

AN ANALYSIS OF THE IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS (HOTS) TO THE FIFTH GRADE STUDENTS OF SDN 1 NGLARAN IN ACADEMIC YEAR OF 2023/2024

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Abstract

The research aimed to analysis of the implementation of HOTS strategy to the fifth grade in academic years of 2023/2024 especially English lesson. The subjects of this research consisted of a English teacher, and nine students the fifth grade. The research used qualitative research with a descriptive method. The research instruments were interview, observation, and documentation. The process used three data analysis techniques: data reduction, data display, and conclusion. The results showed there are three steps in implementation higher order thinking skills (HOTS) in classroom namely: 1) Learning preparation stage, with creating teaching modules aimed at C4/C5/C6 competencies, preparing material and learning media, determining learning strategies and method, informing students about necessary preparations. 2) Learning implementation stage, which utilizes cooperative learning method, project based learning (PBL) method, and problem solving method. 3) learning evaluation stage, incorporating HOTS elements in assessment or quiz to measure students' critical thinking, analytical and decision-making skills. These steps effectively enhanced students' engagement and learning experience in English, thus demonstrating the successful implementation of Higher Order Thinking Skills.

Keywords: *English Lesson, Higher Order Thinking Skills (HOTS), Teaching Strategy.*

Introduction

English plays a crucial role not only in strengthening students' character but also in increasing their enthusiasm for learning. By learning English, students become accustomed to using the language in everyday contexts, such as greetings and communication, which in turn boosts their confidence. (Puspitasari et al., 2024). Therefore, English should be taught to students from an early age, or from basic education level, because if students can master a foreign language well and correctly, then students can have the basic capital to be competent in this era of globalization (Handayani 2016). Early exposure to English supports the language acquisition process, helping children achieve high levels of proficiency, and potentially approaching native language skills (Ibrahim et al., 2019). The goal of teaching and learning English is to enable students to communicate effectively both orally and in writing (Puspitasari, 2019). Additionally, the development of thinking skills, encompassing cognitive criticality, emerges as a noteworthy educational achievement, constituting a key learning outcome in the realm of education (Hart et al., 2021). In this case the role of the teacher is very crucial to create learning that accustoms students to think critically. Using effective teaching techniques is crucial for helping students understand the material. Additionally, developing reflective thinking skills is important because it enhances their ability to learn and retain information (Yuniasti et al., 2024).

However, teacher should not only act as transmitters of information but also as inspirers who in still positive character in students while creating a positive learning environment that fosters creativity and innovation for maximum results (Kurniawan et al., 2023). Moreover, it is crucial to implement an innovative approach to education, aiming to enable students to cultivate and refine their critical thinking abilities (Silberman et al., 2021). However, in reality, students still experience difficulties in English achievement. The statement was made by the researcher based on the observation that the interest and ability of the fifth grade students of SDN 1 Nglaran in Academic Years of 2023/2024 The strategies used by teachers in teaching are still monotonous, and there is a lack of learning media that supports the learning process in class.

So the role of the teacher as a facilitator is not optimal in the learning process. On the other hand, learning is still centered on the teacher using a one-way pattern in learning activities. Because, in every learning process activity, students consider English lessons to be just a formality. Not infrequently, when studying, students don't pay attention and talk with their friends because students feel bored with learning English. This is because the learning process has not created productive, creative and innovative.

Classroom management is also still not good because when learning is taking place students are not focused, and there is also unexpected/crowded noise and also messy seating positions, which can cause chaos which has a negative effect on the teaching and learning process. Therefore, there is a need for learning strategies that provide an understanding of basic concepts related to what teachers must do when teaching. Because teachers as facilitators must be active in implementing classroom learning where students are not just passive recipients. In fact, precisely challenges in students found in learning English, namely, students think that English subjects are boring because of the teacher's teaching strategies that are always monotonous. So that productive, creative, and innovative learners have not been created which causes challenges in students English Achievement, The problems described can be overcome if students actively think critically in class. Then the creation of productive, creative and innovative learners can be realized through learning by using critical thinking skills.

Then, Thinking skills in question are not mediocre thinking, just remembering, understanding, or restating the concepts that have been learned. However, students can think critically, creatively, logically, and systematically by being skilled at analyzing, evaluating, and creating, or known as the Higher Order Thinking Skills (HOTS). Therefore, several skills and abilities must be possessed by every individual with the increasing demands of complex life in the 21st century. Facing the challenges of the 21st century, which continues to develop dynamically, the education system and policymakers design a framework that contains the main 21st-century skills that must be possessed by every individual. The framework includes four main skills: critical thinking, collaboration, communication, and creativity which are referred to as the 4C skills. According to Voogt and Roblin (2012) the 21st-century skills required critical thinking, communication, collaboration, and creativity.

Thus, the development of students' skills who are able to think critically, productively, creatively and innovatively can be realized through the application of HOTS-based classroom learning. This capability is also used to outline various high-level processes according to the levels of Bloom's Taxonomy. Bloom's Taxonomy is an academic model that is often used to assess learning and learning outcomes (Alsowat, 2016). Bloom's Taxonomy is divided in two parts. The first is low-level skills (LOTS), which include: (C1) remembering, (C2) understanding, and (C3) applying. Furthermore, the second is classified into high-level thinking skills (HOTS), namely: (C4) analyzing skills, (C5) evaluating, and (C6) creating. High-level thinking skills are one of the nation's intellectual levels. In their capacity as change agents, students should demonstrate their identity through a combination of intellectual prowess, moral integrity, and refined elegance. Therefore, in the 21st century, the learning process must be well designed to produce competent graduates.

The most important factor in learning English is the need to accommodate Higher-Order Thinking Skills (HOTS) in every classroom step or process of teaching and learning (Herunata et al., 2020). Therefore, applying HOTS during the learning process is very important so that students can understand, analyze, evaluate, and conclude the information obtained. Several related studies have also found the activities that provoke students to think critically can improve students' skills in speaking or expressing opinions (Yoke et al., 2015). Therefore, English teaching should apply HOTS in every step of learning. Through the development of teacher competence in accommodating HOTS in learning process, it is expected that students can understand and recognize the ideas that arise. An ideal education system should produce

learners who are able to think critically and solve problems. HOTS-based English learning must continue to applied from planning to implementation, where teachers must try to develop teaching strategies that accommodate HOTS to the fifth grade students of SDN 1 Nglaran in Academic Years of 2023/20224

Method

According to Huberman & Miles (2014), qualitative research is carried out through intense contact with participants in naturalistic settings to investigate the daily life of individuals, groups, and organizations. In this research, the researcher analyzed the Implementation of Higher Order Thinking Skills (HOTS) to the fifth grade Students of SD Negeri 1 Nglaran in Academic Years 2023/2024. The subjects of this research consisted of a English teacher, and nine students the fifth grade. The research used qualitative research with a descriptive method. The data were taken from March 6 to May 16, 2024. The data were collected by interview, observation, and documentation. Data analysis is the last activity in research. The technique used in this research is the analytical technique proposed by Huberman & Miles (2014). There are three kinds of qualitative analysis activities, namely: data reduction, data display, and data conclusion drawing/verification.

Findings And Discussion

The following are the findings from the observation and interview transcripts. The interview activities with the English teacher and students to the fifth grade regarding the implementation of Higher Order Thinking Skills (HOTS) based English learning to the fifth grade of SDN 1 Nglaran in Academic Years of 2023/2024 are as follows:

Learning Preparation Stage

In the learning preparation stage of High Order Thinking Skill (HOTS) learning for the English subject in the fifth grade at SDN 1 Nglaran, the main focus is on designing objectives aimed at student achievement. This preparation involves several important steps organized by the teacher to ensure the learning process runs effectively and efficiently.

Preparation of Teaching Modules

The preparation begins with the creation of the teaching module, which serves as the primary guide in the learning process. This module is designed to include items that can develop student competencies at the levels of analyzing (C4), evaluating (C5), and creating (C6). Mrs. Anis Fatimatussaro, S.Pd., initiates the learning implementation stage by compiling this teaching module as the main guide, ensuring it includes elements that produce these competencies. The module acts as a comprehensive reference for both teachers and students, making sure that every step and material presented is carefully planned to achieve the desired learning objectives.

Preparation of Lesson Materials and Learning Media

In addition to the teaching module, detailed lesson materials are prepared to be delivered to students. These materials encompass all relevant and essential content to support HOTS learning. Teachers also prepare various relevant learning media and tools to aid in the delivery of the material. Mrs. Anis Fatimatussaro prepares these detailed lesson materials, along with relevant media and learning tools, to support the learning process effectively. For instance, in lessons covering comparison concepts with keywords like 'taller than' and 'shorter than,' the use of pictures of elephants and dogs helps students understand and create comparison sentences more easily. The teacher assigns tasks involving animal pictures and instructions to make comparison sentences, encouraging students to be actively involved in the learning process.

Determining Learning Strategies and Methods

Teachers also identify effective learning strategies and methods to be used during the learning process. These strategies are selected based on the learning objectives and the needs

of the students, ensuring that each method employed supports the development of HOTS competencies. Mrs. Anis highlights the importance of determining effective learning strategies and methods for the learning process. Observations confirm that the chosen strategies include interactive tasks, project-based learning, open-ended questions, and the use of media for English learning.

Informing and Preparing Students

The preparation stage also involves informing students about the materials and equipment they need to prepare for the lessons. Teachers remind students to prepare all necessary equipment and materials to participate optimally in the learning activities. Mrs. Anis underscores the necessity of reminding students to prepare all the necessary equipment and materials to follow the learning process effectively, ensuring they can participate optimally.

In summary, the preparation stage for HOTS learning at SDN 1 Nglaran involves careful and structured planning. The preparation of teaching modules, lesson materials, learning media, strategies, and student preparation all aim to create a learning environment that supports the development of HOTS competencies, effectively increasing student participation and achievement in English.

Learning Implementation Stage

The implementation of HOTS in the English subject for the fifth grade at SDN 1 Nglaran focuses on enhancing students' higher-level thinking skills. This approach encourages students to understand concepts critically and creatively, rather than merely memorizing formulas and words. Mrs. Anis Fatimatussaro, S.Pd., notes that HOTS is very beneficial when applied as it trains students to think critically. However, since students are not accustomed to critical thinking, they need a strong initial stimulus to begin the thinking process.

Observations support this, showing that the teacher begins lessons by explaining learning objectives and using interesting visual media to stimulate students' interest, providing the initial stimulus necessary for critical thinking.

Learning Methods

Mrs. Anis employs several effective learning methods to achieve HOTS learning objectives. These methods include cooperative learning, project-based learning, and problem-solving. She implements cooperative learning by dividing students into small groups where they work to achieve common goals by discussing and formulating their arguments. Project-based learning requires the ability to collect data, analyze information, and draw conclusions from findings. Problem-solving is also applied to enable students to solve problems and provide solutions.

Interviews with fifth-grade students indicate the effectiveness of these methods:

1. **Analyzing (C4):** Students, such as Ahmad Nur Yahya, identify body parts based on descriptions provided, involving the process of breaking down information into smaller parts and understanding their relationships. Cooperative learning is used here, with students working in groups to discuss and identify body parts together, enhancing their analytical skills.
2. **Evaluating (C5):** Students like Riva Zelda Olissia and Rayza Dwi Mayasari engage in projects such as making posters showing group members' heights and collages of favorite animals, respectively. This involves evaluating information and presenting it effectively, which falls under the evaluating category. Project-based learning suits this process, as students work on projects requiring evaluation and collaborative effort.
3. **Creating (C6):** Students like Nab'han Tiyan Pradana create comparison diagrams and present them to the class. This involves combining various elements of information into a coherent presentation, showcasing creativity and problem-solving skills.

Learning Evaluation Stage

The evaluation stage in HOTS learning involves creating questions that assess students' high-level thinking abilities. Mrs. Anis Fatimatussaro explains that she usually gives daily tests or quizzes during lessons that include HOTS elements. These assessments help in observing students' abilities to interpret and solve problems.

Observation confirms that at the end of lessons, quizzes are given to assess student achievement. These quizzes involve questions that require analysis, evaluation, and creation, encouraging students to think critically and creatively in their responses. The results indicate that students show good abilities in interpreting information and solving problems, demonstrating the success of HOTS implementation in learning.

In conclusion, the teacher conducts assessments to determine the success of lessons. By practicing with HOTS model questions, students develop their reasoning skills and improve their critical thinking, analytical, and decision-making abilities. Although many students in Indonesia have only reached stages of memorization, understanding, and application, the implementation of HOTS is necessary. It helps students practice and hone their reasoning skills, understand scientific concepts better, and achieve higher levels of thinking.

CONCLUSION

Based on data analysis, it can be concluded that there are three steps in Implementing Higher Order Thinking Skills (HOTS) based English lesson to the fifth grade students of SDN 1 Nglaran in academic year of 2023/2024 as follows: : First, learning preparation stage, with creating teaching modules aimed at C4/C5/C6 competencies, preparing material and learning media, determining learning strategies and method, informing students about necessary preparations. Second, learning implementation stage, which utilizes cooperative learning method, project based learning (PBL) method, and problem solving method. Third, learning evaluation stage, incorporating HOTS elements in assessment or quiz to measure students' critical thinking, analytical and decision-making skills.

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