ABSTRAK

Riris Nurkholidah Rambe. Pengembangan Model Pembelajaran Multiliterasi Berbasis Metakognisi untuk Meningkatkan Keterampilan Menulis Kreatif Siswa. Disertasi. Medan. Program Pascasarjana Universitas Negeri Medan. 2022.

Penelitian ini didasari oleh permasalahan terkait keterampilaan menulis kreatif yang selama ini belum mengaktifkan kemampuan metakognisi siswa. Tujuan penelitian ini adalah untuk mengembangkan dan menguji tingkat kevalidan, kepraktisan dan keefektifan model pembelajaran multiliterasi berbasis metakognisi untuk meningkatkan keterampilan menulis kreatif siswa Sekolah Dasar. Metode penelitian yang digunakan adalah penelitian pengembangan. Model pembelajaran multiliterasi berbasis metakognisi dikembangkan memenuhi kriteria komponen model pembelajaran yakni: sintaks model, sistem sosial, prinsip reaksi pengelolaan, sistem pendukung, dan dampak instruksional dan pengiring, serta instrumen-instrumen yang diperlukan. Pengembangan model pembelajaran yang dilakukan mengikuti tahapan pengembangan yang dikemukakan oleh Plomp dengan memperhatikan tiga aspek produk dari Nieveen. Instrumen yang dikembangkan berupa lembar validasi model pembelajaran dan perangkat pembelajaran yang divalidasi oleh ahli dan praktisi. Penelitian ini menghasilkan model pembelajaran multiliterasi berbasis metakognisi yang memenuhi kriteria valid baik dari segi isi dan konstruk, praktis dan efektif berada pada level tinggi. Implikasi penelitian ini berupa model pembelajaran yang dapat meningkatkan keterampilan menulis kreatif siswa. Rekomendasi bagi peneliti selanjutnya supaya menerapkan model pembelajaran multiliterasi berbasis metakognisi pada materi lain, baik di tingkat sekolah dasar maupun sekolah menengah pertama.

Kata kunci: Keterampilan menulis kreatif, model pembelajaran multiliterasi, metakognisi

ABSTRACT

Riris Nurkholidah Rambe. Development of Metacognition-Based Multiliteration Learning Model to Enhance Students' Creative Writing Skill. A Dissertation. Medan. Postgraduate Program. State University of Medan, 2022.

This research is investigated by problems related to creative writing skills which currently not been assessed as unable to activate students' metacognitive abilities. The purpose of this study are to develop and to test the level of validity, practicality and effectiveness of the metacognition-based multi-literacy learning model in improving the creative writing skills of elementary school students. Development research is used on this study. The metacognition-based multi-literacy learning model was developed by matching the criteria for the components of the learning model, namely: model syntax, social systems, management reaction principles, support systems, instructional impacts and accompaniments, as well as other necessary instruments. The development of the learning model was carried out by following the stages of development, which proposed by Plomp by taking into account three aspects of Nieveen's product. The instruments developed were in the form of a learning model validation sheet and learning tools which validated by experts and practitioners. This study resulted in a metacognition-based multi-literacy learning model that met the valid criteria in terms of both content and construct, where their practicality and effectiveness are at a high level. The implication of this research is a learning model that can improve students' creative writing skills. Moreover, it is suggested to further researchers to apply the metacognition-based multi-literacy learning model to other materials, both at the elementary and junior high school levels

Keyword: Creative writing skills, multi-literacy learning model, metacognition