



## The Ability of PPKn Teachers In Implementing Higher Order Thinking Skills (HOTS) Based Learning At The 2 Gunungsitoli State High School

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### Abstract

*This research aims to find out how the ability of teachers in applying learning based on Higher Order Thinking Skills (Hots), the obstacles encountered by teachers and to know the efforts made by the teacher in overcoming obstacles in Applying Learning based on Hots in the State High School 2 Gunungsitoli. This research uses a descriptive approach with qualitative methods. The purpose of the use of a description approach is to find meaning that begins from the facts by performing observations recording all facts holistically scientifically with the observed problem. The research instrument used in this study was the researcher himself using his cell phones as a tool to record all the conversations, the results of images as real evidence, and a notebook that serves to record conversations with data sources or informants. The data collection techniques used are interviews, observations, and documentation. The results of the research and discussion concluded that: First, Teacher's Ability to Apply Higher Order Thinking Skills (Hots) in Higher High Schools (State Secondary Schools) is Ability in Preparing Learning Plans, Hots-driven Learning Design Ability, Asking Questions that Drive High Level Thinking, Supporting Students in Hots Thinking Processes, and Evaluating Hots Skills. Second, The obstacles faced by Teacher PPKn in Applying Higher Orders Thinking skills (HOTS) in high schools are The deep understanding of the concept of Hots learning material is still limited, The curriculum and evaluation are not supported, The time is limited because Hots Learning often requires longer time because it involves more in-depth thinking and complex, the availability of insufficient resources such as reading, learning materials, media or technology. Thirdly, the efforts made by Master PPKn in Applying Learning Based on Higher Order Thinking Skills (Hots) overcome the obstacles of providing training and development to teachers on Hots learning concepts and strategies, further providing learning resources and learning materials that support the application of Hots as well as monitoring and evaluation of implementation of learning Hots.*

**Keywords:** Teacher Skills, Higher Order Thinking Skills (Hots)

### Introduction

Education is the learning of the knowledge, skills, and habits of a group of

people passed on from one generation to the next through teaching, research and training.

The Ministry of Education and Culture has integrated Higher Order Thinking Skill (HOTS) into the latest national curriculum. In the 2013 revision of the 2016 curriculum, Teachers are no longer positioned as the all-knowing person, but as the operator and facilitator of the learning process. Teachers as curriculum executives facilitate students to become critical thinkers through teaching learning activities (Harefa, 2022; Laoli, Dakhi & Zagoto, 2022). Therefore, it is important for teachers to have Hots-based issue development competencies to evaluate students' Hots. Teachers have an important role in realizing learning thinking at a high level. Implementation of high-level thinking skills in the learning process is an attempt to improve the quality of learning for students. Applying Hots to the 2013 curriculum can facilitate the process of thinking skills is a cognitive skill that allows a person to understand information, apply knowledge, express complex concepts, criticize, revive according to the outcome of the construction, solve problems, and make decisions. Thinking skills are one of the cognitive skills that enables one to comprehend information, implement arbitrariness, criticize, revivify problems, solving problems and making decisions (Dakhi, 2022; Harefa et al., 2023; Lase & Halawa, 2022; Zagoto, Yarni & Dakhi, 2019). The ability to think is a science that can be studied and practiced in the form of rules and experiences. It can be understood that thinking is one of the skills to manipulate the mind in finding, exploring, and making decisions.

To develop the student's thinking skills with the aim of preparing students to face challenges in the real world as well as the knowledge acquired through the high-level thinking stream so that the students understand the deep concept of an idea, so that they can be much better in applying that knowledge with the purpose of solving new problems (Harefa et al., 2022; Timor et al., 2022). As for the two important things skills in thinking, are the ability to think

low-level Low Order Thinking Skills (Lots) and higher-level thinking Skills (Hots). High-level thinking ability of the student is one of the intelligent thinking of the learner or student. As an individual, students must be able to demonstrate their creativity in an intelligent, moral, and neat way. Thus, in this 21st century, the learning activities carried out at every level of education must be totalitely observed, in order to produce reliable and competent graduates (Efendi et al., 2020; Santosa, 2020).

In improving Hots skills has become a priority in specialized learning on subjects that are in the National Examination. It is highly expected on the core knowledge competencies of the 2013 curriculum that students are expected to be able to understand, apply, and analyze factual, conceptual, procedural, and cognitive knowledge based on their talents and interests in a science. Similarly, in the core competence, students are expected to be able to process, elaborate, and present, in their real or concrete situation related to the development of lessons from the school in an independent way, to act effectively, as well as being able to use methods according to the rules (Adi & Lestari, 2021). With these results, groupings are made, processed, and specific relationships are found. These activities can be programmed by the teacher, through engineered situations in a particular activity so that students perform activities among others, analyze data, group, create categories, conclude, and predict, or estimate from discussion or practice. The results of such activities are interpretative so that students can think critically and in depth.

Competences that students need to have in high-level thinking skills or Higher Order Thinking Skills (Hots) (Bintari & Alimah, 2022; Zagoto, 2018) Among others are critical thinking (critical thinking), creative thinking (creative thinking), ability to argue (reasoning skill), problem solving (problem solving), and decision-making ability (decision making).

Higher Order Thinking Skills (Hots) play an important role in preparing students to live in the 21st century (Larosa et al., 2022; Zagoto, 2022). However, teachers' knowledge of Hots, teacher's ability to improve Hots students, ability to solve Hots issues, and student's Hots measurement are still low. (Zebua, Zagoto & Dakhi, 2022). In fact, Higher Order Thinking Skills (Hots) are skills that need to be developed in every learning in the classroom. The knowledge and competence of the teacher is essential to guarantee the quality of the application of the Higher Order Thinking Skills (Hots) (Hariadi & Rizki, 2022).

Higher Order Thinking Skills (Hots) itself is part of the Bloom taxonomy that consists of analyse (C4), evaluate (C5), and create (C6) (Giawa et al., 2023). Teachers at State High School 2 have basically implemented C4 (analysis) by drawing up a pursuit plan, C5 (evaluate) by conducting a formative test of project assignment or portfolio assessment, and C6 (create) implemented by submitting questions that encourage students to criticize and create new ideas.

Educators should be able to create a learning evaluation tool for cognitive issues that are at the C4-C6 level. (Fanani, 2018) A good evaluation instrument is a tool that is made in the form of a question-based development of Higher Order Thinking Skills (Hots).

Learning success will be influenced by the teacher's ability to choose and use learning methods or strategies. If you don't have a high SDM and are competitive, it will be difficult to learning success. Often in the maintenance of education there are problems and teachers are cited as the cause of the poor quality of educational results. In the Act No. 14 of 2005 it is explained that teachers are the key to the success of education as an agent of learning, against either the badness of quality education, teachers were considered the most responsible. Therefore, the primary function of teachers is to improve the quality of national education.

Based on the results of the initial observations at the 2nd State High School, Gunungsitoli said that there were still obstacles in the implementation of Hots, namely that teachers still had difficulty coping with different students' abilities, having difficulty in facilitating students to master high-level thinking skills as well as a low student's analytical level. Although the 2013 curriculum emphasizes that teachers are no longer positioned as knowledgeable people, they must be able to facilitate students to think critically in accordance with the meaning of Hots learning. Based on these conditions, researchers are interested in researching more deeply about the ability of PPKn teachers to apply Higher Order Thinking Skills (Hots) based learning in 2nd Gunungsitoli State High School.

### Research Methods

A descriptive approach is one of the kinds of approaches which aims to present a complete picture of the event or problem to be studied. The reason for the use of qualitative methods is because in this study the researchers want to describe the ability of teachers in applying learning based on Higher Order Thinking Skills (Hots) in State High School 2 Gunungsitoli in real. A descriptive approach is an approach that explains or describes the condition or condition of a subject. Using this approach, data can be obtained more fully to the objectives and answers to researchers' questions. In this research the instrument of research is the researcher himself, who functions to set the focus of research, choose informants as data sources, perform data collection, evaluate the quality of data, analyze data, interpret data and make conclusions on its findings. Data collection techniques used by researchers are observations, interviews, and documentation.

### Result And Discussion

The research was conducted using observation or live observation methods,

interviews and field documentation. As for the discussion in this study is related to the ability of teachers in applying learning based on Higher Order Thinking Skills (Hots) in State High School 2 Gunungsitoli. To facilitate readers' understanding, the results of the research will be discussed one by one.

### **1. Teachers' Ability to Apply Higher Order Thinking Skills (Hots) Based Learning to State High Schools**

The teachers' ability and understanding of the concept of applying Higher order thinking skills (HOTS) is essential to support the implementation of the 2013 curriculum. Teachers' abilities include the ability to design Hots-based planning and learning, ability to choose, use and develop methods, models, media, learning resources that support the goals of learning based on Hots, teachers who are able to analyze the basic competencies that teachers have professional competencies and appropriate personal competencies will be able to create a learning environment that is conducive, creative, effective and enjoyable so that it can improve students' learning motivation optimally. As for the capabilities of PPKn teachers in applying learning based on Higher Order Thinking Skills (Hots) in State High School 2 Gunungsitoli are:

- a. Ability to draw up a learning plan. Teachers at State High School 2 Gunungsitoli should draw up an learning plan that focuses on the development of Hots. This plan should include specific learning goals, Hots achievement indicators, as well as learning strategies that encourage students to think at a high level.
- b. The ability to evaluate Hots Skills, teachers need to design an evaluation instrument that can measure students' Hots skills. For example, formative tests, project assignments, or portfolio assessments. This evaluation should include students' ability to think at a high

level and provide useful information to enhance their learning.

- c. Hots-driven Learning Design Skills, Teachers should have the ability to design and formulate learning plans that encourage students to use Hots skills. They should choose appropriate methods, strategies, and activities to develop high-level thinking skills.
- d. High-level Thinking Questions Asking Skill, Teacher should be able to ask questions that motivate students to think critically, analyze, evaluate, and create new ideas. These questions should stimulate reflective thinking and generate diversity of opinion among students.
- e. Ability to Support Students in the Hots Thinking Process, Teachers need to have the ability to guide and support students in developing Hots skills. They should be able to provide constructive feedback, facilitate reflective discussion, and help students through problem-solving and analysis processes.

### **2. The challenges faced by PPKn teachers in applying Higher Order Thingking Skilss (Hots) based learning in State High School 2 Gunungsitoli**

According to the Indonesian Dictionary (2008:667) a barrier is an obstacle of resistance to circumstances that limit, prevent or prevent the achievement of a goal. In the implementation of Higher Order Thinking Skills (Hots) based learning, of course, not apart from the various obstacles and obstacles faced by teachers. Some of the obstacles encountered by PPKn teachers in Applying Learning based on Higher order thinking skills (HOTS) in State High School 2 Gunungsitoli are as follows:

- a. To apply Hots effectively, teachers need to have a strong understanding of the concepts taught and be able to associate them with real-world situations.

- b. Curriculum and Evaluation that do not support, curriculum system and evaluation that does not conform to the Hots approach can also be an obstacle. If the curriculum emphasizes more on factual knowledge and evaluation that only measures conceptual understanding, teachers may feel limited in applying Hots learning fully.
- c. Adequate resources, other constraints are the availability of adequate resources. Hots learning often requires additional resources such as reading materials, learning media, or technology.
- d. Limited time, Hots Learning often takes longer because it involves deeper and more complex thinking. When learning time is limited, teachers may have difficulty implementing all planned Hots activities.
- e. Provision of Training and Support: Teachers need to get adequate training and support in implementing Hots learning. Lack of training or lack of support on the part of the school can be an obstacle in developing a Hots-focused teaching ability.

### **3. PPKn Teacher's efforts in applying learning based on Higher Order Thinking Skills (Hots) in State High School 2 Gunungsitoli**

In terms of Applying Learning based Higher Order Thinking Skills (Hots) in State High School 2 Gunungsitoli, it is expected to be one of the indicators of the success of human resource improvement in the field of education. Teachers in the learning process must be able to create effective and meaningful learning processes in the classroom. The role of the teacher in the implementation of learning is as a guide, facilitator and mediator (Maryono, 2017).

On the other hand, in Applying Learning based on Higher Order Thinking Skills (Hots) this must have obstacles in its implementation in this respect so that learning based on higher order thinking

skills (HOTS) can be applied well then there is an effort needed to overcome the obstacles. Some of the efforts made to overcome these obstacles include:

- a. Preparing a mature learning plan, teachers need to plan clearly structured learning, including defining specific Hots goals, choosing appropriate learning strategies, and preparing relevant material.
- b. Teachers can use a variety of learning strategies that encourage students to think at a high level, such as group discussions, problem solving, case studies, projects, debates, or simulations. These strategies can help students develop critical thinking, analytical, creative, and effective communication skills.
- c. Professional Training and Development, Provide training and development to teachers on Hots learning concepts and strategies. This can be done through workshops, seminars, or other professional development programs. This training will help teachers understand Hots principles, master effective teaching strategies, and develop high-level thinking skills.
- d. Learning Resources and Learning Materials, Providing learning resources and learning materials that support the implementation of Hots. These include textbooks, modules, learning media, and digital resources relevant to Hots concepts. School leaders can ensure the availability and accessibility of these learning resources for teachers.

### **Conclusion**

Based on the findings of the field research, the researchers can draw the following conclusions:

- 1. Teacher's ability to apply Higher Order Thinking Skills (Hots) Learning in State High School 2 Gunungsitoli is the ability in the drafting of learning plans, the ability to design learning that drives

Hots, the capacity to ask questions that drive high level thinking, ability to support students in the Hots thinking process, and ability to evaluate the skills of Hots.

2. The difficulties faced by Teacher PPKn in Applying Learning Based Higher Orders Thinking skills (HOTS) in State high school 2 Use it is the understanding of deep concepts about Hots learning material is still limited, the curriculum and evaluation that does not support, the time that is limited because Hots' learning often takes longer because it involves deeper and more complex thinking, and the availability of sufficient resources in these areas such as reading material, media, or learning technology.
3. With regard to the efforts made by Master PPKn in overcoming the obstacles in applying Higher Order Thinking Skills (Hots) based learning in State High School 2 Gunungsitoli is to provide training and development to teachers regarding Hots learning concepts and strategies, further to provide learning resources and learning materials that support the application of Hots and to carry out supervision and evaluation of implementation of learning Hots.

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