ANALISIS KEBUTUHAN DALAM PENGEMBANGAN PEMBERIAN *FEEDBACK* BERBASIS *SMART* PADA PEMBELAJARAN METAKOGNITIF GUNA MENDUKUNG PENINGKATAN *FLUENCY IDEA*, *JUDGMENT* DAN *DECISION MAKING* SISWA

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ABSTRAK

Penelitian ini dilatarbelakangi oleh pemberian umpan balik (*feedback*) di sekolah dasar yang masih bersifat umum, kurang terukur, dan belum berorientasi pada pencapaian tujuan pembelajaran secara spesifik sehingga berdampak pada rendahnya keterampilan berpikir tingkat tinggi siswa, khususnya dalam aspek *fluency idea, judgment,* dan *decision making*. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan *feedback* berbasis *SMART* (*Specific, Measurable, Achievable, Relevant, Time-bound*) dalam pembelajaran metakognitif guna meningkatkan ketiga keterampilan tersebut. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan subjek siswa kelas VI dan guru di Gugus III Kecamatan Buleleng. Teknik pengumpulan data dilakukan melalui wawancara dan kuesioner yang telah divalidasi oleh para ahli dengan nilai *Content Validity Index* (CVI) sebesar 1,00 yang menunjukkan validitas sangat tinggi. Analisis data difokuskan pada empat dimensi utama, yaitu karakteristik siswa, kurikulum, lingkungan belajar, dan fasilitas belajar. Hasil analisis menunjukkan bahwa dimensi kurikulum, lingkungan belajar, dan fasilitas belajar berada pada kategori tinggi yang mengindikasikan bahwa kondisi pendukung pembelajaran sudah memadai, namun pada dimensi karakteristik siswa masih ditemukan kendala dalam mengembangkan ide, melakukan evaluasi diri, dan mengambil keputusan secara mandiri. Selain itu, implementasi pemberian *feedback* oleh guru masih belum sistematis, belum mengacu pada prinsip *SMART*, serta cenderung sederhana dan kurang terstruktur. Simpulan penelitian ini menunjukkan adanya kebutuhan mendesak untuk mengembangkan panduan pemberian *feedback* berbasis *SMART* dalam pembelajaran metakognitif. Pengembangan ini diharapkan mampu meningkatkan kualitas umpan balik yang lebih spesifik, terukur, dan terarah sehingga dapat mendorong kemandirian belajar serta meningkatkan kemampuan berpikir tingkat tinggi siswa. Oleh karena itu, disarankan agar guru menerapkan *feedback* berbasis *SMART* secara konsisten serta didukung oleh pelatihan dan kebijakan sekolah agar implementasinya lebih optimal dan berkelanjutan.

Kata Kunci: *Feedback SMART*, Pembelajaran Metakognitif, *Fluency Idea*, *Judgment*, *Decision Making*.

ABSTRACT

This study is motivated by the provision of feedback in elementary schools, which is often general, less measurable, and not yet oriented toward achieving specific learning objectives, thereby impacting students' higher-order thinking skills, particularly in aspects of idea fluency, judgment, and decision making. This study aims to analyze the need for developing SMART-based feedback (Specific, Measurable, Achievable, Relevant, Time-bound) in metacognitive learning to improve these three skills. This research employed a descriptive quantitative approach with sixth-grade students and teachers in Cluster III of Buleleng District as the subjects. Data were collected through interviews and questionnaires that had been validated by experts, achieving a Content Validity Index (CVI) score of 1.00, indicating very high validity. The data analysis focused on four main dimensions: student characteristics, curriculum, learning environment, and learning facilities. The results of the analysis showed that the dimensions of curriculum, learning environment, and learning facilities were categorized as high, indicating that the supporting conditions for learning are generally adequate; however, in the dimension of student characteristics, there are still obstacles, particularly in developing ideas, conducting self-evaluation, and making independent decisions. In addition, the implementation of feedback by teachers is still not systematic, has not referred to SMART principles, and tends to be simple and less structured. The conclusion of this study indicates an urgent need to develop SMART-based feedback guidelines in metacognitive learning. This development is expected to improve the quality of feedback to be more specific, measurable, and well-directed, thereby encouraging students' learning independence and enhancing their higher-order thinking skills. Therefore, it is recommended that teachers consistently implement SMART-based feedback and that schools provide support through training and policies to ensure more optimal and sustainable implementation.

Keywords: SMART Feedback, Metacognitive Learning, Idea Fluency, Judgment, Decision Making.