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Lesson Plan for Elementary School Learning Based on Higher Order Thinking Skills

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ABSTRAK

Pentingnya mengembangkan keterampilan berpikir tingkat tinggi di abad 21 berdampak pada standarisasi perangkat pembelajaran di sekolah. Tujuan penelitian ini ialah untuk menganalisis rencana pelaksanaan pembelajaran yang telah disusun apakah sesuai dengan indikator rencana pembelajaran berbasis HOTS. Desain penelitian yang digunakan yakni analisis dokumen. Sumber data dalam penelitian yakni RPP yang telah disusun oleh guru SD sebanyak 4 RPP. Teknik pengumpulan data menggunakan dokumentasi dan wawancara. Teknik analisis data yang digunakan ialah reduksi data, data display, dan verifikasi data. Hasil penelitian menunjukkan bahwa ketercakupan aspek HOTS dalam rencana pelaksanaan pembelajaran yang sudah disusun oleh guru ialah ketercakupan pada aspek pemilihan kompetensi sebesar 83.3%. Perumusan indikator sebesar 25%. Identitas pemilihan materi pembelajaran sebesar 100%. Perumusan tujuan belajar sebesar 50%, pemakaian metode belajar sebesar 75%, pemakaian sumber belajar sebesar 75%. Pemakaian media belajar sebesar 100%. Kegiatan pembelajaran sebesar 100%, pemilihan penilaian sebesar 100%. secara keseluruhan ketercakupan RPP yang dianalisis terhadap HOTS sebesar 80.2%. Perencanaan pembelajaran berbasis HOTS yang telah disusun oleh guru Sekolah Dasar masih memiliki kelemahan dan kekeliruan dalam penyusunannya, terutama dalam pemakaian kata kerja HOTS. Diperlukan peninjauan ulang terkait rencana pelaksanaan pembelajaran berbasis HOTS agar tercapainya kegiatan pembelajaran yang merujuk pada pengembangan kemampuan berpikir tingkat tinggi siswa.

ABSTRACT

The importance of developing higher-order thinking skills in the 21st century impacts the standardization of learning tools in schools. This research analyses the lesson plans prepared using the HOTS-based learning plan indicators. The research design used is document analysis. The data source in the study was the lesson plans that elementary school teachers had prepared, as many as 4 lesson plans—data collection techniques using documentation and interviews. Data analysis techniques are data reduction, display, and verification. The study results showed that the HOTS aspect was included in the lesson plan the teacher had prepared. Namely, the competency selection aspect was 83.3%. Formulation of indicators by 25%. The identity of the selection of learning materials is 100%. The formulation of learning objectives is 50%, the use of learning methods is 75%, and the use of learning resources is 75%. The use of learning media is 100%. Learning activities by 100%, selection of assessment by 100%. Overall the coverage of lesson plans analyzed on HOTS was 80.2%. The HOTS-based learning plans that elementary school teachers have prepared still need to improve their preparation, especially in using HOTS verbs. A review of the HOTS-based learning implementation plan is needed to achieve learning activities that refer to developing students' higher-order thinking skills.

1. INTRODUCTION

Developing the quality of human resources (HR) as a series of efforts to realize the integrity of humanity and Indonesian society as a whole as well as for the benefit of the nation, including the development of human resources, both as human beings and as resources for development (Fahrurrozi et

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al., 2021; Mahmudah & Putra, 2021; Yuhasnil, 2020). Humans are now the center of attention because, along with intellectual development, humans have become the foundation of life (Fanani & Kusmaharti, 2018; Sakinah, 2022). Of course, developing human beings as a whole can determine the success of the other side, namely actors who develop themselves and their environment. From various forms of human resource quality development, it can be said that education is the most important catalyst for human resource development (Alifah, 2021; Safitri et al., 2022). The government has made various efforts to improve education by changing the educational paradigm and curriculum, but these changes sometimes have not yielded satisfactory results (Hasnah et al., 2021; Husain & Kaharu, 2020). The smallest effort the education department can make is to develop a lesson plan (Pane & Dasopang, 2017; Rahmawati et al., 2022).

Strategic planning in the learning process will make it easier for teachers to measure and achieve the desired goals. Of course, when making this lesson plan, the teacher must review and include the components in the learning environment (Fanny et al., 2021; Mahanani et al., 2022). The lesson plan is a method used to accompany tentative steps as an effort to translate the curriculum into learning activities in the classroom through a process of rational reflection on specific learning goals and objectives, behavior change, and a series of activities that can be carried out as an effort to achieve learning objectives by using all potential and existing learning resources to create written materials, curricula, and lesson plans that can be used as references and references in carrying out the learning process (Dwijayanti, 2021; Suparmi, 2019; Wulandari, 2019).

It is just that even though the 2013 curriculum has been socialized and implemented since 2013. Educators still need help making lesson plans for learning in the field (Harahap & Nazliah, 2019; Triayomi & Meita Larassandi, 2020). A learning process is considered good and successful if the preparation of the lesson plan is good, systematic, and complete (Andayani, 2022; Harianja & Anwar, 2021). The lesson plan can be interpreted as a preparatory plan before the learning process activities (Adri et al., 2021; Senjayawati, 2021). In developing a lesson plan, an educator is expected to be able to align with the existing teaching and learning concepts from the included curriculum (Aziza, 2021; Salim & Mujtahidah, 2020). When educators pay attention to different aspects when making lesson plans, the delivery of learning becomes effective and efficient (Mubarok, 2021; Rachmadtullah et al., 2021). In preparing lesson plans, educators create complete and systematic learning delivery plans to ensure learning is interactive, stimulating, fun, challenging, and motivating active student participation to provide space for students to develop their ideas and creativity according to their talents and increase their interests and skills think students (Candra et al., 2020; Simbolon et al., 2022). Thinking skills are an aspect that influences the development of individual creativity in line with their interests and talents (Eriyanti et al., 2022; Wulandari & Nurfadhillah, 2021). Thinking skills are the skills to compile, synthesize, analyze, and evaluate various alternative solutions to problems (Herman et al., 2022; Wayudi et al., 2020).

Thinking skills are divided into two, higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS) (Sakinah, 2022; Saraswati & Agustika, 2020). Furthermore, higher thinking skills have three dimensions, including analyzing activities (C4), evaluating (C5), and creating (C6). In comparison, lower-order thinking skills consist of three dimensions, memory (C1), understanding (C2), and application (C3) (Ayu et al., 2022; Hajidin et al., 2020; Januariawan et al., 2020). Higher-order thinking skills (HOTS) are carried out meaningfully through creative, imaginative, critical information research, problem-solving, and generating ideas about truth, not just memorizing, repeating, and referring without processing (Batubara & Sudrajat, 2019; Wahdini, 2022). In the learning process, the ability of Higher order thinking skills is considered an important dimension, so it must be mastered by students (Simbolon et al., 2022; Vania et al., 2022). Higher-order thinking skills can increase students' competitiveness in class and prepare them to compete in the future (Eriyanti et al., 2022; Herman et al., 2022). To improve students' higher-order thinking skills, teachers must develop lesson plans to use higher-order thinking skills (Ayu et al., 2022; Saragih & Nasution, 2019). Learning tools developed based on Higher Order Thinking Skills will be able to help students learn things they do not know and then apply them successfully to new situations so that the younger generation certainly needs these skills to face the changing times (Herman et al., 2022; Kurniawan & Yanti, 2022; Syarifuddin et al., 2022).

Previous studies have revealed that most teachers still need help to develop HOTS-based learning tools. Hence, the impact is that the implementation of learning that is carried out does not provide HOTS elements, so it does not stimulate students to think at a higher level (Vania et al., 2022). The results of other studies also suggest that lesson plans that educators have made still do not use HOTS-oriented verbs in preparing lesson plans, so improvements are still needed in HOTS-based learning implementation plans to create learning activities that refer to students' higher-order thinking skills/HOTS (Asphar et al., 2021). The results of other studies also reveal that teachers need a lesson plan that includes the HOTS (Higher Order Thinking Skills) level of thinking so that the implementation of learning runs optimally (Deviana &

Kusumaningtyas, 2019). Based on some of these research results, it can be seen that teachers' learning tools need to properly contain HOTS competencies, so they cannot maximize the learning process. In previous studies, no studies specifically discussed analyzing elementary school lesson plans based on higher-order thinking skills in elementary school student learning. So this research is focused on this study to analyze the lesson plans that have been prepared and whether they are following the HOTS-based learning plan indicators.

2. METHOD

This study uses content analysis to analyze in detail the lesson plans prepared by teachers at SD Negeri Widoro, whether they refer to higher-order thinking skills, considering that the school is an elementary school-level education unit with implemented learning based on the 2013 curriculum. The research subject was the lesson plan class teachers at SD Negeri Bakalan Kab Wonogiri had prepared. Data collection techniques used are documentation and interviews. The author conducted a documentation study to analyze the 4 HOTS-based lesson plans that the Bakalan 1 Elementary School teacher had prepared. In contrast, the interviews were conducted to confirm the lesson plans that the teacher had prepared. The data analysis technique uses analysis based on Miles and Huberman, which consists of data reduction, data presentation, and data verification.

At the data reduction stage, there were many lesson plans that Bakalan SDN teachers had prepared, so data reduction was carried out by categorizing lesson plans into four dimensions, the first lesson plan, second lesson plan, third lesson plan, and fourth lesson plan. At the data display stage, the results of data reduction into 4 lesson plans were then analyzed based on the HOTS aspects and HOTS categories in this research seen from the use of Operational Verbs (KKO Bloom's Taxonomy) C4-C6, as well as 4C skills (Critical Thinking, Creative Thinking, Collaborative, communications). At the data verification stage, the data results that have been reduced and analyzed then describe each lesson plan's processing results that are analyzed regarding aspects of higher-order thinking skills in the lesson plans. The data that has been analyzed is then tested for validity of the data using technical triangulation. Technical triangulation was conducted to test the credibility of data from the same source using different techniques.

3. RESULT AND DISCUSSION

Result

Based on a series of studies that have been carried out, several findings were obtained related to learning planning based on higher-order thinking skills compiled by SD Negeri Bakalan Kab. Wonogiri. The results of the analysis of learning planning based on High Order Thinking can be seen in Table 1.

Table 1. Results of HOTS-Based Lesson Plan Analysis Compiled by Bakalan Public Elementary School Teachers

Aspect	Indicator	HOTS-based lesson plan completeness								%
		First		Second		Third		Fourth		
		Yes	No	Yes	No	Yes	No	Yes	No	
Competency Selection	Core Competency	X		X		X		X		100
	Basic competencies	X		X		X		X		100
	Related to HOTS	X			X		X	X		50
Formulation of Indicators	Alignment with Basic Competency		X	X			X		X	25
	Alignment related to HOTS	X			X		X		X	25
Identity	Education units,	X		X		X		X		100
Selection of Learning Materials	Class/Semester, Theme/Sub-theme, Time Allocation	X		X		X		X		100
	Alignment with Basic Competency	X		X		X		X		100
	Alignment with student character	X		X		X		X		100
Formulation	Alignment with time		X	X		X			X	50

Aspect	Indicator	HOTS-based lesson plan completeness								%
		First		Second		Third		Fourth		
		Yes	No	Yes	No	Yes	No	Yes	No	
of learning objectives	allocation									
	Alignment with Basic Competency	X			X		X	X		50
Use of learning methods	Alignment with the operational use of HOTS	X			X	X		X		75
Use of learning resources	Related to HOTS	X		X		X		X		100
	Alignment with Core Competencies and Basic Competencies		X	X		X			X	50
Use of learning media	Alignment with student character	X		X		X		X		100
	Alignment with learning materials	X		X		X		X		100
Learning Activities	Alignment with student character	X		X		X		X		100
	Presenting preliminary, core, and final activities clearly	X		X		X		X		100
	Alignment with the steps of the selected learning model	X		X		X		X		100
Assessment selection	Alignment with the allocation of time used is sufficient	X		X		X		X		100
	Alignment with authentic assessment	X		X		X		X		100
	%	**84.20**		**78.90**		**78.90**		**78.90**		**80.20**

Based on the data in Table 1, it can be seen that the results of the analysis of the HOTS-based lesson plans that teachers at SD Negeri Bakalan have prepared show several areas for improvement in the formulation of HOTS-based lesson plans. The four lesson plans that were successfully collected and analyzed show that there still needs to be an improvement in using HOTS operational verbs. The aspects analyzed include completeness of competency selection, formulation of indicators, identity, selection of learning materials, formulation of learning objectives, use of learning methods, use of learning resources, use of learning media, learning activities, and selection of assessments. Each aspect analyzed is as follows: the first aspect, namely the aspect of the completeness of the selected competencies, shows that the four HOTS-based learning plans already have complete Core Competencies and Basic Competencies with a percentage of 100%, although the use of HOTS verbs, they get a percentage of 50%, because in lesson plans two and three they still don't use the HOTS verbs starting from C4, C5, and C6, this is because they still use the verbs C1, C2, and C3.

The second aspect is the completeness of the indicators formulated for alignment with the basic competencies. The percentage obtained is 25%, which shows that lesson plans differ from the basic competencies on the first lesson plans, third, and fourth due to the difficulty of reducing basic competencies into indicators. While the HOTS operational verbs used to get a percentage of 25%, this shows only one lesson plan that uses C4, C5, and C6. Then for the completeness of identity that is included, all lesson plans one to four have included completeness of identity starting from the educational unit, class, semester, theme, sub-theme, and time allocation.

The third aspect, competency selection, indicator formulation, and completeness of identity, was strengthened by interviews with SY that the coverage met the HOTS indicators. Informant SY said that in compiling a HOTS-based lesson plan, of course, one must first pay attention to the core competencies and basic competencies that are determined, after that the characteristics of the students must also be understood because each school has different students, then related to HOTS-based usually have to use the verb operational, learning materials, learning objectives, and learning activities adapted to the basic competencies that the curriculum has determined. However, formulating indicators is the most difficult in preparing the lesson plan. Usually, mothers are constrained by that because in formulating indicators, we

should pay attention to basic competencies and the existing core. If it is inappropriate, it is not a good lesson plan.

The fourth aspect, namely the completeness aspect of the selected learning materials, obtains a percentage of 100%. Each lesson plan analyzed displays alignment with basic competencies, student character, and time allocation. Meanwhile, in the completeness of the learning objectives that were formulated, a percentage of 50% was obtained. It indicated that two lesson plans needed to follow the basic competencies, namely the first and fourth lesson plans, due to the difficulty in reducing aspects of basic competencies into learning objectives. At the same time, for the use of HOTS verbs, there are lesson plans that still need to include C4, C5, and C6 in the learning objectives, namely the second and third lesson plans. Then in the completeness aspect of the learning method, a percentage of 75% was selected, which means that there are still lesson plans that are not related to the use of HOTS operational verbs, namely the second lesson plan, which does not include verbs C4, C5, and C6. The learning methods chosen to achieve HOTS include problem-based learning, inquiry, discovery learning, and project-based learning models.

Interviews with BR reinforced the fifth aspect, learning materials and learning methods, that the coverage between learning materials and learning methods met the HOTS criteria. The BR informant revealed that learning methods usually use Problem-Based Learning or Direct Learning model. Using this learning model conditions students to be able to think at a higher level, then the learning objectives include words that lead to operational verbs and at least C4 for elementary schools such as including the words comparing, considering, assessing, or measuring is also permissible, and learning materials can be adapted to the basic competencies set by the curriculum. Thus, the fulfillment of the components of learning objectives is based on writing operational verbs, learning methods adapted to the selected learning model can stimulate students to think at a higher level, and learning materials are aligned with the basic competencies set by the curriculum.

The fifth aspect, namely the completeness aspect of the selected learning resources, gets a percentage of 75%. It shows that each lesson plan follows core and basic competencies. However, for suitability with student character, lesson plans are not following student characteristics, lesson plans one and four, where the selected learning source can come from books, the internet, or others. Furthermore, in the completeness section of the selected learning media, 100% is obtained, indicating that each lesson plan follows the learning material and student characteristics. This learning media is a tool to help achieve the learning process. Meanwhile, the completeness of the learning activity section gets a percentage of 100%, which means that the lesson plan-based HOTS from one to four has clearly shown the preliminary, core, and final activities, and then the learning activities displayed following the steps in the learning model used. The four HOTS-based learning plans have sufficient time allocation for learning activities. Meanwhile, for the assessment's completeness, 100% is obtained, meaning that the four HOTS-based lesson plans are aligned with authentic assessment and authentic assessment instruments, including knowledge, attitudes, and skills.

The analysis of the coverage of the aspects of learning activities, learning resources, and assessments was strengthened by interviews with IY that the coverage of learning activities, learning resources, and assessment techniques met the HOTS criteria. Informant IY revealed that in learning activities, the mother was used to applying learning that directs students to discuss solving the problems given, then presenting the results of the discussion and concluding together so that this can form students to think at a higher level so that what is applied can be written down and arranged according to the correct format for making lesson plans. Most importantly, it must pay attention to the characteristics of each student, where is it possible that the character of school A student is applied to school B lesson plans so that what is compiled is out of sync with what is practiced during learning, related to learning resources usually use theme books provided by the school or the internet if needed.

Discussion

Based on the analysis results, it was found that the teacher who prepared lesson plans regarding the completeness of the selected competencies still did not use the HOTS verb starting from C4, C5, and C6. It is because teachers usually only develop learning tools based on their perceptions without paying attention to curriculum standardization. Thus, preparing a HOTS-based learning implementation plan, such as implementing Curriculum 13, is difficult for teachers because it requires special skills (Cholis, 2021; Nursari et al., 2021). In developing HOTS-based learning planning, learning objectives, and indicators must be developed according to basic skills and must pay attention to HOTS-based learning categories (Herman et al., 2022; Wayudi et al., 2020). Therefore, before developing learning objectives and indicators, apart from paying attention to basic competencies, one has to consider the categorization of HOTS-based learning closely.

Furthermore, regarding learning materials, it was found that the four lesson plans followed basic competencies, student characteristics, and time allocation. It then shows that most teachers can compile learning materials in the HOTS category very well, starting by paying attention to basic competencies, student character, and the time needed (Sakinah, 2022; Saraswati & Agustika, 2020). Thus, every teacher pays attention in advance to the basic competence, the character of the students, and how long it takes before determining the learning material chosen. Meanwhile, in the aspect of learning methods, it was found that one lesson plan needed to be equipped with the use of HOTS operational verbs, namely the second lesson plan, which did not include the verbs C4, C5, and C6. It was further revealed that the use of HOTS operational verbs in learning needs to be understood by teachers so that they can help students think at a higher level and compete globally (Ayu et al., 2022; Hajidin et al., 2020; Januariawan et al., 2020; Mahanani et al., 2022). Thus, understanding the use of HOTS operational verbs needs to be considered following the competencies they develop to produce maximum HOTS-based learning.

The results of the analysis on the completeness aspect of learning resources found that components needed to be fulfilled, namely the alignment with the student's character. It then shows that often in preparing lesson plans, teachers forget about the character of the students in their class, even though that is very important in developing HOTS-based skills (Batubara & Sudrajat, 2019; Senjayawati, 2021; Wahdini, 2022). Therefore, even though the lesson plan format is available, it still pays attention to the characteristics of students in each school because each region has different student characteristics, so the development of HOTS skills can run optimally. In addition, the study's results regarding the completeness of the aspects of learning media, learning activities, and the completeness of the assessment were found to have been achieved with a percentage of 100%. So that it can be said that the teacher is used to carrying out learning activities, completing assessments, and using media during learning, so in preparing lesson plans on aspects of learning activities, the media used, and the format of the assessment, there are no mistakes. Errors in the implementation plan developed by the teacher stem from a v Ambiguity about using HOTS due to errors in developing HOTS-based learning delivery plans and learning activities (Adri et al., 2021; Senjayawati, 2021). The teacher uses the learning syntax in the lesson delivery plan as a basic reference in learning activities (Mubarok, 2021; Rachmadtullah et al., 2021). For example, in the first lesson plan, the teacher determines a learning model to shape students' higher-order thinking. Thus, improving the HOTS-based learning delivery plan is necessary to create learning activities relevant to students' higher-order thinking skills.

The results obtained in this study are in line with some of the results of previous research, which also revealed that the majority of teachers still had difficulties in developing HOTS-based learning tools, so the impact was that the implementation of learning carried out did not provide HOTS elements so that it did not stimulate students to think at a higher level (Vania et al., 2022). The results of other studies also suggest that the learning implementation plans that educators have made still do not use HOTS-oriented verbs in preparing learning implementation plans, so improvements are still needed in HOTS-based learning implementation plans to create learning activities that refer to participants' higher-order thinking skills/HOTS (Asphar et al., 2021). The results of other studies also reveal that teachers need lesson plans, including the HOTS (Higher Order Thinking Skills) level of thinking, so that the implementation of learning runs optimally (Deviana & Kusumaningtyas, 2019). Based on the research analysis results supported by previous research, the learning tools developed by teachers can only partially contain HOTS competencies. Hence, it needs to be improved again.

4. CONCLUSION

The HOTS-based learning plans that elementary school teachers have prepared still need to improve, especially in using HOTS verbs. Weaknesses and mistakes in preparing HOTS-based learning implementation plans lie in the discrepancy between indicators, learning objectives, learning materials with basic skills, and the need for HOTS verbs in preparing HOTS-based learning implementation plans.

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