

The Socialization of the Stages in implementing HOTS-Based in writing lesson plan For Educators

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ABSTRACT

Every educator who will implement a learning process should prepare every single thing needed. One of the most important need is a lesson plan which are used as guidelines for carrying out a learning process which include all integrated and matched plans that create to several other tools such as teaching materials, learning media, worksheets and assessments. These needs are able to accommodate the thinking process of students and they are having a thinking skill, especially high order thinking skills (HOTS). Every educator must have knowledge in preparing lesson plans that accommodate higher-order thinking skills. In order for educators to have this knowledge, socialization of the stages in preparing HOTS-based which implemented in lesson plan for educators is carried out.

Keyword: Lesson Plan, HOTS, learning tools

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1. Introduction

To produce human resources in accordance with national goals, the steps that must be taken are implementing education. Education is carried out by educators and students. Educators as providers of information as well as facilitators so that the process of acquiring student knowledge occurs as it should. For this reason, every educator who wants to carry out learning in any form must prepare all the needs. The needs are learning tools, namely lesson Plan which are used as guidelines for carrying out learning which include all integrated and matched plans that create to several other tools such as teaching materials, learning media, worksheets and assessments. These kinds of need immediately are able to accommodate the thinking process of students so that they are having thinking skills, especially highorder thinking skills (HOTS). Thus, every educator must have knowledge in preparing lesson plans that accommodate higher-order thinking skills. In order for educators to have this knowledge, socialization stages are carried out in preparing HOTS-based RPP for educators

2. The definition of High Order Thinking Based implemented in lesson plan

Referring to the Government Regulation of the Republic of Indonesia. No. 57 of 2021 article 11, learning planning is an activity to formulate learning outcomes that become the learning objectives of a learning unit, how to achieve goals and how to assess the achievement of learning objectives [1]. Again, referring to Permendikbud No. 22 of 2016 CHAPTER III Learning Planning, that Lesson Plan is a face-to-face learning activity plan for one or more meetings to direct student learning activities in an effort to achieve Basic Competence [2]. In addition, according to Kunandar (2011: 263) states that a plan that describes the procedures and organization of learning to achieve a basic competency set out in the Content Standards and described in the syllabus [3].

From some of the references above, it is concluded that Lesson Plan is a learning plan that is intended to achieve basic competencies in one or several face-to-face meetings. Permendikbud No. 22 of 2016, the Lesson Plan component consists of a) the identity of the school, namely the name of the

education unit, b) the identity of the subject or theme/subtheme, class/semester, the subject matter, d) the time allocation is determined according to the needs for achieving Basic Competency and learning load taking into account the number of hours available in the syllabus and basic competencies that must be achieved, d) learning objectives formulated based on basic competence, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills, e) basic competencies and indicators achievement of competence, f) learning materials, containing relevant facts, concepts, principles, and procedures, and written in the form of points in accordance with the formulation of indicators of competency achievement, g) learning methods, used by educators to create a learning atmosphere and learning process so that students achieve Basic Competency that is adapted to the characteristics of students in Basic Competency to be achieved, h) learning media, in the form of learning process aids to deliver subject matter, i) learning resources, can be in the form of books, print and electronic media, natural surroundings, or other relevant learning resources, j) steps learning is carried out through preliminary, core, and closing stages; and k) assessment of learning outcomes.

From the components above, the components that are considered important that must exist as a HOTS Lesson Plan are a) school identity, namely the name of the education unit, b) subject identity or theme/subtheme, c) class/semester, d) subject matter, e) time allocation is determined according to the need for achieving Basic Competency and learning load by considering the number of hours available in the syllabus and Basic Competency that must be achieved, learning objectives formulated based on Basic Competency, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills, f) basic competencies and indicators of competency achievement.

In preparing the HOTS-based lesson plans, the principles are a) individual differences of students including initial abilities, intellectual level, talents, potential, interests, learning motivation, social abilities, emotions, learning styles, special needs, learning speed, background culture, norms, values, and/or the environment of students, b) active participation of students, c) centered on students to encourage enthusiasm for learning, motivation, interest, creativity, initiative, inspiration, innovation and independence, c) development of a reading culture and writing designed to develop an interest of reading, understanding various readings, and expressing in various forms of writing, e) providing feedback and follow up lesson plans containing a program design for providing positive feedback, reinforcement, enrichment, and remedies, f) emphasis on linkages and integration among basic competency, learning materials, learning activities, indicators attainment of competence, assessment, and learning resources in a single whole learning experience, g) accommodates cross aspects of learning, and cultural diversity.

Higher order thinking skills are complex thinking processes (Resnick (1987) in Ariyana, et al. (2018)[4] which consist of analyzing, evaluating, and creating) skills (Bloom in Ariyana, et al. (2018), Muammar (2020)[5] and Reza (2020)[6]). Thus, it is concluded that what is meant by HOTS-based RPP is a learning plan intended for the achievement of basic competencies in one or several face-to-face meetings containing complex thinking processes

3. Method

The method used to support educators for gaining knowledge about the stages in preparing HOTS-based implemented in lesson plan is face-to-face in the form of socialization with the stages, namely:

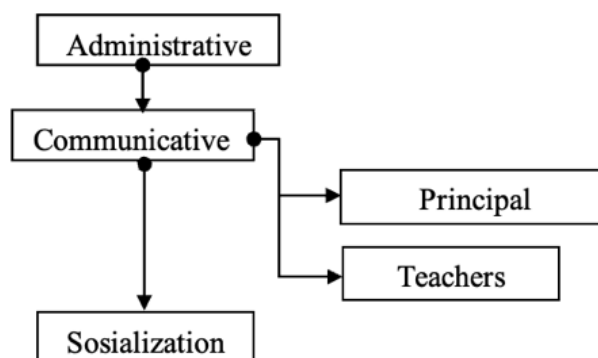


Fig 1. The stages of Socialization

4. Result and Discussion

The socialization that has been carried out at SMA SAINS Plus Tahfidz Qur'an Al-Ammar is carried out according to the stages of socialization which consist of administrative, communicative and socialization. The administrative results that have been carried out are obtaining files in the form of activity permits, certificates of having carried out activities, attendance lists and activity documentation. The communicative results that have been carried out are information from school principal and teachers which show that information regarding preparing HOTS-based implemented in lesson plan for educators. This became the basis for the socialization of preparing HOTS-based implemented in lesson plan for educators. The result of the socialization that has been carried out is that information about the stages in preparing the HOTS-based implemented in lesson plan has been conveyed to 15 teachers.

The socialization of preparing HOTS-based implemented in lesson plan for educators begins with administrative matters. This should be done both as an organizer of education (such as school) and when with partners of education. The administrative files obtained in this activity are a form of commitment in implementing the applicable regulations.

After administrative activities are carried out, communicative activities are carried out, namely by communicating in the form of interviews. Interviews were conducted by asking questions directly to subjects or people who were considered to have knowledge or information about the condition of teachers related to their knowledge of lesson plan, especially HOTS-based implemented in lesson plan. Subjects or people who are considered to have knowledge or information are school principal and teachers. Thus, interviews were conducted with principals and teachers. The things that become questions are about the curriculum used, main competency, basic competency, indicators, learning objectives, categories of thinking skills and other things related to lesson plan. This is done to find out the teacher's knowledge and how important this knowledge is for the teacher.

Seeing the results of interviews showing how important this knowledge is for teachers, the socialization was carried out by presenting 15 teachers as participants. Socialization is done by conveying information about the stages of preparing HOTS-based implemented in lesson plan directly to participants. There are at least 5 stages in preparing HOTS-based implemented in lesson plan, namely 1) teachers must have a curriculum and high-level skills manual (HOTS). Then the teacher 2) determines C1: spiritual, C2: attitude, C3: knowledge, C4: skills (KI) and basic competencies (KD) to be achieved, 3) lowering learning achievement indicators, 4) lowering learning objectives and 5) ensure HOTS in preliminary, core and closing activities.

1) Curriculum and HOTS manual

In the curriculum used there are various competencies to be achieved. The competencies to be achieved are core competencies consisting of C1: spiritual, C 2: affective: attitude, C3: cognitive: knowledge, C4: psychomotor: skills [7]. Each core competency has a variety of capabilities.

2) Determine and analyze core competencies (KI) and basic competencies (KD)[8]

In this case, teachers must determine core competencies by referring to all KI contained in the curriculum used. After that, the teacher determines KD according to the material to be conveyed to students.

3) Reducing learning achievement indicators (IPK)

To get a HOTS GPA, it can be done by analyzing the basic competency first, namely determining what *KKO* of basic competency is at what level in the aspect of thinking skills. If the operational verb (*KKO*) of basic competency is at level C2, then the *KKO* GPA must be above it, namely C3. Thus the GPA has met the HOTS.

4) Lowering learning objectives

After the GPA is met, the learning objectives can be derived by referring to the *IKP* that has been derived which shows that if the activity has been carried out it has an impact

5. Conclusion

The socialization was carried out by conveying information about the five stages in preparing HOTS-based lesson plans, namely 1) teachers must have a curriculum and high order thinking skill (HOTS). Next, the teacher 2) determines the core competencies (KI) and basic competencies (KD) to be achieved, 3) lowers learning achievement indicators, 4) lowers learning objectives and 5) ensures HOTS in preliminary, core and closing activities

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