



Analysis of the Utilization of Learning Devices in Social Studies towards HOTS

Sutaryanto

PGRI Madiun University

*Corresponding author:sutaryanto@unipma.ac.id

Received November 15, 2020; Revised November 16, 2020; Accepted 26 December 2020

Published 27 December 2020

Abstract

Higher Order Thinking Skill (HOTS) learning is needed to support the implementation of learning in the 2013 curriculum. Learning will be carried out well if it is accompanied by a good learning plan, which is required learning tools that support the training of HOTS students. The purpose of this study was to determine how to analyze the application of learning tools to HOTS students of SD Negeri 9 Purwodadi, especially in social studies learning. The approach in this research uses a qualitative research approach with descriptive research methods. The data collection techniques used in this research were observation, interview and documentation. The instruments used in this study were observation sheets of learning activities carried out by the teacher, documentation of learning tools used by teachers and students during learning activities and interview sheets with open answers. The results showed that learning that can support higher order thinking or Higher Order Thinking Skills (HOTS) requires indicators on the aspects of analyzing, evaluating and creating. Social studies learning at SD Negeri 9 Purwodadi has not applied the HOTS learning concept. Learning tools in the form of syllabus, lesson plans and teaching materials at SD Negeri 9 Purwodadi, especially in social studies learning, still use conventional learning tools. The scoring system only emphasizes the cognitive aspects. Learning is still teacher-centered. The results showed that learning that can support higher order thinking or Higher Order Thinking Skills (HOTS) requires indicators on the aspects of analyzing, evaluating and creating. Social studies learning at SD Negeri 9 Purwodadi has not applied the HOTS learning concept. Learning tools in the form of syllabus, lesson plans and teaching materials at SD Negeri 9 Purwodadi, especially in social studies learning, still use conventional learning tools. The scoring system only emphasizes the cognitive aspects. Learning is still teacher-centered. The results showed that learning that can support higher order thinking or Higher Order Thinking Skills (HOTS) requires indicators on the aspects of analyzing, evaluating and creating. Social studies learning at SD Negeri 9 Purwodadi has not applied the HOTS learning concept. Learning tools in the form of syllabus, lesson plans and teaching materials at SD Negeri 9 Purwodadi, especially in social studies learning, still use conventional learning tools. The scoring system only emphasizes the cognitive aspects. Learning is still teacher-centered. The scoring system only emphasizes the cognitive aspects. Learning is still teacher-centered. The scoring system only emphasizes the cognitive aspects. Learning is still teacher-centered.

Keywords: learning tools; HOTS; social studies learning.

Abstract

Higher Order Thinking Skill (HOTS) learning is needed to support the implementation of learning in the 2013 curriculum. Learning will be carried out well if accompanied by a good learning plan, namely learning tools that support students' HOTS training. The purpose of this study was to find out how to analyze the application of learning tools to HOTS students at SD Negeri 9 Purwodadi, especially in social studies learning. The approach in this study uses a qualitative research approach with descriptive research methods. Data collection techniques used in this study were observation, interviews and documentation. The instrument used in this study was an observation sheet of learning activities carried out by the teacher, documentation of learning tools used by teachers and students during learning activities as well as interview sheets with open answers. The results show that learning that can support higher order thinking or Higher Order Thinking Skills (HOTS) requires indicators in the aspects of analyzing, evaluating and creating. Social studies learning at SD Negeri 9 Purwodadi has not applied the HOTS learning concept. Learning tools in the form of syllabus, lesson plans and teaching materials at SD Negeri 9 Purwodadi, especially in social studies learning still use conventional learning tools. The scoring system only emphasizes the cognitive aspect. Learning is still

teacher-centered.

Keywords: *learning Media; HOTS; social studies learning.*

PRELIMINARY

Learning must be able to grow and develop students' ability to think at higher levels. Students who have high-level abilities are needed to solve problems in everyday life and become productive human beings in society. The quality of learning cannot be separated from the role of a teacher, a teacher's understanding of higher Order Thinking Skill (HOTS) learning is needed to support the implementation of learning in the 2013 curriculum. In addition, HOTS learning requires a teacher who is able to implement various domains, both cognitive, affective and psychomotor aspects at a higher level.

Higher order thinking skills can be trained if supported by learning that can encourage students to think at higher levels. According to Dinni (2018), a person is said to be able to solve the problems they face if they are able to examine the problems and use their knowledge in new situations. Based on this statement, it can be concluded that higher-order thinking can train students to solve problems faced in everyday life wisely.

The application of HOTS is a mandatory requirement that must be applied by a teacher in the learning process in the classroom, so that students can develop their abilities to the fullest. This ability is needed by students to face problems in student life in the future.

Widana (2017: 43) explains that through the work of the HOTS assessment experience students have better critical and creative thinking skills. Higher Order Thinking Skills (HOTS) is an analysis of thinking skills that not only requires the ability to remember, but also requires other higher abilities. In line with Chinedu's opinion (2015: 6) explains that HOTS focuses on developing students' abilities to be able to effectively evaluate by drawing inferences from existing information and create (synthesize) something new. Anderson & Krathwohl (2001: 91) explained that the indicators for measuring Higher Order Thinking Skills (HOTS) include the

ability to analyze (C4), evaluate (C5), and create (C6).

At the high grade level, the teacher should have facilitated students to develop these abilities. In accordance with Permendikbud No. 81 of 2013 concerning curriculum implementation states that the need for future competition requires critical thinking skills or Higher Order Thinking Skills (HOTS), communication and creative skills (Kemendikbud, 2013). Therefore, the application of HOTS is a mandatory requirement that must be applied by a teacher in the learning process in the classroom, so that students can develop their abilities to the fullest. Based on the description of the importance of HOTS learning, this article will examine how the conditions of the implementation of learning at SD Negeri 9 Purwodadi when viewed from the application of HOTS learning are.

RESEARCH METHODS

The research was carried out at SD Negeri 9 Purwodadi in the 2018-2019 school year and will observe learning tools carried out by teachers and used by fifth grade students during learning activities, especially in social studies learning. The approach in this study uses a qualitative research approach with descriptive research methods. This study aims to collect data regarding the analysis of the quality of learning tools (syllabus, lesson plans and teaching materials used in class V SD Negeri 9 Purwodadi, Grobogan Regency as the basis for developing learning tools (syllabus, lesson plans and teaching materials); information in the form of teacher responses about the syllabus, lesson plans and teaching materials as well as students regarding the teaching materials that have been used so far: analysis of the needs for learning devices (syllabus, lesson plans and teaching materials) to be developed; description of the findings of the need for learning tools on higher order thinking skills. Sources of data in this study were teachers

and students at SD Negeri 9 Purwodadi, Grobogan Regency, events related to the process of learning activities, documents in the form of existing learning tools that have been used in elementary schools and other documents that support the teaching and learning process in elementary schools. .

Data collection techniques used in this study were observation, interviews and documentation. Validation of the data using triangulation techniques.

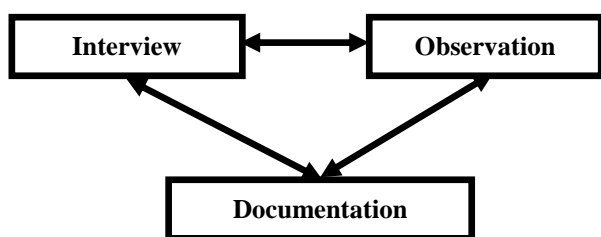


Image 1
Engineering Triangulation Chart

This preliminary study was carried out by collecting information data through three sources, namely (1) informants; (2) learning activities that have been carried out so far; (3) learning device documents. The data collection was carried out in different ways, namely (1) interviews; (2) observation; (4) analysis of learning device documents. Data collection through interviews was conducted on teachers and students.

Information about the state of social studies learning that has been carried out by teachers is collected through several data collection techniques. The data is also used as a basis and input in designing the initial draft of learning device development. In this preliminary study stage, it was found that there was a tendency for learning tools to be applied by the same teacher, namely learning tools that had been used so far.

Interviews in field studies in this preliminary stage aim to collect information about the condition of learning tools, especially on teaching materials used by teachers and students and the need for learning tools, especially in social studies learning teaching materials.

Observations (observations) are carried out by observing the activities of the teaching and learning process carried out by teachers and

fifth grade students during social studies learning. Basically, social studies learning, especially on the subject of the Colonial Events in Indonesia, which has been carried out is in accordance with the Core Competencies (KI) and Basic Competencies (KD) that have been determined in the curriculum.

The study of learning device documents was carried out by observing the learning documents used in particular for the implementation of learning on the subject of the Colonial Events in Indonesia.

RESULTS AND DISCUSSION

1. Analysis of the State of Social Studies Learning in Elementary Schools

At this stage of the preliminary study, it was carried out to collect information and seek input for the development of social studies learning tools that were carried out. This preliminary study was carried out by collecting information data through three sources, namely (1) informants; (2) learning activities that have been carried out so far; (3) learning device documents. The data collection was carried out in different ways, namely (1) interviews; (2) observation; (4) analysis of learning device documents. Data collection through interviews was conducted on teachers and students.

Information about the state of social studies learning that has been carried out by teachers is collected through several data collection techniques. The data is also used as a basis and input in designing the initial draft of learning device development. In this preliminary study stage, it was found that there was a tendency for learning tools to be applied by the same teacher, namely learning tools that had been used so far. Based on the data collection technique, the results obtained are as follows:

a. Interview result

Based on interviews with teachers and fifth grade students, there are the following problems:

- a. When social studies learning is carried out in class V, teachers rarely apply innovative learning models;
- b. Teachers tend to apply the lecture method and question and answer based on the problems that have been presented in student books;
- c. When learning takes place in the classroom, the teacher only provides material from the concepts and students are tasked with listening, recording and remembering or memorizing these concepts;

Furthermore, the results of interviews on teaching materials used by teachers and students in the current class obtained the following results:

- a. Based on the social studies materials in class V in the second semester, the material that is difficult for students to understand is the subject of the Colonial Event in Indonesia.
- b. Three teachers who have been interviewed think that the high-order thinking skills of fifth graders are still low. This has been proven by the low social studies learning outcomes of students compared to other subjects.
- c. The learning resources used in social studies learning are only LKS and textbooks in the form of Electronic School Books (BSE), there are no specific social studies teaching materials regarding the Colonial Events in Indonesia to improve students' higher-order thinking skills.
- d. Lack of social studies teaching materials for the Colonial Events in Indonesia that can be used by teachers in social studies subjects that are in accordance with the 2013 curriculum.
- e. The teaching materials for the Colonial Events in Indonesia that are used usually directly refer to the questions.

- f. Students feel less interested in social studies lessons because students often find it difficult to learn and there are too many materials that allow students to always memorize.
- g. Students do not understand the material presented in the worksheets and textbooks because they are not accompanied by visualization of the material on the Colonial Events in Indonesia and the presentation of the material is not interesting.
- h. Students want interesting and fun learning resources accompanied by problems that allow students to solve and solve these problems, so as to make students more enthusiastic in learning social studies material.

Based on the results of the interviews above, information was obtained, it can be concluded that the social studies material that the teacher feels is still difficult for students to understand is the subject of the Colonial Event in Indonesia, the learning model is still rarely applied by the teacher, the learning resources used also only present limited material and less depth. This has an impact on students' higher order thinking skills in social studies learning, which is still low compared to other subjects. The teacher believes that there is a need for learning tools, especially teaching materials that can activate students in the social studies learning process and are in accordance with students' experiences in everyday life.

This is in accordance with the opinion of Prastowo (2012: 17) explaining that the teaching materials used must also be in accordance with the development of students who are still in the stage of concrete thinking and the completeness of learning tools is absolutely necessary by the teacher, besides being a demand, this also has

a major contribution in the success of the learning process.

b. Observation

The results of the observations are as follows:

- 1) The use of models and learning resources that are less innovative, so that the following picture is obtained:
 - a. The teacher's teaching pattern when teaching and learning activities are still centered on the teacher and does not emphasize the experience of the students;
 - b. Learning is still in the activities of the teacher explaining the material and students listening.
- 2) When carrying out teaching and learning activities using teaching materials from printing, such as BSE and LKS package books that are commonly used by teachers
- 3) The evaluation carried out by the teacher has not implemented an authentic assessment which includes the cognitive, affective and psychomotor domains.

The results of observations of SD Negeri 9 Purwodadi, Grobogan Regency, obtained the following description:

- a. Students tend to be passive and look less enthusiastic or less motivated in social studies learning because the teaching materials used are less attractive to student motivation. This can be seen when teaching and learning activities take place;
- b. Learning that does not emphasize experience to students, because it has not been supported by teaching materials that activate and emphasize student learning experiences, especially in social studies learning;
- c. Students tend to only receive learning materials through teacher explanations without building their

own knowledge through problem solving and problem solving so that students are actively involved in the social studies learning process.

c. Documentation Study

The document analysis of learning tools includes the syllabus and lesson plans used in learning on the subject of the Events of Colonialism in Indonesia in class V. This analysis was conducted to identify the learning model, learning resources, and learning methods used in learning the material on the Events of Colonialism in Indonesia, as well as the description of the material. .

Meanwhile, document analysis, especially on teaching materials, was carried out with the aim of knowing the content and scope of the material contained in learning resources commonly used by teachers and students in social studies learning. The learning resources analyzed in this study were Electronic School Books (BSE) for social studies subjects. The following are the results of document analysis, namely: (1) Syllabus; (2) RPP; (3) The teaching materials using the Colonial Events in Indonesia are used directly refer to the questions without any in-depth explanation of the concept of the Colonial Events in Indonesia; (4) The concepts contained in the material on the Events of Colonialism in Indonesia were not explained beforehand, so that students did not understand the concepts in the material on the Events of Colonialism in Indonesia; (5) Questions that do not develop students' higher order thinking skills;

d. Analysis Results from Preliminary Studies

At this preliminary stage, data collection activities related to learning tools in social studies learning were carried out. The results of the analysis carried out after data collection through interviews, observations and documentation. Problems in social

studies learning that occurred in the three elementary schools in Grobogan Regency were as follows: 1) Regarding the students' low high-level thinking skills, regarding teachers who were still unable to develop syllabus and lesson plans in accordance with student conditions and conditions in the surrounding environment; 2) Regarding the social studies material, with regard to the material that is considered difficult for students, the material is "The Events of Colonialism in Indonesia", most students still have difficulty in receiving social studies material. Besides the material being too much, the social studies material is also mostly in the form of rote memorization; 3) Regarding teaching materials, regarding the use of teaching materials that are less attractive to students because there is no visualization of images and presentation of problems. This was obtained from the findings of researchers who conducted data collection through interviews, observation and documentation.

After doing the analysis, it was found that the causes of the problems in social studies learning, namely, 1) the learning tools (syllabus and lesson plans) from the teacher were still the same as the previous year, namely the KKG team made them and there was no development; 2) the role of the teacher in social studies learning which still dominates by using the lecture and assignment methods; 3) the implementation of a learning model that emphasizes student learning independence has not been implemented; 4) minimal use of other teaching materials other than the usual textbooks, namely BSE and LKS from the printing press; 5) Social studies learning, especially on the subject of colonial events in Indonesia, is given material continuously, so that students feel bored because learning only

listens to material without exploring students in solving problems.

After finding the problem, the researcher conducted a literature study to examine the solutions to the problems found. The results of the literature study that has been carried out, researchers obtain learning theories by fostering student activity through learning to present problems. From the findings of the literature study, a learning device was developed to improve Higher Order Thinking Skills (HOTS) in social studies learning for fifth grade elementary school students at SD Negeri 9 Purwodadi, Grobogan Regency.

2. Analysis of Social Studies Learning Needs in Elementary Schools

1) Preliminary studies

The research approach at the preliminary study stage uses a descriptive qualitative study. The preliminary study is an analysis of the application of the learning tools used by SD Negeri 9 Purwodadi. The things that were done in the preliminary study were making observations on social studies learning activities, interviews with teachers and students about the need for learning tools, and conducting literature studies on learning tools used in social studies learning.

a. Analysis of the State of Social Studies Learning in Elementary Schools

Based on the analysis of social studies learning in class V of Elementary School, it was found that the social studies learning carried out was in accordance with the core competencies and basic competencies that had been determined in the curriculum. Differences occur in the translation of learning indicators, this is natural because it adjusts the teacher's ability to manage learning and adjusts to the conditions and level of student abilities in each school. The lower the ability of a teacher in

managing learning, the more difficult it is to achieve optimal learning and the more difficult it is to meet the demands of the new curriculum. The reason for this problem is that it comes from personal or internal factors of the teacher.

Another difference that appears in the implementation of social studies learning is the difference in the length of learning time, both from the length of time in the initial activities, core activities, and closing activities. This is influenced by the teacher's ability to manage time in the learning process. Time management is also related to the teacher's ability to make lesson plans (RPP) which will have an impact on the quality of learning to be carried out. A good Learning Implementation Plan (RPP) will result in good learning as well. This is related to the opinion of Hamzah (2010: 85) which suggests that learning planning can be used as a starting point for efforts to improve the quality of learning. The Learning Implementation Plan (RPP) must be designed in such a way that learning can meet the needs of students to gain a complete understanding of the learning material presented by the teacher. Good student understanding shows the success of the teacher in carrying out learning. The Learning Implementation Plan (RPP) does not only contain the time for learning, but also relates to the selection of models, methods, and learning resources to be used.

b. Social Studies Learning in Elementary School

Based on the results of observations, observations were made by observing the activities carried out by teachers and fifth grade students during social studies learning. This observation activity is carried out by observing and making notes about the activities carried out by teachers and students (Trianto, 2011: 253).

Observations were made at SD Negeri 9 Purwodadi by observing the tools and learning resources used in social studies learning. Learning resources such as teaching materials are still rarely developed, usually teachers still use teaching materials from printing, namely BSE books and LKS. Based on these observations, the teacher has not used teaching materials that support HOTS learning.

This resulted in students looking less enthusiastic in social studies learning, students tended to be passive, many did not dare to ask questions during social studies learning, teaching patterns were still centered on the teacher, the teaching materials used were less attractive because they were limited to student worksheets and textbooks that had not been supported properly. pictures, and in social studies learning students tend to only receive learning materials through teacher explanations, without building their own knowledge through presenting problems and solving problems in the social studies learning process. Teachers should apply learning by presenting problems to students who can train students to think at higher levels that support HOTS learning.

Presenting problems and solving problems is one component that has an important role to improve the quality of learning. This is supported by research by Aldes (2018) which has proven that PBL is a problem-solving-oriented learning model that is integrated with real life. It is expected that students can form new knowledge or concepts from the information they get, so that students' thinking skills are really trained.

In relation to the 2013 curriculum, thematic learning should use learning tools that are able to provide an overview of the material provided. In addition, the teaching materials used must also be in accordance with the

development of students who are still in the stage of concrete thinking. Completeness of learning tools is absolutely necessary for teachers, besides being a demand, it also has a major contribution to the success of the learning process (Prastowo, 2012: 17).

Based on the results of interviews, conducted to obtain opinions from teachers and students about social studies learning and learning resources used in social studies learning. Interviews were conducted face-to-face with teachers and students using an interview sheet containing questions related to social studies learning activities, teacher knowledge about , and the needs of teachers and students for learning tools. Interview activities were carried out orally and contained questions that were in accordance with the purpose of the information to be extracted (Hamdani, 2011: 312).

Based on the interviews conducted, the data obtained are almost the same as the observation data, namely material that is difficult for students to understand is the material on colonial events in Indonesia, the learning tools used by teachers are in accordance with the 2013 curriculum but it is still difficult to develop it, especially the material on colonial events in Indonesia, high-level thinking skills in social studies learning for fifth grade students are still low compared to other subjects . Based on interviews, the teacher believes that there is a need for teaching materials that can activate students in the social studies learning process and are in accordance with students' experiences in everyday life. This is supported by the opinion of Alam (2016: 73) which states that problem learning is a learning approach in which students work on authentic problems with a view to compiling their own knowledge,

developing inquiry and higher order thinking skills, develop independence and self-confidence. The teachers interviewed also stated that the need for interesting teaching materials was complemented by real examples in the lives of students so as not to make students bored or bored during social studies learning, especially the material on colonial events in Indonesia. Students want interesting and fun learning resources accompanied by pictures, so they can make students more enthusiastic in studying social studies material. This is reinforced by Sudrajat's research (2017) that there is a need for teaching materials that better direct students to active learning and are able to improve students' higher-order thinking skills. The teachers interviewed also stated that the need for interesting teaching materials was complemented by real examples in the lives of students so as not to make students bored or bored during social studies learning, especially the material on colonial events in Indonesia. Students want interesting and fun learning resources accompanied by pictures, so they can make students more enthusiastic in studying social studies material. This is reinforced by Sudrajat's research (2017) that there is a need for teaching

materials that better direct students to active learning and are able to improve students' higher-order thinking skills. so as to make students more enthusiastic in learning social studies material. This is reinforced by Sudrajat's research (2017) that there is a need for teaching materials that better direct students to active learning and are able to improve students' higher-order thinking skills. so as to make students more enthusiastic in learning social studies material. This is reinforced by Sudrajat's research (2017) that there is a need for teaching materials that better direct students to active learning and are able to improve students' higher-order thinking skills.

Based on the results of interviews conducted with students and teachers, researchers can obtain the selected material in developing learning tools. The material chosen in the development of this learning tool is the subject of colonial events in Indonesia. The material was chosen because the teachers believed that many students had difficulty in learning the material. In addition, the material is also less interesting for students because in the teaching materials there are only material and questions, there are no interesting teaching materials because there are many pictures, colorful, material that is more focused and presenting problems and solving problems.

Furthermore, the researchers conducted a document analysis of the learning tools used by teachers and students. The document analysis in this study shows that the learning tools, including the teaching materials used, still have some shortcomings. The syllabus and lesson plans are still in accordance with the previous year, namely through the KKG activities, the teacher has not developed a syllabus and lesson plans that are in accordance with the development of students' abilities and the

circumstances around them. Teaching materials also still rely on printing so that the teaching materials used directly refer to the questions, without any in-depth explanation of the concept of colonial events in Indonesia. The questions presented in the teaching materials have not been accompanied by pictures, so students have not been able to understand the material on the events of colonialism in Indonesia properly.

In addition, in the teaching materials there are also no student activities that invite students to think and the material has not been linked to students' experiences in everyday life. In fact, students' experiences in everyday life are important to note, so that social studies learning is more meaningful and is expected to be able to improve students' higher-order thinking skills.

This analysis is in line with research by Agustyarini & Jailani (2015) which suggests that knowing the relevance of the material that has been studied with everyday life, can provoke students' curiosity to study well so that they can improve their learning abilities. This learning can be applied through the use of examples in everyday life as a bridge for students' understanding of social studies.

Based on the results of observations, interviews, and document analysis, the researchers developed learning device products to improve students' higher order thinking skills in social studies learning for elementary school students.

Learning at SD Negeri 9 Purwodadi seen from the concept of HOTS

Based on the results of interviews, teachers rarely apply innovative learning models, apply lecture and question and answer methods based on problems that have been presented in students' books, when learning takes place in class, the teacher only provides

material from the concepts and students are tasked with listening, taking notes, and remember or memorize those concepts. Teachers should be able to apply learning according to aspects of HOTS learning.

Brookhart (2010: 14-15) explains that Higher Order Thinking Skills (HOTS) has the following aspects:

- 1) Analysis, evaluation, creation.
- 2) Logical reasoning or logical reasoning.
- 3) Decisions and critical thinking.
- 4) Solution to problem.
- 5) Creativity and creative thinking.

Observation results show the use of models and learning resources that are less innovative and during the implementation of teaching and learning activities using teaching materials from printing such as BSE and LKS textbooks and have not implemented authentic assessments covering the cognitive, affective and psychomotor domains.

The results of document analysis at SDN 9 Purwodadi are: (1) Syllabus; (2) RPP; (3) The teaching materials using the Colonial Events in Indonesia are used directly refer to the questions without any in-depth explanation of the concept of the Colonial Events in Indonesia; (4) The concepts contained in the material on the Events of Colonialism in Indonesia were not explained beforehand, so that students did not understand the concepts in the material on the Events of Colonialism in Indonesia; (5) Questions that do not develop students' higher-order thinking skills and assessments can only measure cognitive abilities.

Based on the opinion of Hamzah (2012) explained that the Higher Order Thinking Skills (HOTS) question should have several indicators, as follows:

- 1) *Problem solving* or the process of solving problems and how to solve problems based on real information, so that conclusions can be drawn.
- 2) Decision-making ability is a person's ability to solve problems through gathering

information and then choosing the best decision to solve the problem.

- 3) Critical thinking ability is an attempt to find accurate information that is used properly on a problem.
- 4) The ability to think creatively is to generate many ideas so as to produce new innovations to solve problems.

The application of questions and assessments at SD Negeri 9 Purwodadi has not developed students' higher-order thinking skills and the assessment can only measure cognitive abilities. Meanwhile, the indicators for the Higher Order Thinking Skills (HOTS) assessment are:

- 1) Level III Microthinking
Students can mention facts/examples or information in everyday life. Students can explain and write down facts/examples or information in everyday life.
- 2) Level II Critical Thinking
Students can identify the characteristics of a fact/case. Students can distinguish relevant/ appropriate information (concepts that are appropriate to the problem).
- 3) Level I
 - a) *Conceptualizing*
Students can cite practical examples. Students can identify common characteristics of practical examples
 - b) *Decision making*
Students can state/explain the objectives/problems to be solved. Students can take the best/most appropriate solution to the existing case after analyzing.
 - c) *Problem solving*
Students can identify the problem and mention the problem. Students can explain/describe the problem. Students can provide/ explain/ describe/ design a solution plan that will be given and can conclude.

Based on this explanation, it can be concluded that level 3 indicates the ability to analyze (C4), level 2 indicates the ability to judge (C5) and level 1 indicates the ability to create (C6). So that the Higher Order Thinking Skills (HOTS) assessment indicators include the process

of solving problems, decision-making skills, critical thinking skills, creative thinking skills. Indicators that can measure higher order thinking skills (HOTS) include analyzing, evaluating and creating.

CONCLUSION

Learning that can support higher order thinking or Higher Order Thinking Skills (HOTS) requires indicators in the aspects of analyzing, evaluating and creating. Social studies learning at SD Negeri 9 Purwodadi has not yet applied the HOTS learning concept. Learning tools in the form of syllabus, lesson plans and teaching materials at SD Negeri 9 Purwodadi, especially in social studies learning still use conventional learning tools and learning is still teacher-centered. The scoring system only emphasizes the cognitive aspect.

BIBLIOGRAPHY

- Agustyarini, Y., & Jailani, J. 2015. Development of Mathematics Teaching Materials with Contextual Approaches and Guided Discovery Methods to Improve EQ and SQ of Accelerated Middle School Students. *Journal of Mathematics Education Research*, 2(1), 135-147.
- Alam, Iskandar Ali. 2016. The Impact of Economic Structure Change on The Local own Source Revenue and Its Effect Towards The Regional Income Improvement. The Third International Conference on Law Business and Government. ISSN: 2339-1650.
- Pure Juliana Aldes. 2018. Development of Problem Based Learning Model Based on Higher Order Thinking Skills in Class IV Thematic Learning at SD Negeri 1 Merak Batin. Thesis. Bandar Lampung: University of Lampung.
- Anderson, LW, and Krathwohl, DR (2001). A Taxonomy for Learning, Teaching, and Assessing; A revision of Bloom's Taxonomy of Education Objectives. New York: Addison Wesley Lonman Inc.
- Brookhart, SM (2010). How to Assess Higher-Order Thinking Skills in Your Classroom. United States of America: ASCD Member Book.
- Chinadu, et al. 2015. Strategies for Improving Higher Order Thinking Skills in Teaching and Learning of Design and Technology Education. *Journal of Technical Education and Training*. Vol. 7, No. 2, December 2015. Pg. 35-43. ISSN 2229-8932.
- Dinni, Husna Nur. 2018. HOTS (Higher Order Thinking Skills) and Its Relation to Mathematical Literacy Ability. PRISMA 1: PRISMA, PROCEDURE OF THE NATIONAL MATHEMATICS SEMINAR. Pages: 170-176.
- Hamdani. (2011). Teaching and Learning Strategy. Bandung: CV Pustaka Setia.
- Hamzah B. Uno and Satria Koni, 2010. Learning planning. Jakarta: Earth Literacy.
- Hamzah B. Uno and Satria Koni. 2012. Learning Assessment. Jakarta: Earth Literacy.
- Ministry of Education and Culture. 2013. Permendikbud No. 57 of 2014 concerning SD/MI Curriculum. Ministry of Education and Culture: Jakarta.
- Permendikbud Number 81 A of 2013 concerning Curriculum Implementation.
- Prastowo, Andi. 2012. Creative Guide to Making Innovative Teaching Materials. Yogyakarta: Diva Press.
- Retnawati, Heri et al. 2018. Teachers' Knowledge about Higher-Order Thinking Skills and its Learning

Strategy. Problems of Education in the 21st Century. Vol. 76. Number 2. Page: 215-230. ISSN 1822-7864.

Sudrajat, Ahmad. 2017. Development of Problem Based Learning-Based Thematic LKPD on the Sub-theme of Relics of the Islamic Kingdom in Indonesia for Grade V Elementary School. Bandar Lampung

Trianto, 2011, Integrated Learning Model Concepts, Strategies and Their Implementation in the Education Unit Level Curriculum (KTSP). Jakarta: Earth Literacy.

Widana I Wayan. 2017. Higher Order Thinking Skills Assessment (HOTS). Journal of Indonesian Student Assessment and Evaluation. Volume 3 Number 1, February 2017. Pages: 31-44. ISSN: 2442-4919.