

The Perception of High School Teachers On Indonesian Learning Based On Higher Order Thinking Skill (HOTS) (Case Study At SMAN 1 Cibadak, West Java, Indonesia)

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Abstract. This study aims to determine how the perception of Indonesian high school teachers towards higher-order thinking skill (HOTS) based learning. This research method uses a descriptive method with a qualitative approach. This research was conducted at SMA Negeri 1 Cibadak, West Java Province, Indonesia. The sample in this study was taken by two teachers who have expertise in Indonesian language lessons—data collection techniques using questionnaires and interviews. The results indicate that SMA Negeri 1 Cibadak has implemented HOTS-based learning, but the implementation has not been optimized. There are many obstacles faced; the teacher still does not grasp the HOTS-based understanding, starting from the lesson preparation plans, questions, and assessment format in HOTS-based education. Thus, the HOTS-based Indonesian language needs to be optimized to optimize its implementation.

Keywords: Indonesian Language, Indonesian Teacher, Higher Order Thinking Skill (HOTS), SMAN 1 Cibadak.

INTRODUCTION

The 21st-century learning paradigm emphasizes the ability of students to find out from various sources, formulate problems, think analytically, and collaborate in problem-solving. The 21st-century learning framework is as follows: (a) critical-thinking and problem-solving skills, (b) communication and collaboration skills, (c) creativity and innovation skills, (d) information and communications technology literacy, and (e) contextual learning skills (BSNP, 2010). Then, Greenstein (2012) is grouped into three groups, namely the skills of thinking, acting, and living life. In addition, Budhiman (2017) revealed that strengthening character education in schools must foster students' character to think creatively, communicate and collaborate, and compete in the 21st century. This is by the four competencies students must possess in the 21st century. The 21st century is called 4C, namely critical thinking and problem solving, creativity, communication skills, and working collaboratively. Thus, 4C skills are needed, especially for the high school level. Then, Lewy (2009) states that involving analysis, evaluation, and creation is considered a higher-order thinking skill. According to (Brookhart 2010)[5], higher-order thinking skills (HOTS) include logic and reasoning, analysis, evaluation and creation, problem-solving, and decision-making judgment. Thus, HOTS-based learning is closely related to 21st-century learning.

Indonesian language subject is required subjects that must be taught at various levels of education, one of which is the high school (SMA) level. Indonesian as a subject also teaches four language skills that must be mastered. This is in line with Praheto et al. (2017), which revealed that skills are listening, speaking, reading, and writing. Mulyati (2014) showed that language skills could be grouped into two categories there are receptive aspects (covering listening and reading activities) and productive aspects (including speaking and writing activities). In addition, another opinion from Andayani (2015) explained that the integrity of the material could be presented by combining the four language skills (listening, speaking, reading, and writing) in each learning unit.

Implementing HOTS-based Indonesian learning is not optimal, especially at SMAN 1 Cibadak, West Java, Indonesia. This is in line with the pre-observations of researchers in the field, which show that SMAN 1 Cibadak has implemented HOTS-based learning, especially in Indonesian subjects. It's just that in its implementation, it has not run optimally.

Pohl (Lewy, 2009) states that the ability to involve analysis, evaluation and creation is higher-order thinking. Similar to Pohl, Anderson's Taxonomy or Bloom's taxonomy which has been revised, divides cognitive processes into six levels; this taxonomy is considered the basis of higher-order thinking. Remember, which is the lowest level in review until applying this is a Low Order Thinking Skill (LOTS). High Order Thinking Skill (HOTS) starts from analyzing to creating. Anderson's six cognitive levels above are symbolized by C1, C2, C3, C4, C5, and C6, namely making, so HOTS is at levels C4, C5 to C6. (Anderson, 2001).

Brookhart also strengthens the statement above, stating that higher-order thinking skills (HOTS) include logic and reasoning, analysis, evaluation, creation, problem-solving, and decision making (judgment) (Brookhart, 2010). Krathwohl (2002) classifies that decision-making (review) is included in the evaluation level. So high-level thinking is the skill to analyze, evaluate and be creative in problem-solving. Analytical ability can be interpreted as an individual's ability to determine the parts of a problem and show the relationship between these parts, see the causes of an event or give arguments that support a statement.

RESEARCH METHOD

The method in this research is a qualitative descriptive method. Creswell (2021) reveals that qualitative research is a type that explores and comprehends the meaning of an individual or group of people from social problems. Sugiono (2017) explains that the qualitative method obtains in-depth data. Sukmadinata (2012) revealed that qualitative research aims to understand social phenomena from the participant's perspective. Participants are interviewed, observed, asked to provide data, opinions, thoughts, or perceptions.

This research was conducted at the State Senior High School in Sukabumi Regency, West Java Province, Indonesia. There are several considerations researchers chose the place. One of them is because considered a superior school so that the research to be taken can be easily piloted. Then, an adequate school facility and a culture that matches the research criteria are the essential factors in choosing the place. The population in this study are all Indonesian teachers who teach at SMAN 1 Cibadak for the 2021/2022 academic year. The samples in this study were taken by two competent teachers who have a long track record in teaching Indonesian subjects. In addition, another consideration is that the two teachers have been instructors of the 2013 curriculum in the Sukabumi district. Data collection techniques use questionnaires and interviews.

RESULT AND ANALYSIS

3.1 Questionnaire Results

First, a statement about "Indonesian language learning has used supporting media such as YouTube, Google Meet, and Google Classroom." Based on the statement, one respondent answered agree (S), and one respondent answered strongly agree (SS).

Second, the statement regarding "Indonesian language learning has integrated four language skills (listening, speaking, reading, and writing)." Based on this statement, the first and second respondents strongly agree (SS).

Third, the statement regarding "Indonesian language learning has implemented three domains (domains), namely: (1) the cognitive domain (related to learning objectives oriented to thinking skills); (2) effective domain (related to feelings, emotions, value systems, and attitudes of the heart); and (3) the psychomotor domain (oriented to motor skills or the use of skeletal muscles)". Based on this statement, both respondents answered strongly agree (SS).

Fourth, the statement regarding "Indonesian language learning has implemented higher-order thinking skills (HOTS)-based learning." Based on this statement, both respondents answered strongly agree (SS).

Fifth, the statement regarding "Indonesian language learning has applied low-level skills in the learning process, which includes remembering, understanding, and applying." Based on this statement, both respondents answered strongly agree (SS).

Sixth, the statement regarding "Indonesian language learning has applied higher-order thinking skills, which include analyzing, evaluating, and creating." Based on this statement, both respondents answered strongly agree (SS).

Seventh, the statement about "it is straightforward to apply higher-order thinking skills, especially creating." Based on the information, one respondent answered strongly agree (SS), and one respondent did not provide an answer.

Eighth, a statement regarding "Indonesian language learning has implemented 4C (critical thinking, creative, communication, and collaboration)". Based on this statement, both respondents answered strongly agree (SS).

Ninth, the statement regarding "Indonesian language learning still often uses the lecture method, so that the implementation of critical thinking, creative, and collaboration is not optimal."

Based on the statement, one respondent answered strongly agree (SS), and another respondent answered I agree (S).

Tenth, the statement regarding "Indonesian language learning has used learning media that stimulate students to be creative and collaboration." Based on this statement, both respondents answered strongly agree (SS).

3.2 Interview Result

Interviews were also given to the two respondents in other questionnaires or questionnaires. Three questions were asked. The following are the questions and responses from the respondents. First, the question about "what are the obstacles faced in integrating the four language skills in learning Indonesian?"

Respondent's answer 1: reading, listening, writing, and speaking is four complementary skills. The obstacle in the integration process is that students do not understand the linkage of the four language skills. The problem is that students find it easy / think it is easy to learn Indonesian.

Respondent's answer 2: the four language skills are interrelated; the empowerment of language skills comes from reading and writing. In addition, listening and speaking will develop from the facts above, there will be obstacles in the process of integrating the four language skills due to: a) the lack of focus of students in the Indonesian language learning process; b) students do not understand the relationship between the four language skills; c) weak reading interest of students, and d) lack of student literacy.

Second, the question about "what are the obstacles faced in applying Indonesian language learning based on higher-order thinking skills (HOTS)?"

Respondent's answer 1: The Indonesian language learning process based on HOTS has not been fully mastered by subject teachers, starting from the preparation of the Learning Implementation Plan (RPP), Teaching and Learning Activities (KBM), to the assessment.

Respondent's answer 2: obstacles in the HOTS-based Indonesian learning process; in implementing learning, the teacher still has not mastered the overall HOTS-based understanding. Teachers still have not got the HOTS learning process, the preparation of HOTS-oriented lesson plans, questions, and the assessment format in HOTS-based learning.

Third, the question about "what are the obstacles faced in applying the C6 cognitive level (creating) in learning Indonesian?"

Respondent's answer 1: C6 (creating process). The learning process is complicated to encourage the creative process.

Respondent's answer 2: there is no synergy between learning tools, learning processes, and learning assessments that are designed by taking into account the HOTS principles, which in the end, students have not been able to make the process of creating (C6).

CONCLUSION

This study reveals the perception of high school Indonesian teachers in implementing HOTS-based learning. The study results indicate that teachers implementing HOTS-based Indonesian learning still face many obstacles. These obstacles come from various angles, ranging from teachers'

readiness to students' ability, especially in applying aspects of creation so that SMAN 1 Cibadak is still not optimal in implementing HOTS-based Indonesian learning.

This research has been carried out optimally, and it's just that there are still some shortcomings. It is hoped that further researchers can develop the aspects and components produced so that the results obtained will be more valid and reliable.

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