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Analysis of Higher-Order-Thinking Skill (HOTS) Questions in the Class V Elementary Student's Books Theme 3

Sarah Fazilla[1]*, Fauziana[1], Parida Hanum Siregar[1]

[1]Institut Agama Islam Negeri Lhokseumawe, Lhokseumawe, Indonesia
sarahfazila@iainlhokseumawe.ac.i, fauziana@iainlhokseumawe.ac.id, paridahanum21220@gmail.com

Analisis Soal *Higher-Order-Thinking Skill* (HOTS) pada Buku Siswa Tema 3 Kelas V Sekolah Dasar

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ABSTRACT

The lack of higher-order thinking skills (HOTS) questions in student books causes students to be inadequate to solve HOTS questions. Hence, it resulted in the unachieved program of expected Curriculum 13 learning program, namely higher-order-thinking skills (HOTS) and 21st-century skills. This study aims to determine whether the questions in the Class V Student Book Theme 3, "Healthy Food," published by the Ministry of Education and Culture in 2017, qualify as HOTS questions. Additionally, it seeks to assess the quality of these HOTS questions in the Student Book for Class V Theme 3, "Healthy Food," published by the Ministry of Education and Culture in 2017. The research uses the content analysis method. The data analysis was conducted qualitatively by analyzing document data—specifically on the questions in the Class V Student Book Theme 3 of "Healthy Food", elaborating its questions, and being separated based on the Bloom's Taxonomy category levels, ranging from C1 to C6. The analysis results are presented as percentages for each question type. The research subject was four sub-themes of the class V Student Book theme 3, "Healthy Food," published by the Ministry of Education and Culture in 2017. Documentation was the chosen technique and tool for data collection in this study. The research findings reveal that at the analyzing level (C4), the items constituted 35.2%, at the evaluating level (C5), the items comprised 23.5%, and at the creating level (C6), the items constituted 76.4%. As a result, the quality of the questions in the class V Student Book theme 3, "Healthy Food," indicates that a significant majority of 76.4% of questions, which means that 'most of them' are centered around the creation level.

Keywords: HOTS question, student books, book theme, elementary school

Minimnya soal HOTS yang terdapat pada buku siswa menyebabkan siswa kurang terlatih dalam menyelesaikan soal HOTS. Sehingga berdampak pada tidak tercapainya program pembelajaran kurikulum 2013 yang diharapkan yaitu kemampuan Higher Order Thinking Skills (HOTS) dan keterampilan abad 21. Penelitian ini bertujuan untuk mengetahui apakah soal-soal pada Buku Siswa kelas V tema 3 "Makanan Sehat" terbitan Kemendikbud Tahun 2017 termasuk dalam kategori soal HOTS. Selain itu, untuk mengetahui kualitas soal HOTS pada Buku Siswa kelas V tema 3 "Makanan Sehat" yang diterbitkan Kementerian Pendidikan dan Kebudayaan pada tahun 2017. Penelitian menggunakan metode analisis isi (content analysis). Analisis data dilakukan secara kualitatif yaitu menganalisis data dokumen yaitu soal-soal yang ada pada Buku Siswa Kelas V Tema 3 "Makanan Sehat", menguraikan soal-soal tersebut, dan dipisahkan menurut ketentuan Taksonomi Bloom yaitu C1-C6. Hasil analisis data tersebut disajikan dalam bentuk persen untuk setiap jenis soal. Subyek penelitian adalah Buku Siswa Kelas V Tema 3 "Makanan Sehat" terbitan Kemendikbud Tahun 2017 yang terdiri dari 4 subtema. Teknik dan alat pengumpulan data yang digunakan adalah dokumentasi. Hasil penelitian yang diperoleh menunjukkan pada taraf menganalisis (C4) terdapat 35,2% butir soal, pada taraf menilai (C5) terdapat 23,5% butir soal, dan pada taraf mencipta (C6) terdapat 76,4% butir soal. Dengan demikian, kualitas soal pada Buku Siswa kelas V tema 3 "Makanan Sehat" menunjukkan sebanyak 76,4% soal yang mana "sebagian besar" termasuk soal tingkat penciptaan.

Kata Kunci: ***soal pertanyaan HOTS, buku siswa, tema buku, sekolah dasar***

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*Corresponding: Sarah Fazilla, Institut Agama Islam Negeri Lhokseumawe, Lhokseumawe, Indonesia

INTRODUCTION

The development of the world of education has undergone changes from year to year. Alongside these changes, the curriculum has also evolved. The 2013 curriculum is implemented in activity-based learning using a scientific and integrative thematic approach (Maulida et al., 2022). If the previous curriculum was teacher-centered, the current approach is student-centered learning. The active involvement of students in their learning process is crucial for the development of higher-order thinking skills. The 2013 curriculum aims to enhance students' abilities, enabling them to compete on the international stage and generate a generation capable of synergizing with the demands of the current industrial era (Patricia, 2021) . To make this a reality, the 2013 curriculum introduces a program in which students are required to possess Higher Order Thinking Skills (HOTS) and 21st-century skills (Jemani, 2020) .

To cultivate HOTS abilities in students, practice is essential, often taking the form of working on questions that align with HOTS criteria. The questions within student books should adhere to HOTS criteria (Maya Nuraini Faiza, 2021). Considering their purpose, books and instructional materials utilized by students are meant to aid and facilitate the teaching process. As such, these resources should contain components of questions designed to prompt students to engage in higher-level thinking (Lubis & Ismaya, (Lubis & Ismaya, 2020). Consequently, educators have the responsibility to foster students' critical thinking skills by crafting advanced-level items that effectively stimulate students while evaluating the content of the 2013 curriculum.

Essentially, the curriculum comprises a set of learning plans that encompass objectives, content, and instructional materials. These plans serve as guidelines for structuring teaching and learning activities, aimed at achieving ultimate learning objectives (Martin & Simanjorang, 2022). Learning in the 2013 curriculum in elementary schools uses integrative thematic, which is a combination of several subjects into one theme (Martin & Simanjorang, 2022). The lessons included in thematic books in elementary schools include mathematics, SBdP, natural sciences, social studies, civic education and Indonesian.

Thematic learning is implemented in textbooks as a learning resource. The textbooks used in elementary schools are student books and teacher books (Danawati et al., 2020). The student's book is a book that helps students construct understanding in classroom learning while the teacher's book is a book for educators to provide directions to students and the two books have a very close relationship (Ridwan (M. H. Ridwan & Mudiono, n.d.), so that the two cannot be separated. Student books contain descriptions of material about certain subjects or fields of study, which are arranged systematically and have been selected based on specific goals, learning orientation, and student development to assimilate (Aisyi et al., 2017). In the teacher's and students' books for class V theme 3 "healthy food" there are evaluation questions. The questions contained in the book are in the form of standardized questions for higher order thinking skills or HOTS (Higher Order Thinking Skills).

HOTS is a thinking process of students at a higher cognitive level which is then developed from various cognitive concepts and methods with a higher taxonomy (Najiroh & Rokhimawan, 2020). HOTS was originally known from Benjamin S.Bloom's concept, starting from the lowest to the highest. Higher-order thinking ability is a capacity for information given with a critical attitude to evaluate, awareness, metacognitive and problem-solving skills (Ariandari & Pramita, 2015). This

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concept has learning objectives which are divided into three domains, namely the cognitive, affective and psychomotor domains (Lestari et al., 2016). The main objective of the Higher Order Thinking Skill (HOTS) is how to improve students' thinking skills at a higher level, especially those related to the ability to think critically in receiving various types of information, think creatively to solve problems using the knowledge they have and make decisions in complex situations (Setiawati, 2019).

The development of education requires students to be more active in the learning process. However, in reality Indonesian students, especially at the elementary school level, are only able to remember common terms and draw simple conclusions (Yuningtiyas & Madyono, 2017). Indonesia took part in *the Program for International Student Assessment (PISA) survey,* based on the results of PISA showed that achievements based on reading literacy, mathematical literacy *and* scientific literacy *achieved* by Indonesian students were very low (Khery et al., 2022).

Based on TIMSS data, Indonesia's position in the cognitive reasoning domain and the number content domain respectively is in the last rank and is ranked 37th out of 43 countries (Anugrah & Pujiastuti, 2020). This can be caused by problems that occur in schools. The questions students worked on tended to test more aspects of memory which did not train students' higher-order thinking skills. One of the contributing factors, among other things, is that students in Indonesia are less trained in solving HOTS questions, which in the end, students in Indonesia have difficulty answering descriptive questions that require higher thinking (Eni, 1967a (Eni, 1967a). Basically, questions that are considered difficult do not include HOTS questions, the difficulty level of the items is not the same as the HOTS criteria, and to measure HOTS-laden questions according to the Revised Bloom's Taxonomy use the indicators analysis (C4), evaluate (C5), and create (C6).

The questions in the HOTS category are still rarely found, following the results of research conducted by Siti Namira (Studi et al., 2021) shows that the content of HOTS contained in student books containing operational verbs (KKO) among its several sub-themes the most indicators containing HOTS are found in sub-theme 3, while HOTS-based evaluation is contained in 60 evaluation items found in 3 sub-themes, in the problem only contains operational verbs (KKO) C1, C2, and C4, where C1 and C2 are included in the LOTS category and C4 in the HOTS category.

Based on these facts, it is important to carry out an analysis related to the content of HOTS questions in student textbooks. Analysis of questions in textbooks is indeed very necessary to improve the quality of education in Indonesia because textbooks have become an important part of the student learning process. However, research on problem analysis in student textbooks based on HOTS is still rarely done. It was on this basis that prompted the researcher to analyze the Higher Order Thinking Skill (HOTS) questions in the Class V Elementary School (SD) Theme 3 Student Book.

THEORETICAL SUPPORT

Theoretical support or literature review represents the theoretical core of an article. The literature review in research has significant benefits for understanding the issues and conceptual thinking being discussed, as it involves an overview of previous studies (Pitaloka et al., 2021). The literature review involves the analysis of ideas or findings found in scholarly writings such as articles, books, and related research outcomes (Azizah & Abadi, 2022). A good literature review not only summarizes previous research but also involves the processes of analysis, synthesis, summarization, comparison between research findings, and the compilation of relevant literature studies(M. Ridwan et al., 2021; Snyder, 2019). The goal is to achieve a deep understanding and accurate scientific information.

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METHOD

This research is qualitative research. The qualitative research method is a method based on the philosophy of postpositivism (Pratiwi, 2017). The purpose of this study is to analyze the quality of Higher Order Thinking Skill (HOTS) questions in the Student Book Theme 3 for Grade V Elementary School. Methodologically, this research is included in the type of qualitative descriptive research. Descriptive research recognizes various forms that can be categorized as surveys, case studies, studies, causal-comparative and so on. This descriptive research is included in the category of literature study or library research. Libraries According (Dr. Ibrahim, 2015) "Library research can simply be understood as an activity of conducting studies and analysis of materials sourced from literature (books, research, reports, service reports, manuscript notes The research subjects were questions in the Class V Student Thematic Book Theme 3 "Healthy Foods" published by the Ministry of Education and Culture. Jakarta Revised Edition: Ministry of Education and Culture, 2017, which consists of 4 sub-themes. The data collection technique employs documentation methods, where researchers gather data from books by analyzing the quality of questions in both Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) categories based on the revised Bloom's Taxonomy by Anderson and Krathwohl. Subsequently, the data is tabulated using a table. The information is summarized by calculating the percentage of question quality. Data analysis in this study was carried out using descriptive qualitative analysis by analyzing document data, namely the questions in the Class V Student Book Theme 3 "Healthy Foods" and then describing these questions, separated according to the provisions of Bloom's Taxonomy, namely C1-C6, then the results of the data analysis are presented in the form of a percentage for each type of question. Then conclude.

RESULTS AND DISCUSSION

Description of the Questions in the Class V Student Book Theme 3 "Healthy Foods

1. Analyze (C4)

From the results of the analysis of the HOTS questions in the Class V Student Book Theme 3, there are 6 items on the level of analysis (C4) on the 3 sub-themes, which are divided into: Sub-theme 1, there are 3 items to analyze, namely in Learning 2 with KKO "diagramming" as shown in the picture question number 2, it is said to be a matter of analyzing level because this question contains analyzing sub-indicators, namely "Analyzing incoming information and dividing or structuring information into smaller parts to recognize patterns or relationships", item questions in Learning 3 with KKO "finding " which can be seen in the picture of question number 5, this question contains a sub-indicator "Analyzing incoming information and dividing or structuring the information into smaller parts to identify patterns or relationships". And in the learning question item 4 with the KKO "find" which can be seen in the picture of question number 8, it is said to be an analysis question because the question has a sub-indicator analyzing, namely "identifying".

In Sub-theme 2 there are 2 Analyzing items (C4) namely in Learning 3 with KKO "find" which is shown in the image of question number 11, the question is included in the sub-indicator "Analyzing incoming information and dividing or structuring information into smaller to recognize patterns or relationships", and Learning 3 with KKO "find" which can be seen in picture question number 12, this question is included in the sub-indicator "Analyzing incoming information and dividing or structuring information into smaller parts to recognize pattern or relationship

In Sub-theme 3 there is 1 question, namely in Learning 3 with KKO "concludes" which can be seen in the picture of question number 16, the question is included in the sub-indicator "Analyzing incoming information and dividing or structuring information into smaller parts to recognize patterns or relationship". then the quality of HOTS questions can be calculated as follows:

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$$K = \frac{6}{17} \text{x } 100\% = 35.2\ \%$$

So, at the level of Analyzing (C4), there are 35.2% questions.

Analyzing the HOTS questions is done to find out the highest level of students in the analyzing level. It consists of sub-indicators, namely the ability of students to analyze a reading with important information obtained (Mawardi et al., 2020) · The way students distinguish or similar important events that occur in everyday life with fictional stories, identify an event and recognize how these events can occur and are related to each other to form a unified structure and the ability of students to argue. Determine the point of view of an event with another event so that the value or purpose of the event is obtained.

2. Evaluate (C5)

There are 4 items evaluating questions from the three sub-themes, including in Sub-theme 1 there are 2 evaluating items, namely in Learning 2 with KKO "compare" as seen in image question number 3, the question includes the sub-indicator "provide an assessment of solutions, ideas and methodologies with using suitable criteria or existing standards to ensure the value of effectiveness or benefits", and Learning 4 with KKO "compare" can be seen in image question number 8, in that question there is a sub-indicator "provides an assessment of solutions, ideas and methodologies using the same criteria. appropriate or existing standards to ensure the value of effectiveness or benefits.

In Sub-theme 2 there are 2 Evaluating questions, namely in Learning 3 with KKO "concluding" which can be seen in picture question number 12 with the sub-indicators "making a hypothesis, criticizing and testing", and Learning 6 with KKO "comparing" which is seen in picture question number 14 with the sub-indicator "Provide an assessment of solutions, ideas and methodologies using suitable criteria or existing standards to ensure the value of their effectiveness or benefits". Based on these results, the quality of the HOTS questions can be calculated as follows:

$$K = \frac{4}{17} \text{x } 100\% = 23.5\%$$

So, at the Evaluating level (C5) there are only 23.5% questions.

HOTS questions require students to evaluate the existing facts. Therefore evaluating is the ability of students to examine, test the weaknesses and strengths of an event based on existing criteria so that it can be used as input for the future by criticizing, namely the ability of students to assess an event that is supported by accurate facts to be used as material for improvement (Najiroh & Rokhimawan (Najiroh & Rokhimawan, 2020).

3. At Create level (C6)

At level C6 Analyze (Create) there are 13 items that belong to the Create level including in Sub-theme 1 there are 7 items to create namely in Learning 1 with KKO "make" which can be seen in picture question number 1 with sub-indicators "organizing elements or parts -parts into a new structure that has never existed before, then the question in Learning 2 with KKO "make" which is shown in figure number 2 which is included in the sub-indicator "organizing elements or parts into a new structure that has never existed before" , questions in lesson 2 with KKO "make" which can be seen in picture number 4 which is included in the sub-indicator "organizing elements or parts into new structures that have never existed before", questions in Learning 3 with KKO "making" which can be seen in picture question number 6 which is included in the sub-indicator "making generalizations of an idea or way of looking at something", Learning 4 with KKO "makes" which can be seen in picture question number 7 which is included in the sub-indicator "designing a way to solve the problem" , Learning 5 with KKO "creating" which can be seen in picture number 9 which includes the sub-indicator "designing a way to solve the problem", and Learning 6 with KKO "making" which can be

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seen in picture number 10 which is included in the sub-indicator " make a generalization of an idea or a way of looking at something".

In Sub-theme 2 3 questions belong to the "creating" level, namely the questions in Learning 3 with KKO "make" which can be seen in the picture of question number 11 which includes the sub-indicator "making generalizations of an idea or perspective on something", and the questions contained in Learning 6 with KKO Making which can be seen in the pictures of questions number 13 and 14 which are included in the sub-indicator "making generalizations of an idea or perspective on something".

In Sub-theme 3 3 questions belong to the Create level, namely in Learning 1 with KKO "make" which can be seen in the picture of question number 15, this question includes the sub-indicator "organizing elements or parts into a new structure that has never existed before", questions in Learning 3 with KKO "make" which is seen in picture question number 16 which is included in the sub-indicator "make generalizations of an idea or way of looking at something" and Learning 5 with KKO "make" which is seen in picture question number 17 which includes the sub-indicator "organizing elements or parts into a new structure that has never existed before". Based on the results of this analysis, the quality of HOTS Create questions can be calculated as follows:

$$K = \frac{13}{17} \text{x } 100\% = 76.4\ \%$$

So, at the Creating level (C6) there are 76.14% questions. Then from the analysis of the quality of the questions, it is known that at the HOTS C4 level, the number of questions is 35.2%, at the HOTS C5 level the number of questions is 23.5%, and at the HOTS C6 level the number of questions is 76.4%.

Table 1. Conformity Criteria (Dani, 2020)

Scale	Information
0% - 20%	Fraction
21% - 40%	Less than half
41% - 60%	Half
61 - 80%	most of the
81% - 100%	Almost all

So it can be seen in the table of suitability criteria above that the results show that the Higher Order Thinking Skill (HOTS) question at level C4 is "less than half", at HOTS level C5 is "less than half" and HOTS level C6 is "most" of the HOTS questions that in the Class V Theme 3 Student Book contained in Sub-themes 1, Sub-themes 2 and Sub-themes 3.

After reading, understanding and analyzing the Student's Book for Class V Theme 3 "Healthy Food" published by the Ministry of Education and Culture in 2017, based on the results of the research, it showed that most of the questions in the book were included in the Higher Order Thinking Questions (HOTS) based on cognitive stages. The cognitive stage is the stage of ability related to aspects of knowledge, understanding, or thought (Eni, 1967b) . The application of HOTS (Higher Order Thinking Skills) is very important in improving students' thinking processes at the cognitive level to make students more active, creative and critical in every learning process.

By the standards in the 2013 curriculum, namely, the presence of high-level cognitive questions will improve students' thinking skills creatively (Fanani, 2018) . The form of questions and detailed explanations in the student book helps students respond quite well to HOTS questions. From the results of the study, it can be said that as many as 17 questions in the class v theme 3 student book included Higher Order Thinking Skill (HOTS) questions. It is divided into 6 C4 level questions (analyzing), 4 C5 level questions (evaluating) and 13 C6 level questions (creating). This means that of the 17 HOTS questions, most of the questions are at level C6 (Creating).

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High Order Thinking Skill (HOTS) itself is a way of thinking at a higher level than memorizing a fact, stating facts or applying a rule, formula and procedure (Wicaksono, 2021) . Higher Order Thinking Skills (HOTS) require us to relate facts, categorize them, manipulate them, and place them in new contexts or ways so that we can apply them to find new solutions to a problem (Hendriawan 2019) . In the 21st century, there are very many skills that must be fulfilled, starting from C4 skills to various other social skills, Therefore the community hopes that schools can help graduates fulfill these skills through various methods and strategies that can support Higher Order learning. Thinking Skills (HOTS).

Previous studies were conducted to show some HOTS-type questions in student books, for example in Muhammad Abduh's research, Afifah Istiqamah entitled "HOTS Content Analysis and 21st Century Skills in Class V Student Books with Ecosystem Themes". The results show that 50% of the questions in the fifth-grade students' books contain HOTS. Meanwhile, in Dila Putri Maharani's research. Filter Marsudi (2022) with the title "Analysis of HOTS-based questions in PPKn lesson content in Class IV Thematic Books Published by the Ministry of Education and Culture". The results of this study concluded that class IV student books published by the Ministry of Education and Culture on themes 3,4,7 and 8 had quite good HOTS-based practice questions.

So, some research that has been done, shows that the questions made by the government for evaluating questions in student books include Higher Order Thinking Skills (HOTS) questions. To improve the quality of questions from schools, training is also needed for teachers to understand and get used to using the method learning and strategies that are Higher Order Thinking Skills (HOTS). When teachers and students are used to using HOTS methods and strategies, when evaluating the teacher can make questions that have a HOTS degree and students are also used to answering questions that are HOTS in nature (Hanifah, 2019) .

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis of the HOTS (Higher Order Thinking Skills) questions in the class V student book theme 3 "Healthy Food" it can be concluded: Forms of the evaluation questions "Let's Practice" and "Let's Get Creative" in the class v student book theme 3 "Healthy Food" consisting Of the 3 sub-themes, 17 questions were found including high-level cognitive questions (HOTS) with indicators of analyzing (C4), evaluating (C5), and creating (C6). The percentage for the quality of the HOTS questions for the analyzing indicator (C4) is 6 items or in the form of a percentage of 35.2% of the questions, in the evaluating indicator (C5) there are 4 items in the form of a percentage of 23.2% and in the creating indicator (C6) totaling 13 items or in the form of a percentage of 76.4% of questions, it can be said that the Class V Student Book theme 3 published by the Ministry of Education and Culture published in 2017 can be used as training to improve students' critical and creative thinking skills by the 2013 curriculum standards.

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