for larger scale trials; (2) the need for evaluators in the field of learning assessment; (3) as well as the need for special guidelines and worksheets to make it easier for teachers or instructors to apply this model.

Bibliography

Azmi, K. R. (2015). ENAM KONTINUM DALAM KONSELING TRANSGENDER SEBAGAI ALTERNATIF SOLUSI UNTUK KONSELI LGBT. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan*

- Bimbingan Konseling*, 1(1), 50. <https://doi.org/10.26858/jpkk.v1i1.1136>
- Abdul Mujib; Jusuf Mudzakkir. (2006). *Ilmu Pendidikan Islam*. Jakarta: Kencana Prenada Media.
- Amin, Ildi, S. (2015). "Analysis Metacognitive Skills On Learning Mathematics in High School." *International Journal of Education and Research*, 3(3).
- Atmojo. (2016). Analisis keterampilan kognitif siswa dalam Menyelesaikan soal Geometri. Surakarta: Universitas Muhammadiyah Surakarta.
- Ben-David, A., & Orion, N. (2013). Teachers' Voices on Integrating Metacognition into Science Education. *International Journal of Science Education*, 35(18), 3161–3193. <https://doi.org/10.1080/09500693.2012.697208>
- Blakey, E. & Spence, S. (1990). *Developing Metacognition*. New York: ERIC Clearinghouse on Information Resources Syracuse NY. New York: : ERIC Clearinghouse on Information Resources Syracuse NY.
- Bloom, B. S. (2009). *Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain* (1st ed.). New York: David McKay.
- Boyles, N. N., & Soll, K. (n.d.). *Comprehensive literacy basics : an anthology by Capstone Professional*.
- Cohen, M. B., & Hyde, C. A. (n.d.). *Empowering workers and clients for organizational change*.
- Daulay, H. P. (2007). *Sejarah Pertumbuhan dan Pembaruan Pendidikan Islam di Indonesia*. Jakarta: Kencana Press.
- Dawson, M. E., & Furedy, J. J. (1976). The Role of Awareness in Human Differential Autonomic Classical Conditioning: The Necessary-Gate Hypothesis. *Psychophysiology*, 13(1), 50–53. <https://doi.org/10.1111/j.1469-8986.1976.tb03336.x>
- DeMeo, S. (2008). *Multiple solution methods for teaching science in the classroom : improving quantitative problem solving using dimensional analysis and proportional reasoning*. Universal Publishers. Retrieved from https://www.google.com/search?safe=strict&biw=1024&bih=503&ei=b7CkXP2nFM_bz7sP-qmumAE&q=Burrowes+%282003%29+&oq=Burrowes+%282003%29+&gs_l=psy-ab.12..0i22i30i2.100618.100618..103124...0.0..0.192.192.0j1.....0....2j1..gws-wiz.O2s9ORwIVn8
- Depdiknas. Undang-Undang Sistem Pendidikan Nasional (2003). Indonesia: Depdiknas.
- Desmita. (2010). *Psikologi Perkembangan Peserta Didik, (Bandung: PT. Remaja Rosda Karya, 2010)*. Bandung: PT. Remaja Rosda Karya.
- Djamarah. (n.d.). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Djamas, N. (2009). *Dinamika Pendidikan Islam di Indonesia Pascakemerdekaan*.

Jakarta: Rajawali Press.

- Dori, Y. (Yehudit), Mevarech, Z. R., & Baker, D. R. (n.d.). *Cognition, metacognition, and culture in STEM education : learning, teaching and assessment*. Retrieved from https://www.google.com/search?safe=strict&biw=1024&bih=503&ei=9aukXK7rAci89QO6vIfgBQ&q=%28metacognitive+Cooper%2C+2008%29&oq=%28metacognitive+Cooper%2C+2008%29&gs_l=psy-ab.3...45609.48501..49226...0.0..0.630.3323.0j3j3j3j1j1.....0....1..gws-wiz.....0i71j0i7i30j0i8i7i30.c_FXcs6TvqU
- Downing, K., Ning, F., & Shin, K. (2011). Impact of Problem-Based Learning on Student Experience and Metacognitive Development. *Multicultural Education & Technology Journal*, (5(1)), 55–69.
- flavell. (1987). *Metacognition*. new york: sage publication.
- Freire, P., Freire, A. M. A., & Oliveira, W. F. de. (n.d.). *Pedagogy of Solidarity : Paulo Freire patron of Brazilian education*.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work : teaching comprehension for understanding and engagement*. Stenhouse Publishers. Retrieved from https://www.google.com/search?safe=strict&biw=1024&bih=503&ei=bbukXNqdCun7z7sP8fyM2AQ&q=%28Harvey+and+Goudvis%2C+2007%29++&oq=%28Harvey+and+Goudvis%2C+2007%29++&gs_l=psy-ab.3..0i22i30.171554.171554..172975...0.0..0.340.340.3-1.....0....2j1..gws-wiz.mSoJ_EF5wyI
- Howard, R. (2003). *The Implication of Metacognitive and Problem Solving*. London. Retrieved from https://www.google.com/search?safe=strict&biw=1024&bih=503&ei=iqikXI2MBsrWvAT39qfoDA&q=%28Howard+2000%2C+Rozenchwajg%2C+2003%29&oq=%28Howard+2000%2C+Rozenchwajg%2C+2003%29&gs_l=psy-ab.3...88776.88776..90760...0.0..0.170.170.0j1.....0....1..gws-wiz.mktSyCux
- Huda, N., Sutawidjaja, A., Subanji, & Rahardjo, S. (2018). The errors of metacognitive evaluation on metacognitive failure of students in mathematical problem solving. *Journal of Physics: Conference Series*, 1008, 012073. <https://doi.org/10.1088/1742-6596/1008/1/012073>
- Jones, R. N. (2013). *Basic counseling skills: A Helper's Manual*. London: SAGE Publications, Inc.
- McElwee, S. (n.d.). *Metacognition for the Classroom and beyond*. Oxford, UK: University of Oxford.
- NCREL. (2018). *Metacognition in Strategic Teaching and Reading Project Guidebook*. Retrieved from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1metn.htm>

- Nizar, S. (2009). *Sejarah Pendidikan Islam: Menelusuri Jejak Sejarah Pendidikan Era Rasulullah Sampai Indonesia*. Jakarta: Kencana Press.
- Oczkus, L. D. (n.d.). *Just the Facts! : close reading and comprehension of informational text*.
- Parrott, J. S., & Rubinstein, M. L. (2015). Metacognition and evidence analysis instruction: an educational framework and practical experience. *Systematic Reviews*, 4(1), 112. <https://doi.org/10.1186/s13643-015-0101-8>
- Penjelasan UU 2-1989 ttg Sistem Pendidikan Nasional (1989). Retrieved from <https://ngada.org/uu2-1989pjl.htm>
- Pucheu. (2008). Scoring rubric of Metacognitive.
- Rimbatmojo, S., Kusmayadi, T. A., & Riyadi, R. (2017). Metacognition Difficulty of Students with Visual-Spatial Intelligence during Solving Open-Ended Problem. *Journal of Physics: Conference Series*, 895, 012034. <https://doi.org/10.1088/1742-6596/895/1/012034>
- Schraw, G., Olafson, L., Weibel, M., Sewing, D. (2012). Metacognitive Knowledge and Field-based Science Learning in an Outdoor Environmental Education Program. *Journal of Metacognition in Science Education.*, 4., 58–59.
- Schraw, G. and D. M. (1995). “Metacognitive Theories”. *Educational Psychology Review*, 7(4), 351–371.
- Simard, E. P., Ward, E. M., Siegel, R., & Jemal, A. (2012). Cancers with increasing incidence trends in the United States: 1999 through 2008. *CA: A Cancer Journal for Clinicians*, 62(2), 118–128. <https://doi.org/10.3322/caac.20141>
- Syafaat, A. S. S. M. (2008). *Peranan Pendidikan Agama Islam*. Jakarta: PT. Raja Grafindo Persada.
- Veenman, M. V. J., Kok, R., & Blöte, A. W. (2005). The relation between intellectual and metacognitive skills in early adolescence. *Instructional Science*, 33(3), 193–211. <https://doi.org/10.1007/s11251-004-2274-8>
- Weil, J. (2011). *Models of Teaching*. Jakarta: pustaka belajar.