

**LECTURERS' PERCEPTIONS TOWARDS THE IMPLEMENTATION OF HOTS IN
ENGLISH LEARNING PROCESS TO THE STUDENTS AT HKBP NOMMENSEN
UNIVERSITY PEMATANGSIANTAR**

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Abstract

This research aimed to find out the lecturers' perceptions towards the implementation of higher order thinking skills (HOTS) in English learning process at HKBP Nommensen University Pematangsiantar. This research used a survey method. The sample of this research consisted of 3 English lecturers at the English Department at HKBP Nommensen University Pematangsiantar. The researcher used a questionnaire as an instrument. Twenty items of closed-ended questionnaires were designed to indicate lecturers' perceptions. The findings of this research that the respondents were very good perception and were very satisfied towards the implementation of HOTS in English learning process. Therefore, it can be concluded that by applying higher order thinking skills (HOTS) in learning English can make lecturers' able to prepare teaching materials based on HOTS. Further research is recommended especially to investigate its effectiveness through experimental research.

Keywords : Lecturers' Perceptions, Learning Process, Higher Order Thinking Skills (HOTS)

Abstract

Penelitian ini bertujuan untuk mengetahui persepsi dosen terhadap penerapan keterampilan berpikir tingkat tinggi (HOTS) dalam proses pembelajaran bahasa Inggris di Universitas HKBP Nommensen Pematangsiantar. Penelitian ini menggunakan metode survei. Sampel penelitian ini terdiri dari 3 orang dosen Bahasa Inggris Jurusan Bahasa Inggris Universitas HKBP Nommensen Pematangsiantar. Peneliti menggunakan kuesioner sebagai instrumennya. Dua puluh item kuesioner tertutup dirancang untuk menunjukkan persepsi dosen. Temuan penelitian ini yaitu persepsi responden sangat baik dan sangat puas terhadap penerapan HOTS dalam proses pembelajaran bahasa Inggris. Oleh karena itu, dapat disimpulkan bahwa dengan menerapkan keterampilan berpikir tingkat tinggi (HOTS) dalam pembelajaran bahasa Inggris dapat membuat dosen mampu menyiapkan bahan ajar berbasis HOTS. Penelitian lebih lanjut disarankan terutama untuk menyelidiki efektivitasnya melalui penelitian eksperimental.

Kata Kunci: Persepsi Dosen, Proses Pembelajaran, Higher Order Thinking Skills (HOTS)

INTRODUCTION

Nadiem Anwar Makarim, the Indonesian Minister of Education and Cultural Affairs (Mendikbud), recently introduced the reformed curriculum. The concept of the new curriculum called Independent learning (Gozali et al., 2021). The Republic of Indonesia's new policy program, which was introduced by Nadiem, It's believed to be the result for reforming the country's educational system. The concept of Independent Learning curriculum will change the teaching system that used to be in the classroom now to be outside the classroom (Rachmawati et al., 2021). Students can discuss more with the lecturer and learn from everything they see so they do not just listen to the lecturers' explanation. The concept turned into achieved to form the individual of students for the higher. It is hoped that thru the concept of independent learning, students become independent, brave, smart in socializing, polite, civilized, and competent. The HOTS adopted taxonomy Bloom's (Lie & Tamah, 2023) which was revised by Anderson & Kratwohl (Wardhana & Rofi'i, 2022), namely remembering, understanding, applying, analysing, evaluating and creating. HOTS is the result of the development of former concepts and methods which include problem solving skills, creative thinking skills, critical thinking, argument skills, and decision making skills (Moorthi & Rawian, 2023). The implementation of higher order thinking skills (HOTS) is interesting in education especially in implementing the test with HOTS (Mandasari & Aminatun, 2022). The researcher needs to know the lecturers' perceptions and students' prediction of implementing HOTS in a test (Giri, 2021).

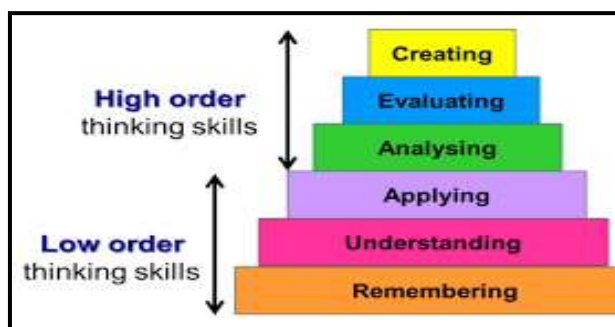


Figure 1. Dimensions Of The Taxonomist's Thought Process

METHOD

This research is survey research. According to Check & Schutt (Dima et al., 2021), survey research is the process of gathering data from a sample of people based on their answers to the questions. This research used questionnaires by collecting the data and descriptive statistics by analysing the data. The research topic is about the perception of lecturers towards the implementation of HOTS in English learning process (Zulaikah et al., 2018). The population is a group of people who share a characteristic that distinguishes them apart from other groups. According to Mark (Wigati et al., 2023), a population is made up of all the people who will take part in this research, including individuals, families, groups, and events (Fitriana & Nurazni, 2022).

According to McBurney, who is cited by Strydom and Venter (Fitriani et al., 2023), the population is the sampling frame, which is made up of all the individuals, incidents, organizational units, case records, or other sampling units relevant to the study problem. According to Bless and Higson-Smith (Astrid et al., 2022), a population is a group of components on which the research is focused and to whom the findings should be extrapolated. The population of this research is made up of English lecturers taking questionnaires, according to the definition given above. The population of the lecturers is 3 people and the population of the students in the 1st semester is 75 students (3 classes). The subject in the 1st semester which related to the English is Reading Comprehension, Basic

Grammar, and Paragraph Writing. Sample of this research focused on the 1st semester students amount 25 people of every single subjects which limited such as Reading Comprehension, Basic Grammar, and Paragraph writing with 3 lecturers (Narvaez & Reyes, 2022).

The research instrument is questionnaires. According to Dagar (Wijaya, 2023), a questionnaire is a type of research instrument used to collect data from respondents by asking them a series of questions. The researcher used the Rating Scales questionnaires. There are 20 items of closed-ended questionnaires that were designed to indicate lecturers' perceptions and 20 items of closed-ended questionnaires that were designed to indicate students' predictions with higher-order thinking skills (S. Fahmi & Rachmijati, 2021). The lecturers' answers with honest about how they felt about the statement. A Likert scale with parameters on a 1 to 4 scale was used in the questionnaires. A Likert scale, which was invented by Rensis Likert in 1932, offers a variety of answers to a certain question or statement. Statement items are written in Indonesian for better understanding. The responses grouped into the following categories as a statement of the lecturers' perceptions and how the students predicted the test (Fajari, 2021).

Table 1. Likert Scale Category

Likert Scale Description	Score
strongly agree (SA)	4
agree (A)	3
disagree (DA)	2
strongly disagree (SD)	1

The researcher used online questionnaires to collect the data for this research. The techniques of collecting the data can be seen by the steps following: 1. The researcher explained to the lecturers the goal of the online survey and how to respond to it., 2. Lecturers received links to the Google form by the researcher., 3. The lecturers filled out questionnaires by Google Form., and 4. The researcher submitted the respondents' answer. The questionnaires were divided by the researcher into 3 categories: analyzing, evaluating, and creating. The researcher used descriptive statistics in analysing the research data (T. N. Fitria, 2021). The fundamental characteristics of the data in this research is described by using descriptive statistics. Simple summaries of the sample and the measurements were offered. They serve as the foundation for almost any quantitative study of data, along with straightforward pictorial analysis (Arthur & Fenyi, 2022). The Likert scale is employed in research to measure participants' attitudes, beliefs, and perceptions concerning social issues (Yildiz, 2018). The researcher intentionally chose the social phenomenon. The English lecturer's perceptions in English learning process with the implementation of HOTS in the end of class meeting as the result of the classroom activities made up this research variable. The researcher used descriptive statistical analysis in analysing the data based on the rationale provided above (Farooq et al., 2020).

Table 2. Scales Category

Category	Range (%)
Very Good	76-100
Good	51-75
Good Enough	26-50
Less Good	0-25

The reliability analysis technique in this study is Cronbach's Alpha. Excel could calculate Cronbach's alpha with a single keypress. Alpha is calculated by using the following (Trihartanti,

$$\alpha = \frac{nr_{11}}{n + (n - 1)r_{11}}$$

The number of test or survey items (such as questionnaires) is n , and the average of all inter-item correlations is r_{11} . researcher used this following guidelines when calculating the Alpha coefficient (Khana et al., 2018):

- > 0.90 very highly reliable
- 0.80–0.90 highly reliable
- 0.70–0.79 reliable
- 0.60–0.69 marginally/minimally reliable
- < 0.60 unacceptably low reliability

RESULT AND DISCUSSION

lecturers' Perceptions Towards The Implementation of HOTS

The HOTS process includes analyzing, evaluating, and creating. There are 6 statements (S1, S2, S3, S4, S5, S6) for the analysis process, 7 statements (S7, S8, S9, S10, S11, S12, S13) for the evaluation process, and 7 statements (S14, S15, S16, S17, S18, S19, S20) for the creating process.

Score of Category Type of HOTS																							
No	ANALYZING					TOTAL	EVALUATING							TOTAL	CREATING					TOTAL			
	1	2	3	4	5		6	7	8	9	10	11	12		13	14	15	16	17		18	19	20
1	4	4	4	4	4	4	24	4	4	4	4	4	4	4	28	4	4	4	4	4	4	28	
2	4	4	4	4	4	4	24	3	3	3	3	3	3	3	21	3	3	3	3	3	3	21	
3	4	4	4	4	4	4	24	4	4	4	4	4	4	4	28	4	4	4	4	4	4	28	
Sub Total							72									77							77
Total	226																						

Figure 2. Response Towards Analyzing, Evaluating, And Creating Skill

Figure 1 showed the lecturers' responses towards activities in analyzing process. Statement 1 received the following responses: 66.7% strongly agree; 33.3% agree; 0% disagree; and 0% strongly disagree (Ghahraman et al., 2023). This information suggested that lecturers had a solid understanding of higher-order thinking skills. Statement 2 received the following responses: 2, 66.7% strongly agree; 33.3% agree; 0% disagree; and 0% strongly disagree. These statistics showed that lecturers could evaluate the fundamental competencies. Statement 3 received the following responses: 3, 66.7% of respondents strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. It indicated that the lecturer had provided the students with the chance to ask these questions. Statement 4 had the following responses: 4.33.3% of respondents strongly agree, 66.7% agree, 0% disagree, and 0% strongly disagree. That was, the lecturer gave the students the challenge of connecting past lessons to current material. In statement 5, 66.7 respondents said they strongly agreed, 33.3% agreed, 0% disagreed, and 0% strongly disagreed. It showed that the lecturer chooses cases, current and interesting contextual problems, in motivating the students to read. Statement 6 received responses from 66.7 respondents who strongly agreed, 33.3% who agreed, 0% who disagreed, and 0% who strongly disagreed. It was evident that the lecturer presented a series of questions to the students before beginning the learning activity, which helped the students get ready to solve problems. From

statements 1, 2, 3, 4, 5, and 6, it was determined that the respondents had very good perceptions of HOTS in analyzing the process. The calculation above showed that the acquisition percentage is 91.67% with a mean score of 91.67 (Mariana et al., 2018).

Subsequently, There were 7 statements for the evaluation process. Statement 7 received the following responses: 66.7% strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. These data indicated that lecturers understood in developing and preparing assessments of higher order thinking skills well (Firoozjahantigh et al., 2021). Statement 8 received the following responses: 66.7% strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. These data indicated that lecturers emphasized student-centered learning. Statement 9 received the following responses: 66.7% strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. It indicated that the lecturer wanted the students to discuss the topic (Marsevani, 2022). The outcomes of their conversation were then presented by the students. Statement 10 received the following responses: 66.7% of respondents strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. The HOTS strategy has been used by the lecturer in the classroom. Statement 11 received responses from 66.7 people who highly agreed, 33.3% who agreed, 0% who disagreed, and 0% who strongly disagreed. It was evident that the lecturer warmed up the class by giving out photos and tables. Statement 12 received responses from 66.7% people who highly agreed, 33.3% who agreed, 0% who disagreed, and 0% who strongly disagreed. It showed that the lecturer stimulated students' in thinking skills by requiring students in interpreting, looking for relationships, concluding and criticizing. In statement 13, 66.7 respondents stated strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. It showed that the lecturer reminded the students in use English. From statements 7, 8, 9, 10, 11, 12 and 13, it generated that the respondents were very good perceptions of HOTS in evaluating process. The calculation above showed that the acquisition percentage is 91.67% with a Mean scores is 91.67 (R. A. Fitria et al., 2022).

Moreover, There were 7 statements for the creating process. Statement 14 received the following responses: 66.7% of respondents strongly agree; 33.3% agree; 0% disagree; and 0% strongly disagree. It meant that lecturers could design lesson plans based on higher-order thinking skills. Statement 15 received the following responses: 66.7% of respondents strongly agree; 33.3% agree; 0% disagree; and 0% strongly disagree. It indicated that lecturers could design and prepare hot-based tests. Statement 16 received the following responses: 66.7% of respondents strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. It meant that the lecturer always asked students in creating the new works making sentences based on the material being taught. Statement 17 received the following responses: 66.7% strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. It meant that the lecturer has designed what she be taught in the class. In statement 18, 66.7%, 33.3% agreed, 0% disagreed, and 0% strongly disagreed. It meant that the lecturer gave students in identifying problems that were relevant to the lesson material. Statement 19 received the following responses: 66.7% strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. It meant that the lecturer gave students in collecting as much relevant information as possible in proving their hypothesis is true or not (M. A. Fahmi & Cahyono, 2021). In statement 20 received the following responses: 66.7% strongly agree, 33.3% agree, 0% disagree, and 0% strongly disagree. It meant that lecturers always trained students in developing creative thinking skills. The calculation above showed that the acquisition percentage is 91.67% with a Mean scores is 91.67.

Discussion

Lecturers' perceptions towards the HOTS implementation were as followed :

- a. In analyzing HOTS, lecturers have perceptions towards the concept of higher-order thinking skills (HOTS) and are able to analyze the basic competences based on HOTS.

- a. In evaluating HOTS, lecturers have perceptions in selecting and assessing students in supporting the higher order thinking skills goals and the students more criticized in relating the material with the haven't learned before, and able making the conclusion by their own words and giving the arguments.
- b. In creating HOTS, lecturers have perceptions in designing, developing the lesson plan based of higher order thinking skills and more creative and the students more creative with creating the new products.

Three stages of higher order thinking exist: analyzing, evaluating, and creating ideas that have never been thought of before (Jayanti, 2019). This category includes cognitive processes for differentiating, organizing, and connecting them. The analysis itself was the process of breaking down a material into its basic elements and establishing how the parts were connected to each other.

CONCLUSION

This research comes to the following conclusions in light of the data analysis, research findings that The lecturers' perceptions of the implementation of higher order thinking skills (HOTS) in English learning process at HKBP Nommensen University Pematangsiantar was very good. The mean score obtained by the lecturer in analyzing is 91.67, then the mean score obtained by the lecturer in evaluating is 91.67, and the mean score obtained by the lecturer in creating is 91.67. It proven by their ability in analyzing hots based basic competencies, designing of lesson plans based on hots, and creating teaching materials that trained students to think critically and creatively thinking.

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