

## INTISARI

**Latar belakang:** Metakognisi, kemampuan berpikir mengenai proses berpikir, merupakan aspek yang relevan dalam pendidikan kedokteran. Regulasi metakognisi berkaitan erat dengan keterampilan berpikir kritis dan analitis, yang merupakan dasar dari penalaran klinis. Implementasi kemampuan regulasi metakognisi pada mahasiswa kedokteran masih membutuhkan banyak eksplorasi. Pengajaran aspek ini pun masih bersifat implisit dan tersembunyi dalam kurikulum.

**Tujuan penelitian:** Mengetahui implementasi regulasi metakognisi dalam penalaran klinis pada kegiatan diskusi berbasis kasus dan strategi pembelajaran yang sesuai untuk mengembangkan kemampuan regulasi metakognisi tersebut.

**Metode:** Penelitian ini adalah penelitian kualitatif dengan pendekatan *modified grounded theory*. Data diambil dengan metode wawancara mendalam semi terstruktur dan *self-report*. Hasil wawancara ditranskrip verbatim, kemudian open coding dan metode *constant comparison* dilakukan pada tiga belas partisipan. Setelah itu, dilakukan *selective coding* untuk membuat kategori, kategori inti, diagram, dan *storyline*.

**Hasil:** Wawancara mendalam dilakukan pada tiga belas partisipan dan seluruhnya mengisi lembar *self-report*. Dari ketiga aspek regulasi metakognisi, yang paling sering diimplementasikan adalah proses *monitoring* (pertimbangan kembali dan *think aloud*), sedangkan yang paling jarang dilakukan partisipan adalah *planning* (*self-questioning*). Kemampuan tersebut berpengaruh positif terhadap performa pembelajaran. Strategi pembelajaran yang dapat mempengaruhi kemampuan regulasi metakognisi bervariasi, diantaranya repetisi, adanya umpan balik, minat, dan peran rekan sesama mahasiswa.

**Kesimpulan:** Mahasiswa kedokteran tahap profesi sudah mengimplementasikan regulasi metakognisi dengan sebaran yang bervariasi; yang terbanyak ialah proses *monitoring*, diikuti *evaluation* dan *planning*. Strategi pembelajaran untuk mengembangkan kemampuan tersebut juga beragam sehingga diperlukan pendekatan yang sesuai untuk masing-masing prosesnya.

**Kata kunci:** regulasi metakognisi, *planning*, *monitoring*, *evaluation*, penalaran klinis, strategi pembelajaran

## ABSTRACT

**Background:** Metacognition, the ability to think about thinking processes, is a relevant aspect of medical education. Regulation of metacognition is closely related to critical and analytical thinking skills, which are the bases of clinical reasoning. The implementation of metacognition regulation in medical students still requires a lot of exploration. The teaching of this aspect is still implicit and hidden in the curriculum.

**Objective:** This study aim to explore the implementation of metacognition regulation in clinical reasoning in case-based discussion activities and appropriate learning strategies to develop the ability of metacognition regulation.

**Methods:** This research is a qualitative research with modified grounded theory approach. Data were collected using semi-structured in-depth interviews and self-report. The results of the interviews were transcribed verbatim, open coding and constant comparison method were carried aout on thirteen participants. Then, the selective coding process was done to create categories, core categories, diagram, and storyline.

**Results:** In-depth interviews were conducted with thirteen participants and all of them filled out self-report forms. The most implemented aspect of metacognition regulation is the monitoring process (reconsideration and think aloud), while planning (self-questioning) was rarely did by participants. This ability has positive effect on learning performance. There were various learning strategies that can affect the ability of metacognition regulation, including repetition, feedback, interests, and peer role.

**Conclusion:** Medical students at the clinical phase have implemented metacognition regulation with varying distribution; the most implemented is monitoring, followed by evaluation and planning. Learning strategies for developing these abilities also vary so that an appropriate approach is needed for each process.

**Keywords:** metacognition regulation, planning, monitoring, evaluation, clinical reasoning, learning strategies