



HOTS-Oriented Thematic RPP Learning: Increasing the Independence of Elementary School Students

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ABSTRAK

Guru sebelum melaksanakan proses belajar mengajar harus membuat rencana pelaksanaan pembelajaran (RPP). Pembuatan RPP sebelum proses pengajaran sangatlah penting karena berfungsi sebagai pedoman guru dalam melaksanakan pembelajaran di kelas. Masih terdapat permasalahan guru dalam penyusunan RPP. Penelitian bertujuan untuk menyusun rencana pelaksanaan pembelajaran tematik (RPP) tematik berorientasi HOTS yaitu untuk meningkatkan nilai-nilai utama penguatan pendidikan karakter (PPK) pada siswa kelas IV. Penelitian ini menggunakan kelompok eksperimen sebanyak 10 siswa terkait penerapan RPP tematik berorientasi HOTS dalam meningkatkan kemandirian siswa. Wawancara, observasi, dan dokumentasi tertulis adalah tiga metode pengumpulan data utama yang digunakan dalam penyelidikan ini. Metode analisis data kualitatif dan kuantitatif digunakan dalam proses ini. Hasil penelitian ini menjelaskan bahwa penerapan RPP tematik berorientasi HOTS terbukti mampu meningkatkan kemandirian siswa secara signifikan. Saran yang dapat disampaikan dari hasil penelitian ini adalah perlunya dukungan guru dalam merencanakan, melaksanakan, dan mengevaluasi penerapan RPP tematik berorientasi HOTS. Mengingat penelitian ini hanya dilakukan dalam upaya meningkatkan kemandirian siswa, maka pada penelitian selanjutnya dapat menerapkan RPP tematik berorientasi HOTS yang bertujuan untuk meningkatkan prestasi belajar atau kemampuan lain pada siswa.

ABSTRACT

The teacher before carrying out the teaching and learning process must make a learning implementation plan (RPP). Making lesson plans before the teaching process is very important because it serves as a teacher's guide in carrying out learning in the classroom. There are still teacher problems in preparing lesson plans. The study aims to develop a HOTS-oriented thematic learning implementation plan (RPP) is to increase the main values of strengthening character education (PPK) for class IV students. This study used an experimental group of 10 students related to the implementation of HOTS-oriented thematic lesson plans in increasing student independence. Interviews, observations, and written documentation are the three primary methods of data gathering used in this investigation. Both qualitative and quantitative methods of data analysis are used in this process. The results of this study explain that the application of HOTS-oriented thematic lesson plans is proven to be able to significantly increase student independence. The advice that can be conveyed from the results of this study is the need for teacher support in planning, implementing, and evaluating the application of HOTS-oriented thematic lesson plans. Considering that this research was only carried out in an effort to increase student independence, future research can apply HOTS-oriented thematic lesson plans aimed at increasing learning achievement or other abilities in students.

1. INTRODUCTION

Schools, being the locations where the process of teaching and learning takes place, have a responsibility to be administered effectively and appropriately. School success is a micromeasure that is based on educational goals and objectives at the school level that are in accordance with national education goals and the degree to which these goals may be reached in a particular time according to the duration of education that takes place at school. In other words, school success is determined by educational goals and

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objectives at the school level that are in line with national education goals (Fathurochman, 2022; Óskarsdóttir et al., 2020). Implementation of learning that is dialogical, interactive, and fun is the main attraction for students and teachers in organizing learning (Astra et al., 2015; Zarkasi, 2019). However, this condition is not only influenced by the curriculum, teachers, students, and school facilities; government policy also greatly determines its success.

The first thing a teacher has to do in order to properly assist students through the process of learning implementation is to create a learning implementation plan, also known as an RPP. It is intended that, with the help of the RPP, the learning that is carried out by the instructor will be able to operate effectively and correctly, with the end goal of accomplishing the learning goals that have been defined (Mawardi, 2019; Sudarmin & Samini, 2015). The development of a plan for teaching and learning that can be carried out by educators entails the creation of lesson plans. This teaching and learning tool may serve as a guide in the implementation of learning activities in the classroom and media in order to enhance the quality of educators and fulfill the competence criteria that are already in place (Solehuddin, 2022; Wahyudi & Winanto, 2018).

Article 20 of Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards says that "learning planning is the preparation of learning implementation plans for each learning content." This regulation was issued in response to concerns raised in Government Regulation No. 19 of 2005 about National Education Standards. The RPP was developed to facilitate students' accomplishment of the RPP's core skills and fundamental competencies, as well as students' accomplishment of learning goals (Musdi et al., 2020; Septiana, 2018). The RPP serves as a guide for the instructor in the learning process that takes place in the classroom. The design of the RPP should be modified to accommodate the qualities and requirements of the pupils.

The adoption of the autonomous learning policy grants schools, instructors, and students the liberty to experiment with new ways of teaching and learning, as well as the liberty to study on their own. It is envisaged that the time spent on administration by instructors may be redirected to learning activities and enhancing their levels of competence. This can be accomplished by simplifying administration (Sabriadi, 2021; Widiyono, 2021). The implementation of the autonomous learning policy has the goal of enhancing the quality of education by means of the learning process, the dedication of instructors, as well as the creativity and support of school administrators (Baroah, 2020; Mardiana Firdaus et al., 2022). The RPP that is prepared must be based on thematic learning. According to Sutirjo Sri Istuti Mamik, "thematic learning is learning that integrates the material of several subjects into one learning theme". Thematic learning implemented in schools can produce meaningful learning; this learning is no longer teacher-centred but has become student-centred (Mulyoto, 2013; Syamsijulianto, 2020). In thematic-based learning, it is hoped that students will be able to hone their high-level thinking skills, have character, and be able to understand and deepen the concepts of the material.

In fact, in the field, there are still problems experienced by teachers in preparing lesson plans. Based on interviews and observations carried out at SDN 04 Wonorejo, all teachers have used lesson plans in the classroom learning process. However, the RPP used by the 4th grade teacher at SDN 04 Wonorejo is not a RPP designed by the teacher himself but rather a RPP from another teacher or requested from another teacher. In fact, the competency achievement indicators in the RPP KKO are not yet HOTS or still use stages C1, C2, and C3 so that they do not direct students to higher-level thinking abilities. The lesson plan that is used is still an ordinary model or has not yet been developed into an innovative version of the lesson plan for the independent learning era (Amri, 2013; Sherlyane Hendri et al., 2019). The RPP that has been made has not been thematically based because the learning content is still independent. The learning objectives that are arranged are still LOTS (low-order thinking skills). Strengthening Character Education (PPK) already exists, but its activities do not apply to students. The problems stated above indicate that the prepared RPP is not oriented towards higher-order thinking skills (HOTS) (Ibrahim, 2021; Payu et al., 2022). This is in line with the results of Pabolo and Tembang's research, which states that teachers experience difficulties in choosing the right operational verbs when developing indicators for achieving basic competencies. The choice of operational verbs for indicators of competency achievement is based on the teacher's in-depth understanding of the basic competency guidelines so that they can describe them in indicators (Ahmal, 2022; Palobo & Tembang, 2019; Surul, 2023).

The quality of education that pupils get and the amount that they learn will suffer if this circumstance is permitted to persist. On the other hand, thematic learning puts a greater focus on the process of learning as opposed to the consequences of such learning (Deviana, 2019; Nurfatimah, 2020). The learning process places more emphasis on students' thinking skills in analyzing a problem, which is consistent with HOTS-based learning. It is hoped that teachers can increase their understanding when preparing HOTS-based thematic lesson plans. Learning that may excite students must be capable of being designed by the instructor; for instance, the amount of time spent studying should not be excessive, and the

types of learning activities should be diverse. Not only improving learning outcomes but also increasing good character values in accordance with strengthening character education (PPK). The learning process involves the instructor not just passing on the information that he is knowledgeable about, but also molding the pupils into the people he wants them to be (Harahap & Prastowo, 2019; Jannah, 2021; Lestari, 2021).

The Partnership for 21st Century Learning develops a learning framework in the 21st century that requires students to have skills, knowledge, and knowledge in the fields of technology, media, and information, learning and innovation skills, as well as life and career skills. Students' high-level thinking skills are a barometer of the nation's intellectual level. The developed curriculum emphasizes student character development, HOTS, and 4 C (Dahlan, 2020; Fatimah, 2020; Nurlenasari, 2019). Therefore, teachers need to assess skills that involve critical thinking abilities and encourage students to respond to surrounding issues by thinking critically. Critical thinking is a type of high-level thinking at cognitive levels C-4 to C-5 in Bloom's taxonomy, including analyzing, synthesizing, and evaluating (Effendi, 2020; Mislal, 2020; Tenga, 2020). Critical thinking skills must be developed through a learning process that actively involves students. Capabilities that need to be cultivated in order to motivate kids to find answers to issues. The primary objective is to develop students' capacities for critical thinking in relation to the reception of a variety of forms of information, inventiveness in the solution of problems, application of knowledge, and choice-making (Darini, 2023; Mislal, 2020).

HOTS-based RPP is an emergency and important step because the basic foundation of good learning management begins with the preparation of lesson plans according to indicators of cooled behaviour change, namely based on Higher Order Thinking Skills (HOTS) (Handayani, 2020; Zarkasi, 2019). The HOTS thinking process is a complicated way of thinking that involves summarizing the information, coming to conclusions, constructing representations, doing analyses, and developing linkages using the most fundamental mental operations. Higher-order thinking abilities are being encouraged in students via the use of HOTS learning, which encourages students to think critically, creatively, collaboratively, and communicatively. The RPP must meet integrated thematic requirements. Integrated thematic learning is the achievement of competencies that meet the aspects of knowledge, skills, attitudes, and values that are used to strengthen the scientific approach by integrating various competencies from subjects into various themes. So that students learn with complete meaning as reflected in the theme (Candra et al., 2018; Syaifuddin, 2017). Developing HOTS thematic RPPs is one way to develop students' independent attitudes.

A character education program is a method of instilling moral and ethical principles in students via the cultivation of knowledge, awareness, the will, and the actions necessary to put these principles into practice (Sulistyorini, 2019; Wibowo, 2013; Widiana, 2022). According to previous study character education is when a teacher makes an active effort to teach his pupils important life lessons and values (Samani, 2012). Character education is a planned effort to internalise character values so that they can be understood, internalised, and implemented in everyday life by students. There are five main character values that are priorities for the Movement to Strengthen Character Education in Madrasas. These five character values constitute a unified whole that cannot be separated, influence each other, and mutually determine and are determined, namely religious, nationalist, independent, mutual cooperation, and integrity (Jaleel, 2017; Yu & Wan Mohammad, 2019). One of the character values that must be taught to students from an early age is independence. Like being independent in learning. Learning independence is one of the factors that determines students' success in learning. In forming children's independence, parents play an important role because they are the main educators for their children. Apart from parents, teachers also play an important role in forming children's independence at school. Student-centred learning can support students in achieving problem-solving skills, critical thinking, and independent learning (Ibrahim & Alamro, 2020; Nurjannah, 2017). Students actively carry out learning and complete their assignments with a full sense of responsibility.

The aim of developing a HOTS-oriented thematic learning implementation plan (RPP) is to increase the main values of strengthening character education (PPK) for class IV students at SD Negeri 04 Wonorejo, namely independence. A HOTS-oriented Learning Implementation Plan (RPP) is a product that contains plans related to learning for one or more meetings that are made in detail, referring to certain competencies and coordinating learning components as a conscious and serious effort to develop moral values and character. noble in a developed student. Not only does developing learning encourage students to think critically, but it must also be balanced with an increase in students' character values.

2. METHOD

Research carried out in accordance with procedures pertaining to research and development (R&D) Research and development, abbreviated as R&D, refers to the process of creating a new product from scratch or improving an existing one in a way that can be analyzed and measured (Sutama, 2019). This

research was conducted at SD Negeri 04 Wonorejo with fourth grade students at SD Negeri 04 Wonorejo. The research instruments in this study were divided into 3 types, which were used to evaluate and validate the products so that the products produced in this study were suitable and valid for use. These instruments are: (1) a due diligence instrument for material experts; (2) a trial instrument for teachers. The instrument is in the form of a closed questionnaire with a checklist.

Interviews, observations, and written documentation are the three primary methods of data gathering used in this investigation. Both qualitative and quantitative methods of data analysis are used in this process. Observations and in-depth interviews were used to compile the qualitative data. In the form of input that was utilized for the revision of reference materials, quantitative data was acquired from the results of questionnaires that were used in validation by industry professionals in the field of media and materials. The findings of both expert validation and product testing in the field. Product assessment is carried out experimentally. The RPP products that have been developed are tested during learning. The final results of this product were tested using experimental research. By providing a pre-test and post-test so that it is known whether there is an increase in student independence before implementing the HOTS-oriented thematic RPP and after implementing the HOTS-oriented thematic RPP.

3. RESULT AND DISCUSSION

Result

This research uses data from experiments on 10 students in class IV at SD Negeri 04 Wonorejo. The data in this study uses test result data that has been collected through test instruments that have been checked for validity and reliability. Through validity and reliability experts, namely class teachers and material teachers, the instruments used in this research have been produced that are suitable for use as research instruments.

The data in this research consists of data assessing students' independent character, especially in learning. The data in this research includes data on student independence before implementing the HOTS-oriented thematic RPP and data on assessing student characteristics after implementing the HOTS-oriented thematic RPP. The experimental data of 10 students in the results of this study can be seen in detail in the [Table 1](#). Description of research results is shown in [Table 2](#).

Table 1. Student Independence Assessment Data Before and After Implementing HOTS-Oriented Thematic RPP

No.	Before	After
1	70	90
2	70	80
3	50	60
4	40	70
5	70	70
6	60	80
7	50	60
8	50	60
9	80	90
10	50	80

Table 2. Description of Research Results

Value	N	Min	Max	Average	Standard Deviation
Before	10	40	80	59	12.867
After	10	60	90	74	11.738

Based on [Table 2](#), the value of student independence before implementing HOTS-oriented thematic lesson plans for Class IV students at SD Negeri 04 W006Fnorejo averaged 59 with a minimum score of 40, a maximum score of 80, and a standard deviation value of 12.867. The value of student independence after implementing HOTS-oriented thematic lesson plans averaged 74 with a minimum score of 60, a maximum score of 90, and a standard deviation value of 11.738. Based on the description of the value of student independence in this study, there was an increase in the average value of student independence from before the implementation of HOTS-oriented thematic lesson plans, which was originally 59, to 74.

The increase in student independence assessment before the implementation of the HOTS-oriented thematic lesson plans in fourth grade students at SD Negeri 04 Wonorejo can be seen based on the results of the analysis with the paired samples test statistical test, which obtained the results as shown in [Table 3](#).

Table 3. Paired Samples Test Results

Variable	Mean	T	Df	Sig
Value Before Value After	15	-4.881	9	0.001

Base on [Table 3](#) show the results of data analysis in this research, it can be seen that the t-test value is -4.881 with a significance value of 0.001, less than 0.05, so it can be seen that there is a difference in students' independence scores before and after implementing HOTS-oriented thematic lesson plans in class IV. SD Negeri 04 Wonorejo. The results of this research indicate that the hypothesis in this research can be accepted as true. Based on the results of the data analysis in this research, it can be seen that there is a significant difference in students' independence scores before and after implementing HOTS-oriented thematic lesson plans in class IV students at SD Negeri 04 Wonorejo.

Discussion

The results of this study explain that there is an increase in student independence with the implementation of HOTS-oriented thematic lesson plans. This result is shown by an increase in the average assessment of student independence, where before implementing HOTS-oriented thematic lesson plans, it was 59. This has increased after implementing HOTS-oriented thematic lesson plans to 59, amounting to 74. Increasing student independence by implementing HOTS-oriented thematic lesson plans in this research can increase independence because, in its application, starting from planning HOTS-oriented thematic lesson plans carried out in accordance with the material, implementing innovative learning carried out by teachers is not only aimed at knowing (C1), understanding (C2), applying (C3), but also analysing (C4), evaluating (C5), and creating (C6) ([Deviana, 2019](#); [Linda et al., 2021](#)).

The implementation of HOTS-oriented thematic lesson plans in an effort to increase the independence of class IV students at SD Negeri 04 Wonorejo has proven to show significant results. The correct implementation of HOTS-oriented thematic lesson plans has had a significant impact on increasing the independence of class IV students at SD Negeri 04 Wonorejo. Independent learning is a learning activity that is driven by self-will and self-responsibility. In learning activities, students should not depend on the teacher ([Aghniarramah et al., 2022](#); [Widiana, 2022](#)). Students who have independent learning can determine learning activities according to their characteristics.

These results also show that in implementing HOTS-oriented thematic lesson plans that need to be well planned in accordance with existing learning materials, there needs to be proper implementation and a more creative evaluation process that must be planned by the teacher. The evaluation process in implementing HOTS-oriented thematic lesson plans is carried out by teaching students to get used to thinking divergently (spread out) and not convergently (centrally) by answering questions (tests) not only correctly but accompanied by good analysis related to the existing problems. Questions as a form of HOTS learning will accustom students to be more independent and think broadly in answering the problems in the questions. By implementing HOTS-oriented thematic lesson plans, students will be able to improve critical thinking ([Cole & Feng, 2015](#); [Muthmainnah et al., 2022](#)).

Learning by implementing HOTS-oriented thematic lesson plans for class IV students at SD Negeri 04 Wonorejo has been proven to be able to increase student independence. This is because the implementation of HOTS-oriented thematic lesson plans for grade 4 students at SD Negeri 04 Wonorejo cannot be separated from efforts to strengthen student character education. Character education is very important for students, which includes knowledge about morals, feelings about morals, and moral actions. Students who have autonomy in their learning are able to reflect on their past experiences, both triumphs and failures, and as a result, they are less likely to continue engaging in activities that are not best suited for them, and they may even develop into more capable learners in the long run ([Artaliawan et al., 2023](#); [González-Pérez & Ramírez-Montoya, 2022](#)). This knowledge is emphasised, not just knowing but understanding, applying, and knowing the impact on students when implemented in all the subjects taught.

The implications of this research can contribute to efforts to increase student independence at the elementary school level. Positive research results can be used as a basis for developing other learning methods that also focus on developing higher order thinking skills (HOTS) to increase student independence. This research was successful, it can provide empirical support for the effectiveness of the HOTS-oriented thematic RPP learning model in increasing student independence. This can help teachers and policy makers in designing more effective curricula. The findings of this research can contribute to the

development of a basic education curriculum that is more inclusive and focuses on developing students' critical skills and independence.

This study may have limitations in generalizing the results to groups of students with different ages or levels of experience. The results may be more applicable to certain elementary school levels. Research findings may be influenced by a particular school context, such as the local curriculum or classroom conditions. Therefore, the results may not be directly applicable across educational contexts. External factors such as parental support, socioeconomic conditions, and student characteristics may influence research results. These limitations need to be considered in the interpretation of the findings. Moreover, the research was conducted in a short time, so the results may not reflect the long-term impact of implementing this learning model. Long-term evaluation may be necessary to evaluate the sustainability of positive effects.

4. CONCLUSION

This research draws the conclusion that the implementation of HOTS-oriented thematic lesson plans in class IV students at SD Negeri 04 Wonorejo has proven to be able to increase student independence significantly. These results are indicated by an increase in the average assessment of student independence, where before implementing HOTS-oriented thematic lesson plans. There was an increase after implementing HOTS-oriented thematic lesson plans. Students' independent character in learning is capable of getting used to or honing a high level of thinking because it will only rely on itself in solving a problem. From the results of data analysis in this research, it can be seen that there is a difference in students' independence scores before and after the implementation of HOTS-oriented thematic lesson plans for class IV students. SD Negeri 04 Wonorejo With the HOTS-oriented thematic RPP, the learning process will be more focused. The prepared lesson plans refer to the character values of students' independence in learning.

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