



Teacher's Perception in the Application of HOTS-Based Historical Learning Assessment

Meike Imbar; Darmawan Edi Winoto; Tira Umbanu

History Education Department, Faculty of Social Science and Law, Universitas Negeri Manado, Indonesia

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Abstract

This study aims to Analyze teachers' perception of application appraisal deep HOTS-based learning history. This study is qualitative and quantitative descriptive. Respondent, a history teacher at SMA Negeri 1 Modayag, results study Implementation Learning HOTS based start applied since curriculum 2013. That demands teachers to equip one of the students with the ability to think level tall or HOTS. Emphasis was main in forming HOTS, i.e., in the learning process using the Student Center Learning (SCL) model. Participant students who follow activity learning using the SCL model will have the ability to think taller than participants who do not follow it. The HOTS evaluation used by the teacher uses mandatory questions about student useability and high thinking level. On the other hand, teachers discussion with ben other history teachers discuss the ability of students and the obstacles they face in the implementation evaluation of learning HOTS based is the ability of the teacher who is still not yet completely understand the use of HOTS and also be obstacles meant full school not yet sufficient

Keywords: *Teacher's Perception; HOTS; Historical Learning*

Introduction

Sallis (2006) reveals that Quality is urgent from all inside agenda organizations, and improving quality is the most important task in institutions. However, though important, a lot happens to different opinions about the draft from good quality. Dewantara (2013) explains that education is an effort to advance development to favour character (strength mind), mind (intellect), and body kids. Education, according to him, is for advanced perfection, that is, life and livelihood compatible child with nature and society.

Quality education is a certainty in the current system of education, which is currently encouraged by the government. Education is also one of Thing most important in life someone. Education determines and guides the future and direction of life someone. Although everyone argues it, education stays and Becomes need man number one. Talent and expertise somebody will form and feel through education. To reach quality education, all components of education must be empowered. Because education is a

necessary process, working professionally with the teacher is one component of education. The most important component of learning is the transfer of knowledge and appraisal.

Every implementation of something learning needs appraisal. (Eswendi. 2018) Ariawan et al. say the main purpose use assessment in learning is to help educators and participants educate in making decisions for repairing learning. Assessment (assessment) is an integral part of the learning process for collecting various information through various techniques. Evaluation is one component in the school's curriculum organized by the teacher or power educator. Teachers or power educators carry out professional duties in school, as Teacher professional staff is necessary and mandatory to evaluate the learning process. Evaluation learning is one element urgent in the activity process study teaching, incl in History learning. Evaluation of learning in between aims to measure the success of the learning process in the classroom, detecting weaknesses and strengths in the learning process.

Problems arising in implementation evaluation learning history at SMA Negeri 1 Modayag, among others, are problem limitations mastery of the teacher in evaluation HOTS (*Higher Order Thinking Skill*) based learning. Observation results beginning carried out by researchers at SMA Negeri 1 Modayag on the eye lesson history found that results study several students still quite low. This proves that only 20% of students achieve criteria completeness learning (KKM), with 75 obtained in test tests daily. Whereas as much as 80% of students consider eye lesson history no fun lesson, deep teacher learning is not optimal attention to appropriate learning models, so mastery student to eye lesson history still belongs low.

Higher Order Thinking Skills (HOTS) is a thought process student in level more cognitive developed height in various concepts and methods cognitive. Skills level tall covers skills to analyze, evaluate as well as create. Thinking at a higher cognitive level pushes students to think critically about the information obtained to solve problems with the knowledge they have so that they can decide in various situations.

Because the researcher wants to know how teachers' perceptions apply evaluation learning history-based *higher order thinking skills* (HOTS), the researcher chose SMA Negeri 1 Modayag as the place for carrying out the study based on the background already researched shown above. The researcher pushed for do study about Inner Master Perception Application Evaluation History- Based Learning *Higher Order Thinking Skills* (HOTS) at SMA Negeri 1 Modayag Regency Bolaang East Mongodow.

Literature Review

Teacher's perception is a process of how the teacher selects, organizes, and interprets inputs existing information, and experiences to interpret for create a whole meaningful picture. Hidayat (2013) states that perception is the ability of somebody in looked at something to blame. Perception is only possibly owned by someone corresponding with his attitude.

Learning history has a role in forming a character nation and instilling score culture. According to Kasmadi (1996), learning history means embedding spirit, nationality, and love and discussing land, nation, and state. Theory in learning history this capable of developing potency participant educate for more know values nation that fought for in the past, defended, and adapted for the present and developed in the future come, also in history exposed various actual events and incidents that have occurred happen in Century past, no only essay fictitious sheer, like the tenacity of the warriors oppose invaders in maintain price self-nation.

HOTS (*Higher Order Thinking Skills*), frequently called ability Skills or draft think level tall, is an education reform concept based on the taxonomy of blossom starting at the beginning of the 21st century. Draft this implied to in education aim for preparing source power man in face revolution

industry. In this 21st-century source of power, the man expected not only to become following the workers' government but own Skills century to 21. HOTS skills (*Higher Order Thinking Skills*), or Skills thinking level tall, is a thought process that requires students to deepen ideas in method certain give they understanding and new implications. Save describe think level tall involves thinking critically and creatively guided by the ideas of truth that each has meaning. Think critically and creatively with each other dependence, as are criteria and values, reason and emotion.

From several definitions, one could conclude that HOTS (*Higher Order Thinking Skills*) is Skills thinking level must be high in yourself participant students whom not only test ability intellectual in Thing memory but also tests on the ability to evaluate, creativity, analysis, and think critically about understand participant educate to something eye lessons and more emphasize thoughts critical to something settlement problem. So here, Skills thinking level tall is not the only test of skills to memorize a Theory lesson but more to application.

Research Method

This study is qualitative and quantitative descriptive, that is, that study intended to describe or decipher something situation or population areas certain character factual systematically or accurately. One characteristic dominant from the study is descriptive, i.e., characteristic describes an incident or characteristic event factual (Sudarwan, 2002). Study this carried out at SMA Negeri 1 Modayag Regency Bolaang East Mongodow. Execution time study conducted from April to May 2022. Deep data collection techniques use questionnaires, documentation, observation, and interviews. Questionnaire in the study this used to get data about Application Evaluation History- Based Learning *Higher Order Thinking Skills* (HOTS). Method deep data collection study, namely data collection techniques with documentation, retrieves data obtained through related documents with problem research. Researchers observe live-in activity application assessments carried out by teachers in class and students to Application Evaluation History-Based Learning *Higher Order Thinking Skills* (HOTS). Data collection also uses method interview. The interview was conducted with a conversation with the teacher as the respondent to get extra information needed for strengthening the research data.

After data collection and processing is complete, the next step is to analyze the data. In the study, this data analysis used is statistical data analysis descriptive. Analysis technique descriptive used in the study this is through Mean calculation or mean (M), Median (Me), Mode (Mo), and Standard Deviation (SD).

Result and Discussion

Study this reviewed from four aspects: from side preparation: History learning, implementation of History learning, integration of ability think level tall in learning History, and the evaluation process with integrating Skills think level tall in learning history. Interview conducted to deepen data about fact learning history in the field, and integration Skills think level high in it. Questionnaire results in the research this presented in Table 1.

Table 1 Summary of Questionnaire Results

ASPECT	No. Questionnaire	Percentage				Response	
		Always	Often	Sometimes	Seldom	+	-
Preparation	1 - 5	13.4	66.7	13.4	6.7	12	3
Implementation	6-10	40	46.7	6.7	6.7	13	2
HOTS	11-17	38.1	38.1	9.7	14.9	16	5
Evaluation	18-21	59.4	25	0	16.7	10	2

Recapitulation Results Questionnaire, 2022

Based on the results, the above questionnaire and interview can be known as follows:

Preparation History Learning

Thorough preparation is the key main successful implementation activity learning. Of the 5 statements on aspects this is obtained, the most average did 66.7% of teachers Often make preparation learning history. Other equally, 13.4% of respondents state that they always make preparation learning history, and 6.7% Rarely do preparation History learning.

Based on the results of conducted interviews with the subject teacher to prepare learning history, Mother Holy says that:

"I, too, formerly prepare Theory as well as carry out learning corresponding with RPP as a guide in learning and paying attention HOTS values in it."

Eye teacher mother's history lesson Holy says things similar like:

"Deep do preparation I only refer to the RPP that has been made as a reference in learning history and preparing teaching materials that have been prepared. The RPP has been made in a manned systematic, including HOTS values."

Different from the Maple Teacher history father Arip says that:

"I moment teach live enter class and deliver Theory history continues with discussion previously or adapt with condition moment learning going on."

Based on the results of interviews and the questionnaire above could conclude that of 3 eye teachers' lesson history, there are 2 2 teachers who do refers to lesson plans with HOTS scores in them. There is 1 teacher in the preparation process who only brings book lessons to continue past learning taught—this is arranged in the 2013 Curriculum RPP. So in learning history at SMA Negeri 1, Modayag counted.

Implementation History Learning

Implementation is representation from careful planning. Based on the results of research, got is known that 6.7% of teachers sometimes and rarely carry out learning history kingdom Indonesia on cargo lesson history curriculum 2013, 40% often carry out learning history success kingdom in Indonesia, and 46% Often carry out learning history kingdom in class,

Based on Interview Results with the subject teacher history about implementation learning history dominated by history what?

"First, about the theory, this will convey, I will tell a student about the material to be tested, which is the history of chchasingindu, Buddhist, and Islamic kingdoms.

This is similar to what Mr. Arip says about:

"Deep implementation Theory learning history this semester more many Theories about the history kingdom in Indonesia and how development,"

Mother Holy also said the same thing

"Deep learning history customized with the RPP that has been compiled and deep learner I always give history about the kingdom in Indonesia

Based on above results can be concluded that in learning history at SMA Negeri 1 Modayag this semester refers to learning history Hindu, Buddhist and Islamic kingdoms in Indonesia. Moreover, deep the implementation, the teacher always uses book teaching materials to convey Theory. So that response positive on the preparation is very good.

Skills Integration Deep Higher Thinking Level History Learning

Research results show that 38.1% of teachers at SMA Negeri 1 Modayag always and often integrate Skills think level tall in learning history. 9.7% of teachers sometimes integrate learning with high skills thinking levels. The rest respond natively, 14.9%. Rarely do learning history with Skills think level high.

Skills integration think level tall in a manner general once implemented by the teacher History learning. Only just some teachers do not know that he already applies. Skills think to level tall in learning history that he does.

Just like mom said, Risnawaty:

I always use HOTS inside learning history because HOTS students make students think level high. In carrying out learning, participants educate to discuss a Theory of learning. Next, the participant educates and presents the results of the discussion. Use of HOTS in learning I used 3 customized learning models with submitted material like a learning model through discovery/discovery (*Discovery/inquiry learning*), learning models-based problems, and learning based project, but in learning. Still, I am more dominant using learning models-based problems and learning through investigation/discovery because these two models are perfectly matched for learning history.”

Same thing with the Holy Mother

Yes, I know I always use HOTS inside learning history because students can imagine what is said by the teacher and insertions that the teacher says. In learning, I always give a chance to the student for ask as well as give opinions they alone about the material that has been conveyed

Different from Mr. Arip:

“I think I have applied Thing the, but I do not know if it is HOTS.”

Based on the interviews and results in the questionnaire, the implementation of HOTS in learning history is often and always used by subject teachers’ history to increase the creativity tank level tall students.

Whereas in implementation learning history teacher HOTS -based the moment gift Theory gives the student to think and search for information anywhere as well as at the time finished gift teacher material always given to the student. This is as Ms. Risnawaty said:

“For score knowledge obtained student through test or test as well as, student allowed look for information through the Internet. The student has a s r e m a s t e r e d references like books and history because they are not yet sure if they are on the internet, right? Besides that, I, too, always request students to write their source Use Thing, this do not plagiarism occurs.”

This is similar to that of the Holy Mother. Say that:

“Things that are assessed about how attention student. Attention student, this is the results from my observation do for Skills students when discussing, do Duty group and how a student could process the data obtained

Based on the results interview above could conclude that application learning history HOTS - based which is used by teachers to train draft to think level tall students with stages HOTS stage.

Skills integration deep higher thinking level History Learning at SMA Negeri 1 Modayag could conclude that the teacher uses HOTS to increase creativity students, independence students, and draft thinking students. In the application of the teacher always using a suitable learning model that has HOTS rules based on results of the researcher's questionnaire given to history teachers at SMA Negeri 1 Modayag showing reason positive about HOTS learning

Evaluation Learning-Based Skills Think Level Tall

Evaluation is a representation of activity learning. Response results show that the history teacher of SMA Negeri 1 Modayag already carries out evaluation learning with a Skills thinking level high. 59.4%. Response, another positive 25% of teachers, often evaluate learning history done with Skills think level high. However, only 16% of teachers are still learning history.

The results interview with Mother Risnawaty on May 14, 2022, about giving evaluations to students say that:

“I always invite to reflect embed values character to para students as nationalism, honesty, religion, tolerance, working hard, caring environment, and discipline. I hope to value the could student apply inhis life as well as get used to students to have Skills think level high”.

Same thing with Mother Holy that:

“Yes, at the end of learning, I always invite the student to conclude material that has been discussed for the look to what extent students could think and solve problems about material that has been given.”

This is different from Mr. Arip seldom uses evaluation after finishing learning, saying that:

I am rare to evaluate finished learning. Evaluation conducted every end month

Based on the questionnaire data presentation and results interview concluded that the history teacher at SMA Negeri 1 Modayag only 2 regular teachers use evaluation every finished learning. In contrast, 1 teacher does an evaluation once a month once. So from the results, The teacher is SMA Negeri 1 Modayag, belong good at doing evaluation learning HOTS based.

HOTS is greatly used in history learning because Thing can increase student results. This is Mrs. Risnawati said: “For my class amp, that is class X IPS 1 and 2 grades, and they are average at KKM (Criteria Minimum completeness) with KKM 70 for eye lesson history.” Just like what mother said, holy: “They are average above KKM with KKM 70 in the eye lesson history.” Even father Wise Justify Thing this seen from semester results: “For eye lesson history, students obtain value above average.” Based on the results interview above could conclude that HOTS implementation can influence the results of study students and have a positive impact on the student alone.

Constraints in HOTS application

In application something method everything no walk with ok. Certainly, there are obstacles in implementation, so researchers also asked about obstacles in applying HOTS in SMA Negeri 1 Modayag to the eyes lesson history. Risnawati 's mother say that:

“The obstacle is not enough understanding the given material Thing this because students are not focused on gift material, and at the time of evaluation, students tend to have no serious moment about being impressed and want to fast finish.”

This same as explained by mother holy:

“Moment explains the material in class. I always ask students who already understand the material, and they say they already understand the material explained. At the moment, given questions, students rather see the confused answer about which given. The moment asked about Things that students say no to can answer the question appropriately because they did not memorize the material.”

Even father Arip also gave a response about obstacles HOTS:

“They more memorize the theory delivered than understand the material.”

Based on the results interview above could be concluded that obstacles in the implementation of HOTS, namely students not having enough understanding of given material because students do not focus on the moment gift material, students tend fast go about without reading questions, students always answer already understand moment asked by the teacher will but at the moment gift about student seen confusion and students only memorize Theory than understand the material that has been submitted.

Discussion

Preparation Learning History

In preparation for learning HOTS-based teacher history, 2 teachers do learning that refers to lesson plans with HOTS values. There is 1 teacher in the preparation process who only bring book lesson to continue past learning taught Thing. This, too arranged in the 2013 Curriculum RPP. So, in learning history at SMA Negeri, 1 Modayag counted ok.

Helmawati (2018) describes that every unit educator education is obliged to compile the RPP in an orderly manner, complete and systematic order of learning going on in a manner interactive, inspiring, fun, challenging, efficient, motivating participant educate for participate active, as well give enough space for Act creative.

Based on the discussion above could conclude that Modayag 1 Public High School, in preparation for learning history, already corresponding procedure learning with used RPP before learning. Deep-making teachers, HOTS-based lesson plans are also a must-notice rule in HOTS learning for maximum learning.

Implementation History Learning

This semester, learning history at SMA Negeri 1 Modayag refers to learning the history of Indonesia's Hindu, Buddhist, and Islamic kingdoms. Moreover, deep the implementation is always. The teacher uses book teaching materials to convey Theory. So that response positive on the preparation is very good. Ibn Khaldun in Abdurahman (2017) argued that history results from the effort invention of truth, explanation critical about the cause and genesis of truth something as well as depth knowledge about how and why events happened.

Based on the results of the discussion above, then could conclude that learning history is an interaction process Among students with the environment, so changes in behavior consequences from the interaction with learning history happen. Learning history is not only about memorizing and remembering historical events that have just happened. However, learning history has a goal for students capable of developing competence for thinking chronologically and having past knowledge for understanding and explaining the process of development and change. The public with diverse social cultures in framework find a teak self-nation; as well can grow teak himself as something part of the something Indonesian nation.

Skills Integration Deep Higher Thinking Level History Learning

Skills Integration Deep Higher Thinking Level History Learning at SMA Negeri 1 Modayag could conclude that in the application of the teacher uses HOTS to increase creativity students independence students, as well form keep thinking student. Always the teacher using a suitable learning model with HOTS rules based on the results of the researcher's questionnaire given to history teachers at SMA Negeri 1 Modayag showing positive responses about HOTS learning.

According to (Nugroho, 2018), teachers sometimes take shelter behind the learning strategy this *student center learning*. Master only gives tasks for participants to educate and can always be active, resulting in work-only acquired fatigue. Teachers too often forget that participant-centered education must be designed (*by design*), not appear in a manner suddenly (*by chance*). Learning designed for reach purpose learning with involves activity happy for participant educate.

Based on the results discussed above could conclude that learning HOTS-based effective Use in learning history. In HOTS, learning is required for students so they can think in a manner critical and creative. Even HOTS learning requires teachers to be able to develop an ability to be able to implement learning HOTS based.

Evaluation Learning-Based Skills Think Level Tall

Evaluation learning carried out by eye teachers' lesson history at SMA Negeri 1 Modayag is still limited at the level. Using HOTS questions can be practiced by participant educate for thinking level high, but i. Still, in the study, they did not yet apply it in a manner maximum in evaluating teacher students use matter that great difficulty for students can use ability think level high.

Yousef Abosalem (2016), in a journal his research entitled "Assessment Techniques and Students' Higher Order Thinking Skills," states, "the use of higher-level questions which require the student to integrate and use different levels of ideas ranging from simple to sophisticated ideas will improve students' learning which is considered as the process of acquiring knowledge or skills or attitudes toward subjects which accordingly involves changes in behavior." So, the use of questions at the thinking level tall in every evaluation learning makes participants trained to think multi- perspectives and non-routine, so the impact on abilities think participants increasingly educated increases.

Based on the results discussed above could conclude that evaluation learning based on HOTS conducted by History teachers at SMA Negeri 1 Modayag counted corresponding procedure HOTS evaluation. Application HOTS learning can increase results study students, as well capable increase their ability to think student.

Obstacles in HOTS Learning

In the implementation of HOTS namely, students do not enough understand the given material because a student does not focus on the moment gift material; students tend fast do about without reading the question, and students always answer already understood moment asked by the teacher will, but the moment gift student seen confusion and students only memorize Theory than understand the material that has delivered.

According to (Kiswara, 2022), In carrying out every activity, barriers, and obstacles always exist and should be faced. The constraints in implementing learning HOTS based are as follows: a. *Constraints from teachers lack* of teacher's understanding of concept and application of HOTS 2) Difficulty in formulating questions and assessments HOTS-based b. *Obstacles to facilities and infrastructure* less learning adequate.

Based on the results discussed above could conclude that obstacles to implementing HOTS in learning are the readiness of teachers and facilities infrastructure. Not only it, but the student can also learn influences the success of HOTS learning.

Conclusion

Preparation learning HOTS-based eye guru lesson history prepare lesson plans with HOTS value within history teachers use Theory kingdom in Indonesia. Implementation Learning HOTS based start applied since curriculum 2013. That demands teachers to could one of the student's switchability to think level tall or HOTS. Emphasis is mainly on the formingS, i.e., in the learning process using the *Student Center Learning* (SCL) model. Participant students who follow activity learning using the SCL model will have to think taller than participants who follow it. HOTS The teacher uses HOTS evaluation mandatory questions about student useability think levels high on the other hand. Also, teachers do discussions with some other history teachers to discuss ability students. Obstacles faced in implementation evaluation learning HOTS based is the ability of the teacher who is still not yet fully understand the use of HOTS as well as being obstacles means full school not yet adequate.

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