

### Abstract

Metacognition is an important part of effective learning. While there are numerous studies on metacognitive learning programs in Indonesia, teachers' perspective and teaching practice in classrooms remain an under-studied field. This research aims to: 1) Explore teachers' perspectives on metacognition and their teaching practices in the classroom through qualitative method; and 2) Find out the correlation between Indonesian elementary school teachers' beliefs and practice in metacognition. The methods used for this research were convergent mixed method design, using an online-based questionnaire. The qualitative research, analyzed using thematic research analysis, resulted in six main themes: importance of metacognition, embracing students' individual differences, nurturing metacognition, informing metacognition to parents, lack of awareness towards metacognition, and unsupportive environment. The quantitative research shows that there is positive significant correlation between teachers' beliefs and actions in metacognition. The implication of this research towards the field of education is also discussed.

**Keywords:** *metacognition, teachers' perspectives, mixed-method, teaching practice*

### Abstrak

Metakognisi adalah bagian penting dari pembelajaran efektif. Meskipun terdapat banyak penelitian mengenai program pembelajaran metakognitif di Indonesia, belum banyak studi mengenai perspektif guru dan praktek pengajaran di kelas. Penelitian ini bertujuan untuk: 1) Mengeksplor perspektif guru terhadap metakognisi dan praktek mengajar mereka di kelas melalui metode kualitatif; dan 2) Mencari korelasi antara belief dan praktek metakognisi guru SD di Indonesia. Penelitian ini menggunakan metode campuran konvergen, menggunakan kuesioner daring. Bagian kualitatif dianalisis dengan metode analisis tematik, menghasilkan enam tema utama: pentangnya metakognisi, menerima perbedaan individu siswa, menumbuhkan metakognisi, menginformasikan mengenai metakognisi kepada orangtua, kurangnya kesadaran terhadap metakognisi, dan lingkungan yang tidak mendukung. Bagian kuantitatif memperlihatkan bahwa terdapat korelasi positif yang signifikan terhadap belief dan action guru mengenai metakognisi. Implikasi riset ini terhadap ranah pendidikan juga dibahas.

**Keywords:** *metakognisi, perspektif guru, mixed-method, praktek mengajar*