IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS (HOTS)-BASED EDUCATION TO ENHANCE THE QUALITY OF ENGLISH LANGUAGE FOR STUDENTS AT SDN 1 TIMPAG

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ABSTRACT

Quality of education 4.0 is aimed at producing competent and quality human resources in carrying out activities in the industrial world later (Pohan , 2019). In the current implementation of education in capturing information on the resulting human resources, it is required to obtain information on a very broad scale and human resources are also required to be able to understand various matters, one of which is understanding related to English. In this study, the researcher used a qualitative descriptive method to describe the HOTS concept which would be implemented in English learning activities at SDN 1 Timpag . Qualitative research generally describes the dominant data using words rather than describing phenomena through a numeric number. Based on the results of the research that has been done, some conclusions that can be drawn in this study are that the HOTS indicator learning method is developed in its entirety, there are 6 indicators including Creating, Evaluating, Analyzing, Applying, Remembering and Understanding . At SDN 1 Timpag as a whole there are several implementation indicator ideas that can be improved in the implementation of HOTS in English materials including story telling planning, introduction to animal objects and body anatomy and simple greetings and the use of grammar.

Keywords: *HOTS, english, industry 4.0*

IMPLEMENTASI PENDIDIKAN BERBASIS HOTS UNTUK PENINGKATAN KUALITAS BAHASA INGGRIS ANAK-ANAK SDN 1 TIMPAG

ABSTRAK

Luaran dari kualitas pendidikan 4.0 saat ini adalah bertujuan untuk menghasilkan sumber daya manusia yang kompeten dan berkualitas dalam pelaksanaan kegiatan di dunia industri nantinya (Pohan, 2019). Dalam pelaksanaan pendidikan saat ini dalam menjaring informasi sumber daya manusia yang dihasilkan harus dituntut untuk mendapatkan informasi dengan skala yang sangat luas dan sumber daya manusia juga dituntut untuk mampu memahami beragam hal, salah satunya adalah pemahaman terkait dengan Bahasa Inggris. Dalam penelitian ini peneliti menggunakan metode deskriptif kualitatif dalam menjabarkan konsep HOTS yang akan diimplementasikan pada kegiatan pembelajaran Bahasa Inggris di SDN 1 Timpag. Penelitian kualitatif umumnya menjabarkan data yang dominan lebih menggunakan kata – kata dibandingkan dengan mendeskripsikan fenomena melalui sebuah angka numerik. Berdasarkan hasil penelitian yang telah dilakukan adapun beberapa kesimpulan yang dapat ditarik dalam penelitian ini adalah metode pembelajaran indikator HOTS dikembangkan secara menyeluruh ada 6 indikator diantaranya adalah Creating, Evaluating, Analyzing, Applying, Remembering dan Understanding. Pada SDN 1 Timpag secara menyeluruh ada beberapa ide indikator pelaksanaan yang bisa ditingkatkan dalam pelaksanaan implementasi HOTS di materi Bahasa Inggris diantaranya adalah perencanaan story telling, pengenalan objek hewan dan anatomi tubuh dan greeting sederhana serta penggunaan grammar.

Kata Kunci: HOTS, bahasa inggris, industri 4.0

INTRODUCTION

The Implementation of education in the industrial era 4.0 is very diverse in supporting enhancement of the quality of its human resources. Needs such as the ability to reason information and the ability of human resources to understand phenomenon that surround them is very much needed. Since the output of the current quality of education 4.0 is aimed at producing competent and qualified human resources in carrying out activities in the

industrial world later on (Pohan, 2019). In the current implementation of education in capturing information on the resulting human resources, it is required to obtain information on a very broad scale and human resources are also required to be able to understand various things, one of which is understanding related to English.

English is a language that is quiet crucial and must be understood by human resources to be able to compete the industrial movement 4.0. English is known as one of the international languages which is used as means of communications by various countries in the world. In providing and coveying information for English material, an appropriate method is needed so that the delivery of information is easily understood by human resources (Menggo et al., 2021).

One of the methods currently being developed in preparation for Industry 4.0 is the HOTS method. HOTS stands for *High Order Thinking Skill*, which is a standard set by the Indonesian ministry of education to improve students' abilities to learn better in the era of industry 4.0 needs. Kusumastuti et al (2019) point out that the ministry of education and culture divided into four basic skills required in 21st century, such as; critical thinking, creative, collaborative, and communicative. HOTS was first developed by Susan M Brookhart which includes related to the HOTS learning model. The HOTS learning model includes the ability to think, apply the results of thoughts and adapt to the needs of each student (Liskasaputri & Hadi, 2020). HOTS is considered very important at this time because the increase in students' abilities is based on the implementation of interesting and argumentative learning activities. The argumentative referred to here is that there is a discussion session between the teacher and students so that the delivery of information can be felt by both parties and the delivery of information can be done even better. The purpose of education behind any of the cognitive elements is to equip students with the skills necessary to adapt their acquired information and competencies to novel situations (Brookhart, 2010). According to Tyas et al., 2021, HOTS are envisioned as students' abilities to associate their

learning with other aspects outside those they were taught.

In English language education the HOTS method is the most appropriate type of method because students are invited to think critically and are encouraged to understand the meaning of language more deeply. Implementation of the HOTS method can also function well in supporting the development of English due to the FGD method (*Focus Group Discussion*) which invites students to have discussions with their peers (Peto et al., 2022). During the group discussion participants share their views, hear the views of others, and perhaps refine their own views in light of what they have heard (Hennink, 2013). By having this discussion, it will later trigger a better understanding of the language between fellow students because the level of understanding is the same as one another.

SDN 1 Timpag is one of the elementary schools located in Timpag Village. SDN 1 Timpag is currently still developing the quality of education, especially in the pattern of learning activities for students (Untara & Somawati, 2020). In developing learning activity patterns for SDN 1 Timpag students, they have not yet found the right method to improve the quality of English among students. So that from this problem which then encourages the implementation of research to implement HOTS education to support learning facilities for SDN 1 Timpag students so that students can think critically, creatively and be future-oriented in supporting the development of industry 4.0.

LITERATURE REVIEW

Research entitled Development of Hots-Based Learning (Higher Order Thinking Skill) in Grade V Elementary Schools by (Fanani & Kusmaharti, 2019) explained that education in implementing HOTS-based educational activities uses education that encourages students to be able to think critically and be able to observe problems in depth. The aim is none other than to develop quality human resources in supporting industry 4.0. This study used respondents who were elementary school students level V. Based on the results of this study it was explained that most of the students who were given an understanding

related to HOTS were very capable of having very good communication skills and discussion patterns compared to using other learning methods. However, the drawbacks in this study are the results which tend to be very biased and still have general characteristics or have not specifically touched on learning subjects that are suitable for implementing HOTS and what the implications are for students. In addition, the stages in implementing HOTS activities for students have not been specifically described.

In the second study entitled Effects of using the PBL learning model on the HOTS skills of elementary school students by (Masduriah, 2020) described that skills in HOTS education for elementary students had a significant effect on the use of discussion-based activity patterns and direct practice, especially in foreign language communication . With the implementation of HOTS, the delivery of information can be conveyed with various concepts and can be understood by students who have understanding abilities that match their age. However, the weakness of this research lies in the lack of a detailed implementation concept of HOTS implementation so that the stages that must be carried out are still lacking in this research.

Seeing the advantages of previous research which discussed HOTS together made researchers interested in using the HOTS

instrument as an indicator in the preparation of teaching methods for students of SDN 1 Timpag. For deficiencies in previous studies, the researcher attempted in this study to discuss deficiencies related to the stages and processes of implementing the HOTS method for students of SDN 1 Timpag. So that in this study it will be discussed broadly related to the methods and stages that must be arranged in learning for elementary school students, especially learning English for students. HOTS learning has 6 indicators that have relevance in English education including:Creating, Evaluating, Analyzing, Applying, Understanding dan Remembering.

REASERCH METHOD

In this study, the researcher used a qualitative descriptive method to describe the HOTS concept which would be implemented in English learning activities at SDN 1 Timpag. Qualitative research generally describes the dominant data using words rather than describing phenomena through a numerical figure where this explanation is quoted through the results of a qualitative research report by (Rachmawati, n.d.) in a descriptive qualitative method the researcher uses three methods of data analysis or known as triangulation data.
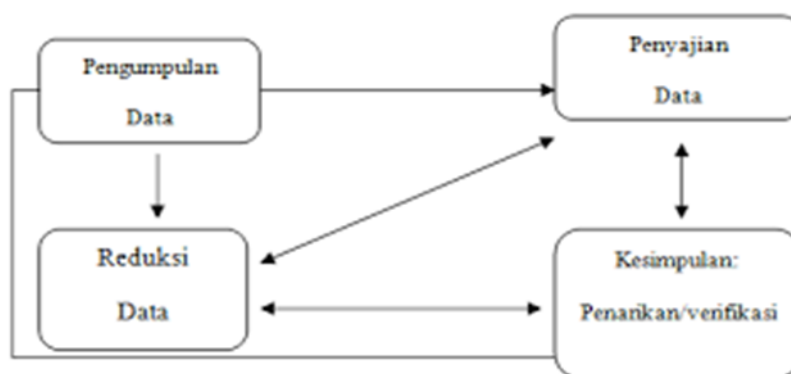

Figure 1. Data Triangulation

Data triangulation consists of observation, data reduction and drawing conclusions from the results of the data that has been taken in the field.

In this case the researchers in this study took data based on the results of field observations and interviews. The results of the interviews were then

reduced and adapted to the research problems to be discussed. Then in the last stage conclusions are drawn which are the overall results and interpretations of researchers related to existing data in the field (Pohan, 2019).

RESULTS AND DISCUSSION

Broadly speaking HOTS according to the Indonesian Ministry of Education and Culture is a teaching model that must include the ability to think, for example students are required to apply the results of thinking and adapt to the needs of students who have different characters to express their point of view on a material. In addition, in the HOTS method, students are generally given questions that are unusual in nature or other terms that are not fully understood by students. The purpose of giving knowledge or questions that are outside the material is to provide a stimulus to students so they can think more advanced and be able to observe independently the problems they experience. In addition, according to the Head of the Education Research Center of the Ministry of Education and Culture's Research and Development Agency, Nizam explained that HOTS is a method in thinking skills that was developed based on the student bloom taxonomy model.

HOTS broadly aims to improve students' thinking skills critically and rationally. Students are also invited to think complexly in solving existing problems. The aim is to prepare the younger generation, especially students, to solve problems in a sequential and detailed manner. In addition, HOTS development is also expected to trigger children's potential in solving complex problems. Then HOTS can also be said to be one of the indicators that can trigger the reasoning of students or students in solving problems by reducing more material and providing more reflection with project- or discussion-based learning processes. So that the understanding of the material carried out by students can be carried out optimally and more easily absorbed by students.

In English language education, the implementation of HOTS is very different from several subjects in the Indonesian curriculum. For example, mathematics and biology. These two subjects generally invite students to think systematically by using guidelines as their reference in studying well. However, in language learning students are invited to think with guidelines and immediately put them into practice. There are three indicators in the implementation of learning English, namely reading, listening and writing (Munggaraning Westhisi, 2019).

For each of these indicators students are required to be able to master at least the ability to read. The most commonly used thing in learning to read is to introduce letters to students. This letter recognition will then encourage students to compose words and finally students can make a complete sentence and be able to understand the meaning of the sentence by reading. Then after the reading stage it is continued with the listening level, in this stage students are invited to understand a sentence context only through reading intermediaries carried out by other people. In learning English the term is pronoun. Then the last is writing. Writing is considered the final stage of language comprehension because students must be able to listen and be able to spell sentences correctly according to good word order.

Discussion

Implementation of learning with the HOTS method in English subjects can be very fun and easy to understand because there are discussion sessions and practice of pronouncing words that are carried out between students. Previously, at the research location, SDN 1 Timpag, the learning system was still very simple and only focused on the use of student worksheets as one of the teaching materials. This was explained directly by the teacher at SDN 1 Timpag Bu Luh Kurniati (2022) "Learning English at this elementary school still uses student worksheets and it seems that they are still very simple. However, sometimes if for example using student worksheets, sometimes there are some students who are even lazy to work on it and it doesn't seem effective." so that from the opinion of this teacher it can be concluded that a learning method is needed, namely HOTS as input in the implementation of student learning activities. The implementation of the HOTS

model of learning conducted at SDN 1 Timpag will be explained in the discussion section.
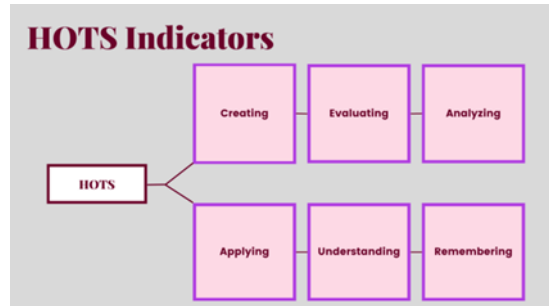

Figure 2. HOTS Indicators

In implementing English learning education at SDN 1 Timpag, researchers must touch on 6 indicators as an effort to develop an academic atmosphere at SDN 1 Timpag. The 6 indicators developed by researchers include the following:

1. Creating

Creating is the pinnacle aspect of HOTS. This is because the creating aspect combines several aspects in the bloom taxonomy such as analysis and evaluation aspects. In the aspect of creating, teachers and students can discuss how to create an object that is easier to describe in English. Because creating is the highest stage among other HOTS achievements, teachers can direct students to create a small project by carrying out story telling in groups. The goal is none other than to train students' memory skills with story scripts that have been made. In addition, stories can also be adapted to stories with local wisdom values.

2. Evaluating

Evaluating is an evaluation activity carried out by students in the HOTS educational method. In this stage students can be invited to do a simple forum that invites students to think critically. In learning English students can be invited to think of an idea related to language to be evaluated. In the use of language vocabulary and speaking skills can also be assessed in this evaluating aspect. The purpose of this evaluating aspect is to assess students' understanding of material related to English.

3. Analyzing

Analyzing is the ability of students to observe a phenomenon and events around them. In English language education students can be invited to analyze a story or material in the learning book they have, then analyze the results of the material in the book according to the conditions in their surroundings. Simply put, students are invited to practice finding an object in the surrounding environment and try to speak it in English.

4. Applying

Applying is the stage where students use their understanding to support their daily activities. In this case students can be invited to use short conversations with their peers through small groups. Students can also be invited to communicate with simple greetings and can even introduce their respective families.

5. Understanding

Students' understanding of the material must be very mature and supported by practice. In the understanding stage, students at least in learning English have been able to memorize the alphabet and know greetings for fellow students. In addition, students are also able to understand simple words such as English animals, fruit and their body anatomy.

6. Remembering

The ability to remember is one of the basic indicators that must be understood by students. At least students are able to remember

some short conversations and some simple sentences to say with their peers. In addition, at this stage students are also invited to compose sentences properly using grammar. In training the ability to remember, teachers can plan some simple quizzes related to the material that students want to remember and then can discuss it with small groups consisting of students. So that sharing sessions between students can run well and the delivery of material can run optimally with each other.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the research that has been done, some conclusions that can be drawn in this study are that the HOTS indicator learning method is developed in its entirety, there are 6 indicators including Creating, Evaluating, Analyzing, Applying, Remembering and Understanding. At SDN 1 Timpag as a whole there are several implementation indicator ideas that can be improved in the implementation of HOTS in English materials including story telling, planning, introduction to animal objects and body anatomy and simple greetings as well as the use of grammar.

This study hopes to be achieved with HOTS implementation for students at SDN Timpag, making it easy to implement activity learning and deliver information to students to be precisely usable and optimal. Besides, apply the HOTS effect from the boring old learning system that only gallops on the module. Can look for alternatives with more use of discussion as an internal instrument to do an activity that is more into learning and pleasant for students.

Since this research is only a description of HOTS development activities, it is hoped that further research can provide implications and better implementation of the implementation of the HOTS development program at SDN 1 Timpag.

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