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Development of HOTS-Based Evaluation Instruments in Indonesian Language Lessons for Class V SD Negeri 60 Tondon

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Abstrak

Pengembangan Instrumen Evaluasi Berbasis HOTS dalam Pelajaran Bahasa Indonesia Peserta Didik Kelas V di SD Negeri 60 Tondon. Dibimbing oleh Munirah dan Erwin Akib. Penelitian ini bertujuan untuk mengetahui validitas, kepraktisan dan efektivitas pengembangan instrumen evaluasi berbasis HOTS untuk mengetahui hasil belajar peserta didik. Penelitian ini adalah penelitian pengembangan (research and development), rancangan pengembangannya menggunakan model 4-D. Subjek pada penelitian ini adalah peserta didik kelas V SD Negeri 60 Tondon. Instrumen Pengumpulan data dilakukan melalui lembar uji validasi, angket respons guru, angket respons peserta didik, instrumen HOTS. Teknik analisis data yang digunakan adalah analisis data deskriptif. Hasil penelitian menunjukkan bahwa instrumen evaluasi berbasis HOTS berupa pengembagan instrumen evaluasi berbasis HOTS, berada pada nilai 3,6 (91%) dengan kategori sangat valid. Instrumen evaluasi berbasis HOTS dinyatakan praktis, hasil analisis respons guru dengan nilai 4 (100%) dengan kategori sangat praktis, dan hasil respons peserta didik dengan nilai 4 (100%) dengan kategori sangat praktis. Instrumen evaluasi berbasis HOTS dinyatakan efektif karena ditinjau dari hasil belajar peserta didik mencapai ketuntasan 81% dengan kategori sangat baik sehingga dinyatakan efektif. Peserta didik aktif dalam proses pembelajaran dengan peningkatan tingkat berfikir efektif tercermin dari hasil belajar yang baik.

Kata Kunci: Instrumen HOTS, Bahasa Indonesia, Hasil Belajar

Abstract

Development of HOTS-Based Evaluation Instruments in Indonesian Language Lessons for Class V Students at SD Negeri 60 Tondon. Supervised by Munirah and Erwin Akib. This study aims to determine the validity, practicality and effectiveness of developing HOTS-based evaluation instruments to determine student learning outcomes. This research is research and development, the development design using 4-D model. The subjects in this study were fifth grade students of SD Negeri 60 Tondon. Instruments Data collection was carried out through validation test sheets, teacher response questionnaires, student response questionnaires, HOTS instruments. The data analysis technique used is descriptive data analysis. The results showed that the HOTS-based evaluation instrument in the form of developing a HOTS-based evaluation instrument was at a value of 3.6 (91%) with a very valid category. The HOTS-based evaluation instrument was declared practical, the results of the analysis of the teacher's response with a value of 4 (100%) in

the very practical category, and the results of the student responses with a value of 4 (100%) in the very practical category. The HOTS-based evaluation instrument was declared effective because in terms of student learning outcomes it achieved 81% completeness in the very good category so that it was declared effective. Students are active in the learning process by increasing the level of effective thinking reflected in good learning outcomes.

Keywords: *HOTS Instrumen, Indonesian Language, Learning Outcomes*

Preliminary

The progress of a nation is largely determined by the quality of human resources. The quality of human resources depends on the quality of education [1]. Therefore, educational reform must always be carried out to improve the quality of education of a nation. The problems of improving the quality of education faced are quite varied. It depends on the conditions of each area. The government needs to pay attention to regional potential and obstacles in education planning [2].

Teachers are an important factor that is no less important in improving the quality of education because teachers are the driving force for components. This component is only meaningful if it is delivered by the teacher professionally as an initial achievement in the learning process. As stated by [3] Achievements encourage the behavior of students and also influence and change the behavior of students. The same thing is emphasized by Joni in Idris (2005:12) stating that one of the important requirements for the realization of quality education, if its implementation is carried out by professional educators and whose expertise can be relied upon.

Thus the idea which is an educational message can be managed properly according to the demands of the curriculum, the needs of students, schools, and regions as well as the development of globalization. Furthermore, it can be said that the quality of education is not only measured by academic value, but is also determined by relevant abilities in life in society[4].

The 2013 curriculum requires students to be able to predict, design, and estimate. In line with this, the HOTS domain includes the process of analyzing (C4), evaluating (C5), and creating (C6). Knowledge gained through higher-order thinking processes is easier to transfer than just memorizing so that students with a deep understanding of concepts will have the ability to apply this knowledge to solve new problems in different situations[5]. In addition, students are also prepared to have a number of competencies needed in the 21st century, including critical thinking, creative, problem solving, collaboration, and communication. Therefore, the assessment of student learning outcomes must cover three aspects, namely knowledge, skills, and attitudes[6].

To carry out the assessment, teachers need an assessment instrument in the form of questions to test cognitive, affective, and psychomotor abilities [7]. Therefore, the position of the learning outcomes assessment instrument is very strategic in making teacher and school decisions regarding the achievement of student learning outcomes, including higher-order thinking skills. According to[8] that cognitive processes are divided into two, namely higher-order thinking skills or often referred to as Higher Order Thinking Skills (HOTS), and lower-order thinking skills (LOTS). Low-level thinking skills involve the ability to remember (C1), understand (C2) and apply (C3) while in higher-order thinking skills involve analysis and synthesis (C4), evaluate (C5), and create or creativity (C6).

According to[9] Learning will be meaningful if students are invited to think at a higher level. The success of mastering a concept will be obtained when students are able to think at a high level, where students can not only remember and understand a concept, but students can analyze and synthesize, evaluate, and create a concept well, the concept that has been understood can be embedded in the concept. memory of students for a long time, so it is very important for students to have higher order thinking skills or HOTS.

One way to find out whether students already have higher-order thinking skills is by conducting an assessment. Assessment in the form of tests can be used to hone students' thinking skills, and have an effect on determining students' thinking skills[10]. Same as said[11] that students should continue to be trained to have higher-order

thinking skills, so that students in understanding the material being studied can run well.

[12] said that Indonesian language learning is still often given theoretically which results in poor student understanding performance. The theories of humans and the environment are mostly lectured by the teacher in front of the class. This is due to the evaluation model which is also theoretical. One of the efforts that can be used to improve students' learning achievement in Indonesian is by developing a HOTS-based evaluation instrument [13].

The implementation of Indonesian language learning at SD Negeri 60 Tondon still uses a simple method, where educators still use the lecture or conventional method. The lack of creativity in the teaching process used makes the enthusiasm of students in the learning process very low so that student achievement becomes low[14]. By using the HOTS instrument, it will further improve the learning achievement of students. Based on the results of preliminary observations made by researchers on fifth grade students at SD Negeri 60 Tondon, it is known that the achievement of Indonesian language in human and environmental materials is still low. Based on the data on the achievement of learning Indonesian in the material on the cultural diversity of the nation in the Indonesian region for class V for the academic year 2020/2021, information was obtained that the average daily test only got a score of 72 out of 15 students in class V. This value is actually above the standard criteria. Minimum completeness (KKM) that has been set by the school is 70. However, from the observations of the researcher through interviews with the homeroom teacher of class V at SD Negeri 60 Tondon, he said that the KKM standard was deliberately lowered to 70 because it looked at the average competence of existing students. The concern is that when targeting the KKM 75 standard, the ability of students will not be able to reach the target.

Therefore, researchers on this occasion will conduct research by directing students to increase their level of thinking. It also provides a stimulating instrument to use the mindset of students to be able to process their thinking well and of course it can be directed and the ability of students to continue to increase. Then the researcher will raise the standard of the maximum completeness criteria (KKM) which is more than before, namely 75 class V at SD Negeri 60 Tondon.

Based on the explanation above, the researchers conducted a study with the title "Development of HOTS-Based Evaluation Instruments in Indonesian Language Learning for Class V Students at SD Negeri 60 Tondon".

Metode

The model used in this research is research and development. The model used is the development of a 4-D model. The 4-D development model (Four D) is a learning device development model. This model was developed by[15]. The 4D development model consists of 4 main stages, namely: Define, Design, Develop and Disseminate. This method and model was chosen because it aims to produce a product in the form of pop-up media. The products developed were then tested for feasibility with validity and product trials to find out the extent to which students' learning achievement increased after learning using pop-up media on our friend's environmental material with the sub-themes of humans and the environment.

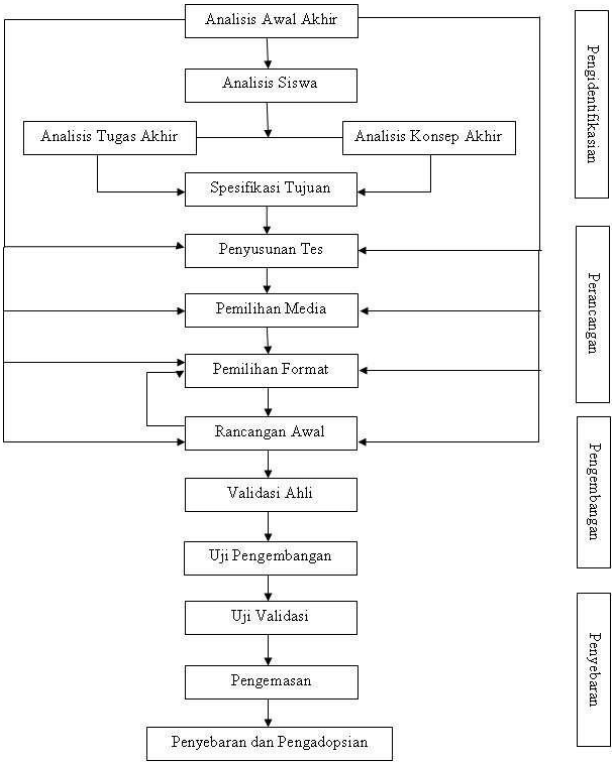

Figure 1 Research Design for the development of the HOTS. evaluation instrument

Tabel 1
HOTS-Based Evaluation Instrument Feasibility Questionnaire Grid for Material Experts
[16]

Aspek Isi Materi		
No.	**Indikator**	**No Butir**
1.	Clarity of learning objectives	1
2.	The relevance of SK and KD to the syllabus	2
3.	The suitability of the material with the indicator	3
4.	The suitability of the material with the learning objectives	4
5.	Easy to understand	5
6.	Completeness and quality of study aid materials	6,7
Aspects of Evaluation on Material		
No.	**Indicator**	**No Butir**
7.	Systematic and coherent	8
8.	The suitability of the question items with the content of the material	9
9.	Answer key truth	10
10.	Truth Concept Question	11

Table 2
Student Questionnaire Grid Regarding the Practicality of HOTS-Based Evaluation Instruments for students

No.	Indicator	No Butir
1.	Contents	1,2
2.	Interest in display	3,4
3.	Happiness	5,6
4.	Achievement	7,8
5.	Interest	9,10

Tabel 3
HOTS-Based Evaluation Instrument Feasibility Questionnaire Grid for Learning Practitioners (Teachers)[17]

No.	Indicator	No Item
1.	The suitability of the material with the indicator	1,2
2.	The suitability of the material with the learning objectives	3,4,5
3.	Ease for students to understand in maximizing the level of thinking	6,7,8
4.	The suitability of the question items with the content of the material	9,10,11
5.	Answer key truth	12,13
6.	Concept truth	14,15

Table 4
Student Response Questionnaire Grid Regarding the Attractiveness of HOTS-Based Evaluation Instruments

No.	Indicator	No Butir
1.	Student responses to the available resources on the Hots-based evaluation instrument	1,2,3,4
2.	Student responses to the activities in the Hots-based evaluation instrument	5,6,7,8,9
3.	Student responses to the support available on the Hots-based evaluation instrument	10,11,12,13
4.	Student responses to the support available on the Hots-based evaluation instrument	14,15,16,17
5.	Student responses to the evaluation (evaluation) in the Hots-based evaluation instrument	18,19,20

Results and Discussion

A. Validity of Hots Based Evaluation Instrument

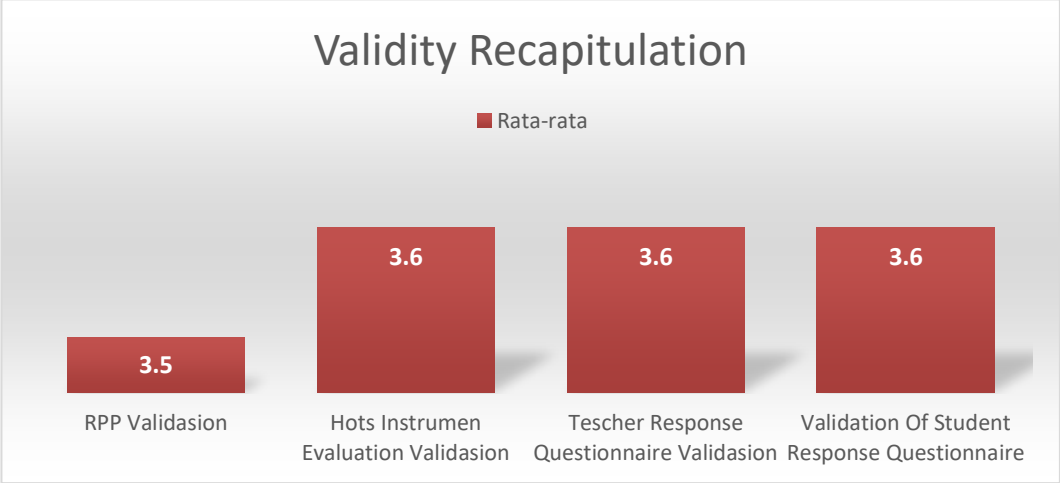

Figure 2 Validity Recapitulation Diagram

Based on the recapitulation diagram of the validation results above, validator 1 and validator 2 showed that the HOTS-based evaluation instrument from the research results was declared valid with a value of 3.6 (91%) and was in the very valid category.

The results of the teacher response questionnaire and the student response questionnaire show that the development of HOTS-based evaluation instruments is practical to use. The results of teacher and student responses in module development can be seen in the following diagram.

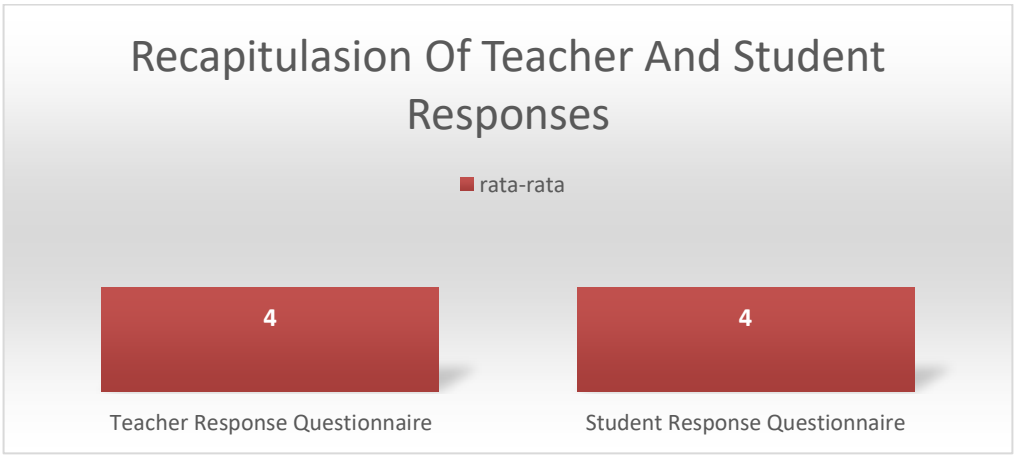

Figure 2 Diagram of Teacher and Student Response Recapitulation

Based on the recapitulation diagram of the results of teacher and student responses, it shows that the average teacher response results are a value of 4 with a very practical category, and the results of student responses with a value of 4 in a very practical category, so that the module developed can be declared practical.

Indicators of the effectiveness of the HOTS-based evaluation instrument are the learning outcomes and attitudes of students, as well as the ease with which teachers use these teaching materials. The purpose of the analysis of learning outcomes is to determine the ability of students to improve the quality and good thinking power in the learning process.

The learning outcomes analyzed are in accordance with the instruments in theme 8 about the environment of our friends. The module is said to be complete if 80% of students complete. Mastery learning is adjusted to the minimum completeness criteria (KKM) in the studied schools. The KKM value of Indonesian for theme 8 in class V of SD Negeri 60 Tondon is 75. The following student learning outcomes can be seen in the table.

Table 4
Student learning outcomes

Test Results	**Initial Value**	***Value After Module Implementation***	**Average**
Highest Score	80	90	95
Lowest Score	50	65	55
Average	**76**	**81**	**78**
Complete	10	13	12
Not Complete	5	2	3
Classical Completeness	**76%**	**81%**	**78%**

Based on the table above, it is known that, at the initial score before the implementation of the character-based module, the highest score was 80 students, the lowest score was 50 students, the average student score was 76%, the number of students who completed was 10 students out of 15 students, while the students who did not complete as many as 5 people out of 15 students.

Then the value of students after the implementation of the HOTS-based evaluation instrument in the learning process is the highest score of students 90, the lowest score of students is 65, so the average value of student learning outcomes is 81%, the number of students who complete is 13 students out of 15. students, while students who did not complete as many as 2 people out of 15 students. In the table above, it can be concluded that classical completeness on theme 8, namely 81% is in the very good category and the average student learning outcomes are 78% in the very good category..

Based on the results of research that has been carried out by researchers, it is found that the HOTS instrument used can provide a very good effect for students, this can be seen from the increase in student learning outcomes. At the time of documenting the learning outcomes of students for previous learning, the results of learning mastery on average were still relatively low. Then after the HOTS-based evaluation instrument was applied by researchers in the process of working on the questions, from the results of the study it was found that student learning outcomes increased, this can be seen in table 4, so it can be concluded that the average mastery of student learning outcomes is in the category very good.

Conclusion

Based on the results of product development and testing related to the HOTS-based evaluation instrument, the conclusions of the HOTS-based evaluation instrument research are declared valid. This can be proven based on the results of the validation of the HOTS instrument with a validator value of 1 and validator 2 with an average overall score of 3.6 with a very valid category, the HOTS-based evaluation instrument is declared practical. This can be proven based on the results of the teacher and student responses with an overall average score of 4 with a very practical category, and the HOTS-based evaluation instrument is declared effective. completeness of 81% and is in the very good category.

Suggestion

Based on the research conducted, there are several things that are recommended, namely as follows.

1. To the principal, may he be able to provide encouragement and facilities to teachers in developing instruments HOTs.
2. To teachers, to be able to develop interesting, creative, and innovative HOTS instruments.
3. This research on the development of the HOTS instrument can be used as a reference in developing a better and more interesting HOTS instrument to be used as a reference for further research.

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