

# Paper-6

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# The Dimension of Metacognitive Knowledge Categorized HOTS in Indonesian Language Exercise Book for Junior High School Students

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## ABSTRACT

The aims of this study is to examine the matter of training with the achievement of metacognitive knowledge categorized by HOTS. The research data focuses on the training of the dimens<sup>11</sup> of metacognitive knowledge of HOTS in the books of seventh, eighth, and ninth grade students published by the Ministry of Education and Culture. The data collection techniques<sup>28</sup> are documentation and field notes. The results showed that the dimension of metacognitive knowledge in junior high school students' books was the metacognitive subtype of self-knowledge. Metacognitive knowledge in seventh and ninth grader students is trained through literacy activities and identified as a sub-type of self-knowledge based on the object phrases that wants students to choose books based on their interests and usefulness. The book for eighth grade student's metacognitive self-knowledge is trained through reflection on learning material that has been learned. The questions categorized HOTS in eighth grade are marked with question words and verbs, and ninth grade are marked with question words. A slight difference is seen in seventh grade which is marked with nouns in the format of assignments in the form of tables.

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## 1. INTRODUCTION

Nowadays, the next generations are prepared to face the challenges of the 21st century. A variety of knowledge is shared with students, one of the most important is metacognitive knowledge. Metacognitive knowledge in accordance with the dimensions of knowledge according to Anderson and Krathwohl (2017: 82) is knowledge of general aware and awareness of, as well as knowledge of, one's own cognition. Metacognitive knowledge means having awareness about yourself, about what is agreed upon and not owned.

Cognitive activities which allow metacognitive act are reflecting on the known and unknown. Susanti (2009: 89) states that with metacognitive students can be independent, honest, dare to admit mistakes and correct them. Some of these metacognitive concepts have a positive impact on social life.

Having metacognitive knowledge is not only about reflection on self-cognition, but also the optimal achievement of learning outcomes. Mayer (2002: 226-227) states that there are three learning outcomes, namely no learning activities (*no learning*), *rote learning*, and *meaningful learning*. Metacognitive knowledge is closely related to the most important learning outcomes, meaningful learning. Daryanto and Syaiful (2017: 67) state that meaningful learning is a learning process in which new information is linked to the understanding structure that a person already has in the learning process. In addition, the importance<sup>20</sup> metacognitive stated by Iskandar (2014: 13) that metacognitive refers to high-level thinking that involves active control in the cognitive process of learning in solving a problem. Meaningful learning and high-level thinking is a useful blend in achieving optimal learning, especially for practice in the world of society.

The illustrating role of metacognitive giving rise to meaningful

learning when Rama is studying carefully and trying to understand the negotiating text between buyers and sellers in traditional markets. After reading, Rama practiced a negotiating conversation with her classmate. When he came home from school, he saw that his shoe rack was full of unused shoes, but still suitable for use. Rama took the initiative to offer these shoes to a friend. Rama tried to fix the price of his shoes, but also received negotiations from friends because the shoes are not new conditions. Until finally there was a price agreement. Rama also concluded that negotiations can also take place in his position as the buyer of an item or the seller of an item until a price agreement matches the condition of the item.

Meaningful learning is not just theoretical learning without clear goals. Cognitive processes that occur are the emergence of ideas or ideas to achieve goals that have never been achieved before. Significance is assessed when new problems and challenges are resolved as desired. Aside from meaningful learning, metacognitive knowledge has another important impact. The important role of metacognitive knowledge was stated by Indarini et al. (2013: 45) students can construct a knowledge framework and are able to transfer knowledge when students are able to "learn how to learn" and "think about thinking" through knowledge of learning strategies, knowledge of cognitive tasks, and self-knowledge which are all contained in knowledge metacognitive. Knowing how to study and think can increase the level of thinking higher.

Related to higher-order thinking or currently known as *Higher Order Thinking Skills* (HOTS), metacognitive knowledge that continues to be trained can lead to that. In line with Sumampouw's statement (2011: 25) that metacognitive-based learning is useful for empowering higher-order thinking skills. Higher thinking is defined, such as reasoning and problem solving that has never been faced before.

Metacognitive learning can be trained in schools through the main learning resources, namely textbooks. Muslich (2016: 51) states that textbooks are books that contain material about specific subjects or fields of study, which are arranged systematically and have been selected based on specific objectives, learning orientation, and student development, to be assimilated. Textbooks play a central role so analysis of training questions is needed, especially the metacognitive knowledge dimension.

Indarini, et al. (2013) in their scientific work states that the purpose of the 2013 curriculum is to encourage students to be better at observation, asking questions, reasoning, and communicating and this can be based on metacognitive knowledge. Research on metacognitive research was conducted by Sumampouw (2011) with the results of research that metacognitive-based learning that emphasizes the thought process can achieve optimal results, namely thinking at a high level and having self-management patterns. Then, the next scientific work on metacognitive written by Fitri (2017) that metacognitive develops since the age of 2 years, but needs to be trained so that it becomes a habit. In relation to linguistics, Fitri indirectly states that by knowing the right strategy, especially in terms of reading books, children are easier to read and understand than without strategy. The scientific work and research are about the usefulness of metacognitive in learning and in the practice of life and have differences with this research.

Metacognitive knowledge of HOTS category needs to be educated in children, especially students who sit on the junior high school through primary learning resources, namely student textbooks. Students who sit in junior high school are getting closer to international scale assessments, namely the Program for International Student Assessment (PISA), given Indonesia's ranking is ranked lower. PISA was tested 15-year-old children, so this research focused on the books of students of the tenth, eighth, and ninth grade of junior high schools published by the Ministry of Education and Culture to find out the government's efforts to prepare the golden generation and face the international scale assessment.

## 2. REVIEW AND RELATED LITERATURE

### 2.1 Metacognitive Knowledge

Metacognitive knowledge in learning and survival in the future is beneficial for every individual. Therefore, students especially in the junior high school should ideally be trained in metacognitive knowledge. Anderson and Krathwohl's taxonomy states metacognitive knowledge consists of three types.

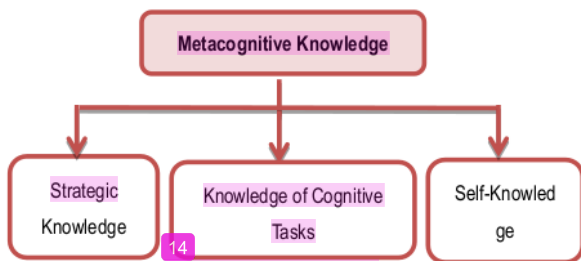


Figure 1. The Kinds of Metacognitive Knowledge

First, strategic knowledge. Anderson and Krathwohl (2017: 83) state that strategic knowledge is knowledge about learning and thinking strategies also problem solving. Strategic knowledge means knowing various strategies and being able to use them

according to the situations and conditions encountered. Simply stated, Pintrich (2002: 220) states that strategic knowledge is a strategy for learning, thinking, and solving problems. A person who wants information embedded in the brain, the action taken is repetition until information is embedded in the brain.

Second, knowledge of cognitive tasks which includes contextual and conditional knowledge. Flavell (Anderson and Krathwohl 2017: 85) states that cognitive tasks are difficult and require cognitive systems and cognitive strategies. This knowledge is different from the first type of knowledge. If strategic knowledge is knowledge of various strategies and not the use of those strategies, knowledge of cognitive tasks is knowledge of when appropriate strategies are used. The strategy used is conditional, in the sense of paying attention to when and why to choose a particular strategy. This happens to someone who knows that recalling a short entry question is different from recognizing a multiple choice question that demands more memory.

Third, self-knowledge. According to Flavell (Anderson and Krathwohl, 2017: 88) self-knowledge includes knowledge of one's own strengths and weaknesses in relation to cognition and learning. A person who is more expert in answering descriptive questions than multiple choice questions will adopt a stance with a lot of practice. Self-knowledge also knows their interests and motivations in a matter. For example, students who like learning Indonesian will be interested in exploring information and developing self-knowledge.

### 2.2 HOTS Category

In addition, related to the metacognitive HOTS category or higher-order thinking, Anderson and Krathwohl stated three high-level cognitive processes, namely analyzing, evaluating, and creating. Anderson and Krathwohl (2017: 120) state that analyzing involves the process of breaking up matter into small pieces and determining how the relationships between parts and between each part and the overall structure. The cognitive activity of analyzing is differentiating, organizing, and attributing. Next is to evaluate according to Anderson and Krathwohl (2017: 125) is to make decisions based on criteria and standards marked by the activity of checking and criticizing. The highest cognitive process according to Anderson and Krathwohl (2017: 128) is creating, namely the process of compiling the elements into a coherent and functional whole that is characterized by the activities of formulating, planning, and producing. These activities in the form of training questions are marked with verbs.

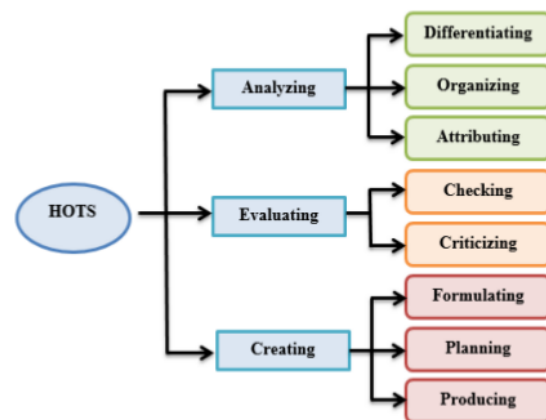


Figure 2. Cognitive process and Its Subtypes

Meanwhile, Nugroho (2018: 50) expressed the opinion that the principle of the questions or assignments to measure the level of HOTS is the essence, not on assistive work. For this reason, HOTS questions can be in the form of interrogative sentences and do not refer to simple things to ask. The following example explains that interrogative sentences can be categorized as HOTS.

Table 1.1 a Comparison of LOTS and HOTS

Level	Easy	Difficult
LOTS	Who is the main character in Great Gatsby novel?	What is the name of Daisy Buchanan's lover?
HOTS	Why did Gatsby buy a house close to the bay?	Jay Gatsby is a hopeful person and billionaire loves to party. What is behind Jay Gatsby's character and doing that?

Based on these sample questions, it is known that interrogative sentences are not always categorized as HOTS and analysis of training questions is needed, especially the metacognitive knowledge dimension. Metacognitive knowledge of **LOTS** category needs to be educated in children, especially **students in the junior high school**. Students of **junior high school** are getting closer to international scale assessments, namely the Program for International Student Assessment (PISA). PISA was tested on 15-year-old children, so this research focuses on the books of students of seventh, eighth, and ninth grade in junior high schools published by the Ministry of Education and Culture to find out the government's efforts to prepare the golden generation and face the international scale assessment.

### 3. RESEARCH METHODS

#### 3.1 Research Design

This study uses a qualitative approach that aims to decipher data as to produce information in the form of metacognitive training questions in the HOTS category. This type of research is descriptive, in line with the opinion of Sukmadinata (2017: 72), research in the field of education aims to describe phenomena according to reality. In this study, the problem of HOTS categorized as a metacognitive knowledge in Indonesian Junior High School students' books.

#### 3.2 Research Object

The objects of this research are the seventh grade books curriculum 2013 revised edition 2017, eighth grade books curriculum 2013 revised edition 2017, ninth grade books curriculum 2013 revised edition 2018.

#### 3.3 Data and Source of Data

The data sources of this research are Indonesian students at Junior High School level published by the Ministry of Education and Culture, namely seventh grade curriculum 2013 revised edition 2017, eighth grade curriculum 2013 revised edition 2017, ninth grade curriculum 2013 revised edition 2018, while the data is a matter of metacognitive knowledge categorized by HOTS.

#### 3.4 Data Collection Techniques

Data collection techniques used are documentation and field

notes techniques. Data collection was carried out by reading the books of seventh, eighth, and ninth grade students published by the Ministry of Education and Culture, then recorded according to the focus of the study, namely the metacognitive questions categorized by HOTS. The data collected is processed and selected by sample technique because the practice questions have similarities or not much different at the end of the learning material and what is taken is the data representing each class.

#### 3.5 Data Analysis Techniques

The data analysis technique of this research is content analysis in this study aimed at analyzing and describing HOTS categorized metacognitive items in Indonesian students' books. The training questions are classified based on criteria for metacognitive knowledge and cognitive level.

### 4. Findings

#### 4.1 HOTS Category Metacognitive Knowledge in Seventh Grade Students' Books

In this section, the data are presented in the form of training questions in junior high school students' book dimensions of metacognitive knowledge categorized by HOTS. The first data presentation was sourced from seventh grade students on page 80. The following data (1) were identified as achievement of metacognitive knowledge based on object phrases and HOTS was identified based on the assignment form.

- (1) At the end of each lesson, students are required to read a fiction book (fantasy story) of at least one piece. The results of your reading pour in the daily journal you read. You can record your hours of honest reading. The reading journal is exemplified the following.

#### THE READING JOURNAL

Title :  
 Author :  
 Issue :  
 Date : date ..... until .....

Date	Synopsis	Comments

The data presentation (1) is a literacy activity at the end of each class of seventh grade student textbook material. Data (1) is identified as metacognitive knowledge based on the object phrases at the end of the lesson students are required to read fiction books and record the hours you read honestly. The first object phrase implies that in reading a book the selection of the book is done accordingly, first is interest and second, it is usefulness. Generally these two things are what someone does in making a choice. The selection is made of fiction books. A person will choose a book that is interesting or useful to him so that the task of filling out the reading journal can be completed, instead of choosing a book that is not liked, so the task cannot be completed.

Meanwhile, the second phrase wants honesty in its settlement as evidenced by the recording of the title of the book that was read, the author, the publication, until the time of reading. Regarding honesty, it is only known to each individual, but through this problem, they are accustomed to act honestly so that they are

accustomed to acting honestly. Therefore, based on the description of the selection of fiction books and honesty in reading fiction books, it is known that the question aims to train metacognitive knowledge of self-knowledge about self-interest and honesty.

In addition to the purpose of the knowledge being trained, HOTS was identified in the presentation (1). The HOTS category in data (1) is known based on the assignment form, not the verb. The form of the assignment is to provide comments that are marked with the comment words in the table which means students are asked to comment on the fiction they have read. Commenting activities based on taxonomy Anderson and Krathwohl are included in the cognitive process of evaluating.

Based on the data presentation (1) in the form of literacy activities, the following data presentation (2) is also in the form of literacy activities. In addition to these similarities there are differences in the form of learning outcomes and learning material being trained. The following data presentation (2) is sourced from seventh grade student books page 192.

(2) Read poetry in your area, biography of Hamzah Fansuri/Raja Ali Haji, or other books related to folk poetry! Write in the following sample journal!

Title :  
 Author :  
 Issue :  
 Date : date ..... until .....

Date	Synopsis	Comments

The data presentation (2) is identified as metacognitive knowledge because there are phrases of *poetry objects in your area, or other books related to folk poetry, and write them in the following sample journals*. The dimension of knowledge is implicit in the problem. The object phrase implies that the question of training that wants the reader or students to read a book that matches their interests or motivation towards book selection. Interest or motivation are two things concerning the introduction or understanding of self and in metacognitive knowledge including the third sub-type, namely self-knowledge.

Besides, there are other object phrases that support that the problem is identified metacognitively. the object phrase is *the reading time* that requires recording the reading date from start to finish. Recording reading time tests and expects honesty from students. Matters related to honesty are only known by each person personally, but through the matter of the training students can practice honestly, accustomed to be honest, to always be honest because problems of this type are consistently found at the end of each learning material. Based on the description of the object phrases about book selection and the honesty of time recording it is known that the matter of training aims to practice *metacognitive knowledge about self-knowledge*.

In addition to the knowledge practiced, these questions were also identified as HOTS. Although there are no verbs or question words in accordance with HOTS category theory, there are verbs that are *read* followed by *poeticnoun phrases in your area*. The

imperative sentence is contextual in line with the principle of the HOTS category problem. In addition, comments on the table even though they include nouns are included in *criticizing* activities. The activity of criticizing in line with Anderson and Krathwohl's taxonomy is part of the *cognitive process of evaluating*.

#### 4.2 HOTS Category Metacognitive Knowledge in Eighth Grade Students' Books

Furthermore, the following data presentation (3) is sourced from eighth grade student books page 231. Data presentation (3) differs in terms of the type of text and the form of assignment from the previous class VII data. The training questions as shown in data presentation (3) are simpler.

(3) What is your mastery level over the material in this chapter?

Subject	Mastery Level			
	A	B	C	D
1. Know and explore elements of drama (traditional and modern).				
2. Interpret drama (traditional and modern).				
3. Examine the structural characteristics and linguistic rules in the text.				
4. Writing drama by paying attention to the rules of drama writing and the originality of ideas.				

Noted:  
 A = highly mastered  
 B = mastered  
 C = sufficiently mastered  
 D = not mastered

The data presentation exercise (3) identifies metacognitive knowledge based on the subject phrases *in your mastery of the material in this chapter*. Object phrases imply to judge things that are known and unknown based on the learning material of drama texts that have been learned. The training questions train *metacognitive knowledge about self-knowledge* related to the learning material that has been learned.

Beside the knowledge gained in training, there is also a HOTS category in the data presentation (3). HOTS categorized questions are identified based on interrogative sentences with question words *how*. The question word functions to ask about the state or clarity of things. The definition is in accordance with the question that the word *how* is used to ask the state of self in relation to the mastery of drama text material and the clarity of the level of understanding of the drama text material. The question words *how* and phrases of *the level of your mastery of the material in this chapter is a unity in asking the mastery of the material* that is asked to yourself. Based on this data presentation (3) shows that the cognitive process that is trained is to *evaluate* the level of understanding of drama text material.

In contrast, the following data presentation (4) is different from the data presentation (3) in several ways. The difference is

seen as the data presentation (4) in terms of types of texts and verbs. The following data is taken from the seventh grade students' books 197-198.

- (4) Complete the table below correctly in accordance with your level of mastery of the materials in this chapter!

Subject	Mastery Level			
	A	B	C	D
5. Able to determine the contents of the persuasion text correctly.				
6. Able to conclude the contents of persuasive texts logically.				
7. Able to examine the structure and rules of the news clearly.				
8. Able to write persuasion texts by paying attention to the correct structure and rules of language.				

Noted:

A = highly mastered

B = mastered

C = sufficiently mastered

D = not mastered

Data (4) is identified as metacognitive based on the phrase of the object *according to your level of mastery of the material in this chapter* that is equipped with criteria to be assessed. Object phrases indicate that students are asked to rate or evaluate themselves related to the persuasion text learning material that has been learned. The assessment is carried out based on the criteria available in the table, then students justify their level of mastery which includes, is *highly mastered, mastered, sufficiently mastered, or not mastered* and filled in the available column.

Besides the knowledge dimension, the problem was also identified as HOTS. Verbs in the data presentation (4) are *complete* derived from complete words and are adhered to by particles *-lah* to reinforce students to take action. The word *complete* aims to make complete or perfect in the less part which ideally includes the cognitive process of creating, but by paying attention to the learning achievements through the phrase the question includes cognitive activity assess. Judging activities are carried out by each individual, that is, reflecting material that is mastered or not mastered, things that are known or not known. Thus, it was concluded that the reflecting activity was included in *the cognitive process of evaluating*.

#### 4.3 HOTS Category Metacognitive Knowledge in Ninth Grade Students' Books

There are also training questions for ninth grade students, but in a different format from seventh and eight grade books. Apart from the format, the assignment forms are also different. The following data presentation (5) is based on ninth grade students' books on page 50.

- (5) Choose books that are motivating and inspiring people to work and excel. Report to your teacher, if you have agreed, fill out the reading contract! In addition to reading contracts and report forms such as in Literacy Development, include answers to the following questions.

- 1) Why did you choose the book?
- 2) What is your general impression of the book?
- 3) What examples did the author choose?
- 4) Is there an expression that you think you like the most? Write in your report!

Remember, reading a book report is not for the origin of making assignments and submitted to the teacher! Read for your own benefit. Don't download from the internet. You can see the report model on the internet, but not copy the report to give to the teacher.

The metacognitive knowledge dimension in the data presentation (5) is identified based on the phrase *select books which are motivating and inspiring people to work and perform and don't download from the internet*. The first object phrase requires to choose the book according to the desire that motivates and inspires achievement, while the second object phrase implies that in completing it requires honesty. Based on what has been described, the data presentation (5) aims to train *the metacognitive knowledge* of self-knowledge in terms of book selection and self-honesty in completing tasks.

The data training questions (5) were also identified by the HOTS category based on questions marked by interrogative sentences. The interrogative sentence with the first HOTS category question word is number one with the question word *why*. The word *why* aims to ask about the cause or reason for something. In accordance with the sentence as a whole, the word *why* ask the reason for choosing the book is known based on the phrase of the object *why you chose the book*. Cognitive activity in answering these questions is understanding and analyzing the selection of books and self so as to explain the reasons for interest in books.

The second question word is *what* is followed by the phrase *your general impression of the book*. Words of question whether it functions to ask about objects or circumstances related to the subject. In the second question, *what* question is followed by the phrase noun that asks about the state of the impression in the form of the book being read. The situation in question is the same as *assessing* based on what is felt after reading a book. The activity of assessing the book is included in the cognitive process of *evaluating*, so that it can be categorized as HOTS.

The third question word is *what about* the noun phrase *examples chosen by the author*. The question word *how* to aim is to ask for clarity of the subject, while the subject is identified based on the phrase of the <sup>24</sup>ject. The phrase noun signifies that the question asks about the *author's point of view*. The *author's point of view* in cognitive processes is expressed as *attributing*. *Attributing* activities include the HOTS category because in the process of completion an analysis is carried out to reveal the author's point of view.

Similar to the data presentation (5), the following data presentation (6) is also in the form of litigation activities, but also has differences. The difference in literacy activities as seen in the data presentation (6) in terms of text type and practice questions. The following data are sourced from ninth grade students' books 85.

- (6) Choose a book collection of teenage short stories that you think are good and teach many useful things. Report to your teacher, if you have agreed to complete the reading contract. If there is no short story collection book, you can use short story clippings from various newspapers or magazines. At least five short stories and submit to your teacher! Forms of reports and reading contracts see guide. In addition to the report form, include answers to the following questions!

- 1) What short story interests you, why?
- 2) Which figure do you like, why do you like it? Who do you dislike, why?
- 3) Is there a sentence or short story that impresses you, what is it? What does that mean to you?
- 4) Write a recommendation to your friends: Friends, you should read this short story. Very good because ....

The data presentation (6) is a metacognitive question because there are phrases, *select books, a collection of teenage short stories that you think are good and teach a lot of useful things*. The object phrase states that students are asked to make a selection of short stories that are considered useful for him. In an election that feels useful to him, students should ideally identify short stories of what genre he is interested in and who are interesting or motivated. The basis of selection such as interest, interest, and motivation is self-knowledge of something that is considered interesting. Based on the description it is known that the data presentation (6) aims at *practicing metacognitive knowledge about self-interest knowledge* in short stories.

Furthermore, there is not only knowledge achievement, but also data presentation (6) in the HOTS category. This is known based on the items available to be answered. The first question is "what is the short story that interests you, why?". In that question there are two question words, namely *whether* and *why*, but the question that leads to HOTS is *why*. The word question is limited to asking an interesting short story, while the word *why* asking the reason or cause of interest in the short story. In expressing the reason for the interest, there is a cognitive process of analyzing the students themselves. Learners analyze themselves why they are interested in the short story, whether because it is useful, the interest of the title, the genre of the story that suits the personal character, or there are other reasons. After understanding his interests, he can express and describe them.

As with question number one, problem number two also includes the question word *why* and ask about reason. The difference lies in problem number two which is asked is the reason for liking the character and the reason for disliking the character in the short story. Cognitive processes that occur to express reasons are the same as question number one, namely understanding interest through the process of analysis to be able to decipher it.

Unlike the case with questions number one and two, problem number three there are two question words, namely is *there* and *what*. The question word can be LOTS or HOTS depending on the achievement of the question. In question number three is *there* a LOTS level because it only needs an answer or not, while the HOTS category is in the next interrogative sentence, which is "What does it mean to you?". The question word is what functions to ask about a thing or situation according to the subject. This is in line with question number three which asks about the meaning of expressions in short stories that are considered interesting and meaningful. Cognitive processes that occur are to recognize interests and analyze themselves so that they can explain why these expressions have meaning.

The six questions that have been described are questions that practice metacognitive knowledge in HOTS category. The dimension of knowledge is marked by noun phrases, while the HOTS category is marked by verbs or question words followed by noun phrases. There are no verbs or question words in seventh grade students that mark the questions, including the HOTS

category. Conversely, eight grade students' books are marked by question words and verbs, while ninth grade is marked by question words. The verb and question are closely related to the question of training the dimension of metacognitive knowledge. This is known based on the noun phrase that follows the verb or question word.

## 5. Conclusion and Suggestion

### 5.1 Conclusion

In conclusion, the training exercises of HOTS category metacognitive knowledge in seventh grade students' books are trained in the form of literacy activities. Metacognitive knowledge contained in the data presentation (1) and (2) of seventh grade students' books is metacognitive knowledge subtypes of self-knowledge about interest in selecting books to complete assignments and honestly write specifications and time to read books. In addition, there were findings that HOTS categorized questions were not marked with verbs or question words, but marked noun comments. The word comment in the form of assignment in the form of a table means that the desired cognitive activity is the student commenting on or criticizing the book he has read.

Furthermore, the practice questions on the eighth grade students' book also aims to practice the metacognitive knowledge of the sub-types of self-knowledge. This is identified based on the noun phrase which asks about the level of understanding of the learning material that has been learned. The activity is a self-reflection about things that are known and unknown. In the eighth grade data presentation there is also a HOTS categorical question that is marked with the question how and verbs complete. Both of these words in the matter of training both want students to evaluate themselves related to the level of understanding of the material that has been learned.

Then, ninth grade students' books are the same as seventh and eighth that the metacognitive knowledge that is trained is self-knowledge. Self-knowledge is trained through book selection based on a sense of interest and usefulness. In the class IX data presentation there is also a HOTS category question which is marked with the question words *why*, *what*, and *how*. The question with the question in the class IX student book HOTS categorized because in its completion requires analysis to be able to decipher the reasons of a subject.

### 5.2 Suggestion

Practical research suggestions are primarily addressed to the bookkeeping team. The bookkeeping team is advised to use varied and verbally verbs and question numbers in practicing metacognitive knowledge. In addition, the book team should vary the metacognitive questions at the end of each learning material.

In addition, Indonesian language teachers should practice knowledge with verbs or question words that are varied and adjusted to indicators of competency achievement. Teachers should not only be based on textbooks in giving metacognitive questions, but also more creative and innovative in providing training. In addition, metacognitive questions should not only be given at the end of each learning material, but also after the learning activity.

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