



Teachers Understanding of HOTS Based Assessment in Elementary Schools

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Abstract. This study aims to describe the teachers' understanding of ratings-based thinking higher-order skills (HOTS) in teaching elementary school in the city of Palembang. This research is a qualitative descriptive study. The subject of research is a teacher with a class VI elementary School in the city of Palembang, amounting to 8 people. The research instrument used was a questionnaire. The results showed that an understanding of elementary school teachers in both Palembang city on the already excellent ratings. But understanding the teacher assessment and application of Assessment based on HOTS is still lacking. Teachers have difficulty composing Assessment based on HOTS instrument for learning in elementary schools. Based on the results of this study need to be developed guidelines to develop instruments assessment based on HOTS learning in elementary schools.

Keyword: Understanding, Assessment, HOTS

INTRODUCTION ~ Entering the era of industrial revolution 4.0, quality human resources who are able to compete globally. The education sector has a very important role in the printing quality of human resources. As contained in the Law of the Republic of Indonesia Number 20 the Year 2003 national Education System Article 1 (1) states that education is actively developing the potential for self-learners to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him and society. Education implies that education should be able to develop the potential of learners in itself and its application in society, including in the world community.

Learning in schools to spearhead the implementation of education, one in elementary school. The learning process in school is determined by the quality of learning undertaken by teachers in the

classroom. One of the aspects that determine the quality of learning is assessment.

Assessment is one of the activities carried out by teachers and learners to assess the achievement Competency Standards Graduates, teachers as learning managers are required to prepare and conduct the assessment so the learning objectives achieved (Setiadi, 2016: 167; Hanifah, 2019: 2). Curriculum to guide teachers in determining the assessment to the learning objectives can be achieved. Assessment of learning outcomes expected to help learners to improve high-level thinking skills (Kemendikbud, 2018: 10).

Assessment of learners in elementary school refers to the assessment standards set out in Permendikbud 2016 No. 23 one of whose objectives were to determine the competence of learners' achievement. Competence to be achieved in the study as stated in Permendikbud 2016 No.



ICEE-2

20explains that learners elementary school graduates should be able to think and act critically and creatively. Think and act creatively is an aspect of high-level thinking skills (higher-order thinking skills).

Along with the implementation of the curriculum in 2013, information about the assessment of high-level thinking skills already widely communicated to the teachers. But still found, teachers in elementary schools are still found based assessment higher-order thinking skills (HOTS) can not be started to be taught in elementary school students (Neat and Sutaryadi, 2018), Still the understanding that elementary school students are taught sufficient knowledge and understanding only. Teachers in elementary schools have not demonstrated questions used in the study included HOTS, still at the level of C1 and C2(Herath: 2014; Bieber et al, 2016; Fajriyah and Agustini. 2017; Aprilia and Trianasari, 2018). This type of assessment is not in accordance with the demands of the curriculum of 2013. According to Usmaedi (2017), HOTS should have already begun to be taught and trained as early as possible. HOTS is an ability to adjust levels of the cognitive thinking person. Learners at elementary school age shall surely begin to be introduced by HOTS according to cognitive development at that age.

The ability to think critically if the terms of Bloom's cognitive taxonomy at the level of analyzing, evaluating and creating

(Anderson and Kratwohl, 2011). Therefore, the assessment instruments used should not only measure low-level thinking skills but should be oriented towards high-level thinking skills so as to encourage students to develop thinking ability. According to Bola and Pah (1985) quality questions influential teachers in learning achievement and increase students' way of thinking.

Given the importance of Assessment based on HOTSinstruments for learning in elementary school, prior to the development issues need to be analyzed assessment based on HOTS teachers' understanding of the assessment based on HOTS learning in elementary schools. This paper aims to describe the teachers' understanding of the Assessment based on HOTS instrument in learning in elementary schools. The results of this study reveal teachers' understanding of assessment instruments HOTS based learning in elementary schools. Besides this paper were preliminary data for further research that is expected to draw up guidelines for the preparation of Assessment based on HOTS instrument for learning in elementary schools.

METHOD

The method used is descriptive qualitative research. This study describes the percentage of teachers' understanding of the Assessment based on HOTSinstruments in elementary school learning. The instruments used in the form of a questionnaire. The questionnaire is a



ICEE-2

technique of data collection is done by giving a set of questions or a written statement to the respondent to answer (Sugiyono, 2015: 199), a questionnaire used in this study using a questionnaire enclosed and open where respondents give answers based on his understanding.

The population in this study were all sixth-grade teacher Elementary School accredited in the Municipality of Palembang's 27 schools. Samples were taken 30% of the total population. Samples were taken at random is obtained 8 of 8 elementary school teacher. Each school selected a teacher who taught in the sixth grade. The subject of research is a teacher with a class VI elementary School in the

Municipality of Palembang. Selection of the sixth-grade teachers in this study because there are a lot of KD HOTS based on class VI (Permendikbud, 2016)

RESULTS

This research was conducted at the Elementary School sixth grade teacher in Palembang. The data will be analyzed based on a questionnaire filled out by the teacher based on understanding and experience for teaching. The questionnaire consisted of 18 statements. In the questionnaire, there is also a teacher data, which is described as follows.

A. Description of Respondents

Table 1. Characteristics of Respondents

No.	Respondents Data	amount	Percentage (%)
1.	Gender		
	Male	0	0
	woman	8	100
2.	Teaching old		
	29 years	2	25
	10-17 years	3	37.5
	18-25 years	1	12.5
	26-33 years	1	12.5
	34-41 years	1	12.5
3.	Last education		
	SPG	1	12.5
	S1	7	87.5
	S2	0	0
4.	Status		
	PNS	8	100
	Non PNS	0	0
5.	Teacher Certification Status		
	certified	5	62.5%
	A Not Certified	3	37.5%

Based on the above table it can be seen that all respondents were female teachers, with a percentage of 100%. Respondents have diverse teaching experience, ranging from 2 to 34 years. For more teaching experience ranging from 2-9

years with a percentage of 25%, which has been teaching 10-17 years with a percentage of 37.5%, which has been teaching 18-25 years with a percentage of 12.5%, 26, 33 years with a percentage of 12, 5% and the last 34-41 years with a



ICEE-2

percentage of 12.5%. Data were taken from the majority of teachers' teaching experience during 10-17 years, with a percentage of 37.5%.

Recent education graduates S1 majority of respondents, with a percentage of 87.5%. For others graduate SPG with a percentage of 12.5%. Status of respondents from the data taken at 100% were civil servants. For certification status

certified respondents there were 62.5% and 37.5% not yet certified.

B. Teacher's understanding of the Assessment based on HOTS of learning in elementary Schools

1. Teacher's understanding of assessment

The result of the concept assessment teachers' understanding in elementary schools is presented in this table.

Table 2. Understanding the teachers about assessment

No	Indicator	Statement	Percentage (%)
1	An understanding of the assessment	1. Assessment important use in assessing learning outcomes	100
		2. I make their own assessment instruments to measure the learning outcomes of students	75
		3. I make assessment according to the curriculum in 2013	100
		4. I developed assessment instrument based on basic competencies in the curriculum	100
		5. I make assessment based on the level of Bloom's Taxonomy (write on whatever level cognitive level)	62.5
Average			87.5

In this section, respondents were given several statements on the concept of assessment used by teachers. Based on the results of questionnaires of 100% of respondents said critical assessment used in assessing the results of learning, teachers have made that assessment instruments in accordance with the curriculum in 2013 and built on this basic competency contained in the curriculum. The questionnaire results also indicate that teachers make their own assessment instruments is only 75%. The remaining 25% of teachers think

that 2013 has been providing curriculum and assessment formats are many sources that can be used. This is shown also on the understanding of teachers in preparing an assessment based on Blom taxonomic levels by 65%. In line with research Herawati (2014) that assessment high-level thinking skills (HOTS) have not been understood by the teachers because of the lack of information and skills possessed. In the evaluation of the teachers still, use regular evaluation by providing the problems created by the



ICEE-2

teachers themselves or taken from the sourcebook or book exercises.

Information about the teachers' understanding of Assessment based on HOTS presented in table 3 below.

2. Based assessment teachers' understanding about HOTS

Table 3. understanding of Assessment based on HOTS

No	Indicator	Statement	Percent age (%)
1	An understanding of assesment based on HOTS	6. I made about the use of stimulus in the form of images, graphics and data, 7. The questions that I create is a matter of the story accordance with the daily students. 9. I know about HOTS or Higher Order Thinking Skills for learning, 11. I know Assessment based on HOTS for learning in elementary school,	87.5 8. 87.5 10. 71.88
Avarange			71.88

Based on this data is known only 50% of the teachers know that there Assessment based on HOTS for learning in elementary schools. Teachers who know about the HOTS for learning is only 62.5%. Related information about HOTS that make use of stimulus in the form of images, graphics and data as well as about the story according to the students' everyday sebayakan 87.5% of the respondents have understood. Based on this data it can be seen that the teachers have been able to challenge information HOTS ratings in general. But teachers do not understand the assesmet based on HOTS for learning in elementary schools. It could happen, HOTS votes already widely disseminated since 2013, but the default curriculum for elementary school penerapannya not

many teachers who understand. From the results of the questionnaire is also known that the teacher's knowledge of HOTS or Higher Order Thinking Skills for lessons learned from KKG, companion books, training, socialization, supervisor and internet. To be able to practice how to develop instruments penialiaan not enough only general information only, teachers need dibimbingan with supplied handbook allows teachers to develop instruments specifically Assessment based on HOTS for learning in elementary schools.

3. Teachers' understanding of the application of Assessment based on HOTS

The result of teachers' understanding about the application of Assessment



ICEE-2

based on HOTScan be seen on table 4 below.

Table 4. Application-based assessment of HOTS

No.	Indicator	Statement	Percentage (%)
3	Understanding Implementation based assessment HOTS	12. I make my own instrument-based assessment of HOTS.	50
		13. In the assessment based on HOTS have some point such as cognitive levels, stimulus, and contextual	87.5
		14. I use HOTS on a cognitive level assessment.	50
		15. Accustomed to make assessment based on HOTS help students in problem solving.	75
		18. I agree Assessment based on HOTSimplemented by the sixth grade elementary schoo.	87.5
Total			70

Based on data in Table 3 it can be said that most teachers understand that HOTS assessment is applied in teaching elementary school and teachers also know the characteristics of matter based HOTS (87.5%). 75% of Teachers also understand that the use of HOTS in learning to train students in problem solving. However, only 50% of teachers stating make their own

instruments assessment of HOTS and using the level of cognitive learning. This shows the difficulty of preparing teachers in practice-based assessment instruments of HOTS.

4. Constraints in the implementation assessment based on HOTS

Teachers application constraints Assessment based on HOTS presented in table 2 below.

Table 5. Constraints in the implementation assessment based on HOTS

No.	Indicator	Statement	Percentage (%)
4	Constraints in the implementation assessment based on HOTS	16. I had difficulty in preparing assessment based on HOTS.	100
		17. I find it difficult assessment based on HOTS.	100
		18. I'm looking for ways to overcome the difficulties in compiling assessment based on HOTS.	62.5
		19. I can overcome any difficulty in preparing assessment based on HOTS.	50

Based on data in Table 4 shows that teachers expressed difficulty and hard in preparing assessments based on HOTS instruments for learning in elementary

school. From the results of the questionnaire, teachers do not understand in preparing assessments based on HOTS instruments, teachers determine the level



ICEE-2

of cognitive difficulties about HOTS and the teacher claimed that the Traffic thinks children are different so we need a good understanding (understand). A total of 50% said that they could overcome these difficulties and 62.5% tried to overcome these difficulties. finding Pratama (2017) not available modules specifically to review the valuation of high-level thinking skills (HOTS / Higher Order thinking skills) which is required of Curriculum 2013.

CONCLUSION

Based on the results of this study concluded that the understanding of elementary school teachers in Palembang city was the already excellent ratings. But the teachers' understanding about assessment and application of assessment based on HOTS is still lacking. Teachers have difficulty composing assessment based on HOTS instrument for learning in elementary schools. Based on the results of this study need to be developed guidelines to develop instruments assessment based on HOTS learning in elementary schools.

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ICEE-2

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