

Implementation of Higher Order Thinking Skills (HOTS) in Teaching Reading in the Era Society 5.0

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ABSTRAK

The purpose of this study is to determine how effective HOTS instruction has improved the reading abilities of students in class VIII at MTsN 1 South Tangerang. The descriptive approach was employed in this study, and the data were gathered through test-taking, teacher and student interviews, as well as observation of class activities. The results also indicate that the teacher frequently employed a technique similar to HOTS, such as an excellent game, in the classroom to stimulate students' critical thinking. The data analysis leads to the conclusion that HOTS is appropriate for use in teaching reading to junior high school students.

Keywords: Reading, HOTS, Society 5.0 References (2010-2022)

INTRODUCTION

Language is an important part that humans use to communicate with each other. As one of the international languages, English is very useful and beneficial for everyone. Today, English is also a second language in many countries around the world. Lems (2010: 1) In School English is a compulsory subject. Starting from elementary school, English may be used as a local context subject. From Junior High School (SMP) to Senior High School, English as a Foreign Language is taught as a required subject (SMA). English is a means of communication in oral and written forms. English is also used as an instrument for everyone who wants to expand their knowledge. Because most of the information in newspapers, books, the internet, television, and letter also used English.

Reading ability is just as crucial as other talents. We may learn a lot and increase our knowledge by reading. These three elements are crucial for reading, especially if we want to understand the content we're reading (Main idea). Speed reading, also known as scanning, is a method that's frequently utilized. With this method, we read each passage in English quickly and carefully while also taking note of its main aspects.

Many students lack the motivation to learn and pay less attention to the subject matter explained by the teacher during teaching and learning activities. They don't like English, especially in the form of a lot of text, usually, it will make students dizzy when they see a lot of text, and when a question is made, students don't understand how to answer it, because they are unable to comprehend the content of texts. For this reason, it is very important for students to learn how to understand a good and correct text and more easily understand the core of the material taught by the teacher.

The low problem-solving ability in students' reading is caused by several of

the above symptoms. Learning strategies are still expository through direct methods and are still teacher-centered (Teacher Center) In order to enhance student learning processes, a teacher must be able to select and determine which tactics are appropriate to utilize. One of the applied learning strategies that can motivate students to learn and of course be able to solve problems in accordance with problem-solving steps is Higher Order Thinking Skill (HOTS).

Heong, et al (2019: 12) explained that in HOTS students can use and develop their thinking widely, to find new challenges. In HOTS learning, students are required to apply the latest knowledge and information, to find answers or solutions to problems that arise in the latest situations. Brookhart (in Susanto, 2018) explains that a skill can be categorized as HOTS if there are processes and skills in the form of transfer, whereby during the transfer process, students not only recall and understand the knowledge and skills taught but also are able to interpret the knowledge and skills and apply them in real life.

Many students had difficulty understanding the content of reading text and understanding the meaning of the text. Besides that the teacher does not give an interesting strategy to students, therefore students are less excited to read the reading text, the teacher's strategy used the classical method, the pupils go over the text and respond to the inquiries. The main goal of HOTS is to help students develop Higher Order Thinking Skills (HOTS), particularly those that are related to being able to think critically when receiving different types of information, think creatively when solving a problem using the knowledge they already possess, be able to argue persuasively, and be able to create explanations and make decisions in challenging circumstances. Students should be able to learn new things through HOTS and then successfully apply them to brand-new circumstances. The younger generation will undoubtedly need these skills to survive in the Society 5.0 era.

FRAMEWORK

Reading comprehension is one of the English language abilities that students studying the language need to achieve. In the opinion of Marksheffel in Achmad and Alex (2016: 49) reading is an activity to understand words or written presentations. Harmer (2015: 190) states that reading is an activity that involves the eyes and the brain, the function of the eye is to get messages or information from reading texts and process these messages into the brain, and the function of the brain is to manage messages from the eyes so that they become new knowledge for readers.

As claimed by Pramila Ahuja and G.C Ahuja (2010: 36) The ability to comprehend and ascertain meaning is reading. Reading is a process to understand what is expressly inferred, according to Anderson's definition in Achmad and Alex (2016: 42). Observing the ideas expressed in the written word, to put it another way.

According to Robert H. Ennis (2011: 3) Decision-making is the main goal of critical thinking, which involves reasonable and thoughtful thinking. Accessing, analyzing, and synthesizing information are among the thinking abilities Redecker suggests as being learnable and masterable. from Redecker (2011: 3).

Another definition states that using the abilities of argument analysis,

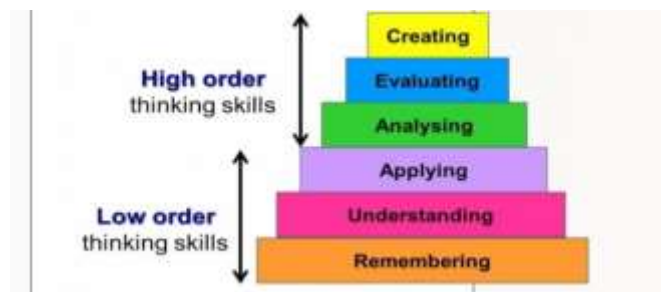
deductivereasoning, ideological reasoning, and decision-making or problem-solving are some of the components of critical thinking. Lai, Emily R. (2011: 3). This concept, as it was returned to Lai, suggests that critical thinking entails the ability to analyze arguments, draw inferences using inductive or deductive reasoning, exercise judgment or evaluation, and make decisions or solve issues.

In the modern era and with advanced technology that facilitates all information, criticalthinking is very important for everyone. Thinking elaborated Jensen (2011: 195) argues that critical thinking means effective mental processes and abilities that can be relied upon, used inall relevant aspects, and understand the truth about some things.

The rapid advancement of science, technology, and language in the current digital era supports the creation of high-quality human resources. Of course, high-quality human resources require people to possess specific abilities in order to handle all of these things. Higher Order Thinking Skills (HOTS) are one of the talents that are most crucial to learn because they are a crucial part of one's critical thinking and problem-solving abilities.

As claimed by Heong et al. (2012: 179), A person must have the ability to think critically and analyze information in order to develop solutions to novel circumstances. Moreover, Thomas & Thorne (2010: 203) assert that HOTS is a thinking process that entails more than only recalling or going over the material that has been given to one. Higher Order Thinking Skills (HOTS) call for individuals to process information through comprehending, drawing conclusions, linking one piece of information with another, and using it to address issues that they encounter. Jailani and co. (2017: 247).

Higher Order Thinking Skills (HOTS) is essential to be applied via academics or instructors in the study room. that is a cognitive element that should be delivered and owned by using college students. As claimed by means of Brookhart, (2010: 479), there are six ranges of cognitive domain names within the taxonomy growing from remembering (C1), information(C2), applying (C3), reading (C4), developing (C5), and developing (C6). The cognitive stages of C1, C2, and C3 are classified as decrease order thinking abilities (plenty), whilst C4, C5, and C6 are labeled as Higher Order Thinking Skills (HOTS).



Picture 1 Higher Order Thinking Skills

Students want to apply HOTS in talking and studying so that they have got appropriatehigh-quality in talking and reading about something. In making use of

better-order wonderingabilities in speakme magnificence, C4 way that students want to investigate different students'speech and take meaning from their friends' phrases. in addition, students additionally examinethe teacher's speech, and fabric at some point during the coaching and gain knowledge of technique. C5 method students have to examine what their weaknesses and strengths are in talking because there is evidence above, Higher Order Thinking Skills (HOTS) are needed in the teaching and learning process to be emphasized, because the process of developing HigherOrder Thinking Skills (HOTS) does not need to be carried out, and this skill needs to be learned seriously to master it better than before. This is in line with Heong et al. (2012: 199) who statethat higher thinking skills can be taught and learned. Therefore, students must learn how to improve their HOTS abilities during the English teaching and learning process through student learning activities both inside and outside the classroom. Students must be taught how to thinklogically, critically, creatively, and cooperatively.

Higher Order Thinking Skills (HOTS) are logical, important, reflective, metacognitive, and innovative thinking competencies that can be higher wondering talents. The curriculum 2013 also demands metacognitive gaining knowledge of materials that require students to describe, design, and check, along with the Higher Order Thinking Skills (HOTS) domain is evaluation, specifically the capability to think in describing positive factors/elements ofcontext, evaluation is the capability to think in constructing selections based on statistics/information and creativity is the capability to assume in building thoughts or thoughts. That HOTS wondering capabilities are Bloom's taxonomy revised by Anderson and Krathwohl(2017: 165).

Revised In order to improve student understanding, Anderson et al. (2001: 251)established Bloom's Taxonomy, which incorporates learner-centered prototypes into the original taxonomy. Six categories are still there in the cognitive process dimension, but there have been significant alterations. Bloom's six key characteristics are essentially transformed from noun to verb forms to reflect the significance of the learner's actions. In the updated taxonomy, information from the previous one was also given a new name. Moreover, comprehension of the primary taxonomy level develops. The Bloom's taxonomy categories for application/applying, analysis/applying, and evaluation/evaluating are still present. Ultimately,the updated taxonomy changed the name of the synthesis category to creation and switched the placement of synthesis/creating and evaluation/evaluating.

The structure of the framework is given a knowledge dimension by Bloom's updated taxonomy (Anderson et al., 2001: 411), which provides a more detailed description of learningand evaluation activities within the categories of knowledge and cognitive processes. In order to create student learning outcomes that were connected to lesson plans and assignments, Fiegel(2013: 238) employed a redesigned taxonomy. Also, a core set of knowledge learning objectives for education were defined using the updated taxonomy (Kidwell et al, 2012: 22). In order to guarantee the inclusion of academic abilities like application, analysis, evaluation, and creation in the learning and assessment activities provided, the revised Bloom's Taxonomy offers a framework that can be employed (Jideani and Jideani, 2012: 132).

Students should be able to learn new things through HOTS and then successfully apply them to brand-new circumstances. The younger generation will undoubtedly need these skills to survive in the Society 5.0 era.

The existence of the The Society 5.0 trend has an indirect effect, and Indonesia, as a growing nation, has the right to actively participate in today's and tomorrow's Society 5.0 trend preparation. In addition to other areas of life, civilization 5.0 also presents issues in the area of education, especially learning. Learning is the stage of the activities of educators and students in implementing learning programs. These stages are activity plans that describe basic abilities and basic theory detailing time allocation, indicators of promotion of learning outcomes, and steps of learning activities for each subject matter (Hanafy et al., 2014: 66). In order to address the difficulties of the industrial revolution 4.0 and society 5.0, a fresh, cutting-edge learning model is required.

Society A technology- and human-based society is the idea behind the 5.0 standard. In this period, society is expected to be able to use different inventions created in the era of the industrial revolution 4.0 to improve the quality of human existence and address a variety of social concerns and issues.

In dealing with the era of society 5.0, the arena of training performs a critical function in improving the great of human sources. College students are predicted to have a life span of the twenty-first century referred to as 4C, namely creativity, essential wondering, communicate, and collaboration.

Technological alignment between education and technology in the industrial era 4.0 and society 5.0, where current technology follows and adapts its technology to each of these eras. The industrial era 4.0 and society 5.0 have a lot of positive impacts on education today. So the prospects for growth in the development of student abilities will be better in the future.

METHODE

In this research, the writer used the qualitative method, this study aims to find out how to Implementation of Higher Order Thinking Skills (HOTS) in reading subjects. What was studied here are the teacher's teaching activities, student learning activities, and how students respond to the implementation of Higher Order Thinking Skills (HOTS) in English subjects.

This research will be conducted by English teachers and students at MTsN 1 South Tangerang. This study uses interviews, observation, test, and documentation. Test conducted to determine students' reading comprehension skills. The test questions were in the form of multiple-choice questions. In observations How is the readiness of students in learning process. Seeing the extent to which students' thinking skills in solving problems that exist in their reading learning. For the interviews with English teachers to obtain data and information regarding the implementation of Higher Order Thinking Skills (HOTS) in English subjects as well as information from the principal and several students about High Order Thinking Skills in English subjects at MTsN 1 South Tangerang.

RESULTS

This research revealed that after conducting the instruments as tests, Interviews, and observation, it was revealed that there are still many learners in grade 8 who students are able to solve existing problems, and when the teacher asks randomly students are able to answer properly and correctly.

At the first measurement using observation, the writer could see the students were active in the class, they were able to follow the lesson, but during the observation, they did not really understand what HOTS learning was like and how, so when the observation took place the teacher explained how the actual form of HOTS questions.

In the second instrument test, it can be concluded that after being tested by the students, the writer found that the students understood the HOTS questions, so their scores were satisfactory. Students who are less active will be guided by an English teacher in order to be able to catch up with their other friends. Moreover, learning HOTS is a little difficult to understand.

From the explanation above, it can be concluded that the results of the study revealed that students' interest was very high in studying HOTS. During learning students are very active and effective in class, they immediately ask questions when they do not understand the material being taught, so that when the teacher asks questions to the students' they are able to answer very well.

Applying High Order Thinking skills (HOTS) learning can improve students' thinking skills at a higher level, not just memorizing formulas and words but must be understood with good concepts critically and creatively, this is very good for improving students' thinking skill.

To apply High Order Thinking skills (HOTS) learning, a teacher must apply the right method so that the learning objectives of High Order Thinking Skills (HOTS) can be achieved and to support students to think critically and creatively so that the level of thinking of students will increase and higher order thinking learning can be achieved.

CONCLUSION

The visible indications at the level of analysis when students make analysis results from HOTS practice questions that are discussed together and Excellent Games given by the teacher regarding reading material then poured in the form of a mind mapping, then presented and here it can be seen that students are able to think critically and are able to solve problems. At the creative level in learning, this can be seen when the teacher evaluates it, such as giving instructions during learning, then students develop it into material that is relevant to the material being studied.

As an English teacher at MTsN 1 South Tangerang, teachers will also continue to learn by applying learning that makes students able to think critically and think creatively. Meanwhile, regarding the evaluation carried out by the English teacher in seeing the success of students, it was carried out by giving random questions at the end of the lesson to students and also in the form of working on multiple choice questions. Evaluation of the learning carried out by the teacher has directed students

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to measure higher-order thinking skills contained in skills questions where the teacher has used level C4 (analyzing) has led to higher-order thinking skills. However, in the current face-to-face learning period, the writer concluded that the implementation of HOTS in class VIII/8 in learning is less effective because not all material must use HOTS.

Supporting factors in High Order Thinking Skill (HOTS) learning, namely learning media, school environment, and adequate learning resources, Positive teacher perceptions of the implementation of HOTS-based learning that it is very supportive in developing thinking skills in students so they are able to analyze problems authentically and comprehensively based on in-depth analysis, and adequate teacher education qualifications which are also supported by pieces of training attended to support the implementation of HOTS. As for the inhibiting factors, namely, the diverse abilities of students can be an obstacle to student learning achievement, student absences are also an inhibiting factor in the implementation of High Order Thinking Skill (HOTS), students who have slow learning abilities cannot catch up with learning abilities students can absorb material quickly

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