The Level of Metacognitive Skills among Polythechnic Students in Malaysian Studies Course

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**ABSTRACT**

Along with the current technological advancement, it has become imperative for all students and institutions to keep up their pace in improving their creative and critical thinking skills. In further helping this cause, it is necessary for them to also have a good grip of metacognitive skills as a preparation in engaging themselves in this high technology world. Following this, the Ministry of Higher Education has outlined two strategies in ensuring the attainability of this objective through holistic, integrated and constructively aligned curriculum development by the higher educational institutions. One of the strategies has defined that the curriculum must prioritize the application of High Impact Educational Practice encompassing conceptual and cognitive clarity, entrepreneurial skill as well as experience and innovation based learning. On top of that, the curriculum development must also be constructed upon outcome-based and student-centred learning. In the context of Malaysian studies course, activities involving comprehension, thinking and problem solving skills have become the priority for students in mastering this particular course. Thus, the aim of this study is to identify the level of metacognitive skills among the first semester students who are undertaking the Malaysian studies course. There are three metacognitive skills that are being tested namely the monitoring, evaluation and regulation skills. The study utilizes descriptive survey in quantitative approach by using questionnaire instrument. A pilot study that was conducted on 39 students showed the Cronbach’s alpha reliability score was 0.904. The questionnaire was collected, reviewed and analysed using Statistical Package of Social Science (SPSS) v21 in the form of frequency, mean, percentage, standard deviation and independent sample T-test. The respondents were 169 first semester’s students who took the Malaysian studies course from various programmes at polytechnic in Selangor The findings indicated that the level of monitoring, evaluating and regulation’s metacognitive skills were at high level. Meanwhile the independent sample T-tests showed that there are no significant differences in the metacognitive skills of gender and field. As a conclusion, the first semester students are found to have good ability in metacognitive skills. The importance of this study reveals that students should enhance their metacognitive skills in order to develop their learning and thinking quality, as this can also be used as a guide for lecturers to diversify their teaching and learning strategies in an effort to produce qualified TVET graduate in accordance with the ten shift of Malaysia Education Blueprint 2015-2025 (Higher Education)

Keywords: *Metacognitive, Malaysian Studies, monitoring, evaluation, regulation*