ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS' ABILITY TO DESIGN HOTS-BASED LEARNING AT SENIOR HIGH SCHOOL 01 DUA KOTO

THESIS

Summitted on Partial Fulfillment as One of Requirment for Undergraduate Program in English Education the Strata One (1) Degree

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APPROVAL PAGE

EFL TEACHER'S ABILITY TO DESIGN HOTS-BASED LEARNING AT SENIOR HIGH SCHOOL 01 DUA KOTO

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THESIS ACCEPTANCE

This thesis entitled **"English as a Foreign Language (EFL) Teachers' Ability to Design HOTS-Based Learning at Senior High School 01 Dua Koto"** written by Harwita, NIM 1814050046 has been examined by Board of Examination in the Faculty of Tarbiyah and Teacher Training of Islamic State University (UIN) Imam Bonjol Padang on Wednesday, August 20 2025. Therefore, it has accepted as one of requirement for procedure Academician Degree Program of Strata One (S1) Degree in English Tadris Department.

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I am Harwita, NIM 1814050046, students of Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Imam Bonjol Padang. Hereby declare that the thesis title **"EFL Teachers' Ability To Design HOTS-Based Learning at Senior High School 01 Dua Koto"** is truly my own work. This thesis is used as one of requirements obtained a Bachelor's Degree (S1) in the English Education Department at the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Imam Bonjol Padang. It plagiarism is later found, I am willing to accept academic consequences in accordance with the applicable regulations.

Padang, 25 Agustus 2025

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DEDICATION

Alhamdulillahirabbil'alamiin, I always express my deepest gratitude and praise to Allah SWT, who always provided the smoothness, mercy, and blessings so that this thesis can be completed. With gratitude and all my love, I dedicated this thesis to:

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The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

MOTTO

"….But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you not."

(QS Al-Baqarah:216)

"Don't be afraid to dream big, but be afraid if you don't dare to dream big"

-Harwita-

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study is far from being perfect. Therefore, the writer invokes in suggestion and constructive to make this research better.

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The Writer

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ABSTRACT

Harwita, 2025 **ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS' ABILITY TO DESIGN HOTS-BASED LEARNING AT SENIOR HIGH SCHOOL 01 DUA KOTO**

This research aims to analyze the ability of EFL English teachers in Senior High School 01 Dua Koto in designing Higher Order Thinking Skills (HOTS)-based learning. The background of the problem is the phenomenon where teachers are required to apply HOTS in 21st century learning, but based on careful analysis, the learning objectives in the teaching module are still at the Lower Order Thinking Skills (LOTS) level which is unable to bring students to a higher level of critical thinking. This research used a descriptive qualitative approach. Data were collected through document analysis of teaching modules or RPP, classroom observation, and open-ended interviews with two English teachers. Data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The research findings show that in general, teachers' ability to design HOTS-based learning is at the "Good level". However, there are significant discrepancies between the written teaching modules and classroom implementation. In conclusion, although teachers have a good conceptual understanding of HOTS and are able to apply it adaptively in the classroom, they face systematic challenges in integrating HOTS consistently into their written lesson designs. It is recommended that more structured training be provided to bridge the gap between planning and practice..

Keywords: Learning design, Higher Order Thinking Skill (HOTS), Learning module

ABSTRAK

Harwita, 2025 **KEMAMPUAN GURU BAHASA INGGRIS DALAM MERANCANG PEMBELAJARAN BERBASIS HOTS DI SMA NEGERI 1 DUA KOTO**

Penelitian ini bertujuan untuk menganalisis kemampuan guru Bahasa Inggris EFL di SMA Negeri 01 Dua Koto dalam merancang pembelajaran berbasis Higher Order Thinking Skills (HOTS). Latar belakang masalah dari penelitian ini adalah adanya fenomena dimana guru dituntut untuk menerapkan HOTS dalam pembelajaran abad 21, namun berdasarkan analisis yang cermat, tujuan pembelajaran yang ada dalam modul ajar masih berada pada level Lower Order Thinking Skills (LOTS) yang tidak mampu membawa siswa pada tingkat berpikir kritis yang lebih tinggi. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui analisis dokumen modul ajar atau RPP, observasi kelas, dan wawancara terbuka dengan dua orang guru bahasa Inggris. Data dianalisis dengan menggunakan model Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa secara umum, kemampuan guru dalam merancang pembelajaran berbasis HOTS berada pada tingkat "Baik". Namun, ada perbedaan yang signifikan antara modul pengajaran tertulis dan implementasi di kelas. Kesimpulannya, meskipun para guru memiliki pemahaman konseptual yang baik tentang HOTS dan mampu menerapkannya secara adaptif di dalam kelas, mereka menghadapi tantangan sistematis dalam mengintegrasikan HOTS secara konsisten ke dalam desain pelajaran tertulis mereka. Disarankan agar pelatihan yang lebih terstruktur disediakan untuk menjembatani kesenjangan antara perencanaan dan praktik.

Kata Kunci: ***Desain pembelajran, Keterampilan Berpikir Tingkat Tinggi, Modul pembelajaran***

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CHAPTER 1
INTRODUCTION

A. Background of the Problem

The 21st century learning focuses on 4 literacy areas, namely: communication, collaboration, critical thinking and creativity. The implementation of the Merdeka curriculum has a significant impact on education in Indonesia. One of the impacts is phenomenon of teacher demands to apply High Order Thinking Skills (HOTS) in 21st century learning. Implementing a new curriculum means that we need to update everything regarding learning system, one of them is the role of teacher as a facilitator.

Higher Order Thinking Skills (HOTS) is a thinking process of students in a higher cognitive level from various cognitive concepts and methods and existing learning taxonomies. Higher Order Thinking Skill (HOTS) itself is the result of the development of previous concept and method which include problem solving skills, critical thinking, argumentation skills and decision-making abilities. The main purpose of HOTS is to improve student's thinking skills at a higher level, especially those related to the ability to think critically in receiving various types of information, think creatively in solving a problem by using the knowledge they have. HOTS-based learning design are designed by the teachers that require students to be able to learn with thinking levels in stages C4, C5 and C6 in conceptual, procedural and metacognitive material levels.

According to Anderson (2001), the characteristic of high-level thinking that must be mastered by the students is the ability to analyze, evaluate and create.

However, based on careful analysis of teachers' learning modules. It was found that learning goals were set to reach low levels of competencies such as to know, remember, understand, describe and apply.. This kind of learning goal was directed to achieve lower order thinking skill. It can be concluded from the phenomenon above that such design would not be able to take students to higher level of critical thinking.

The learning process is expected to create an atmosphere fun learning, challenging, and motivating participant students to able be active in the classroom. For this reason, the complete learning design is very necessary in learning process. Learning design as a guide should be prepared by the teacher before the activity learning is carried out. Through this condition, the preparation of implementation learning is part of the teacher's administrative tasks that have an impact directly for learning purposes (Vausyah,2018:3). There are some components that can support the success of teaching and learning activity namely learning goals, learning activity, learning method, learning material, and evaluation. The five components contained in the learning design which describes the procedure to reach a basic competence (Fitriani, 2020:3).

Beside the curriculum, the teachers are also a key element in the education system, especially at school. The teachers have an important

role in the implementation of this curriculum because the teacher is the person who will interact directly with the students in learning process. The important role of the teacher and curriculum in transforming educational inputs, too many experts stated that there were no changes or improvement in quality without changing and improving the quality of the teacher and the process of developing curriculum. This is because other components such as costs, management, infrastructure, method and approaches are very dependent on the position of the teacher and the material they teach (Fauzan, 2017:13). After the teacher studies the curriculum, the teacher makes a learning design by considering the student's abilities, goals, learning theory, learning resources to be used and the other elements.

There are some roles of the teacher as a curriculum developer: 1) administrative management; 2) counseling management and curriculum development; 3) to improve the success of the instructional system; 4) to improve the self-concept understanding; and 5) maintain harmonious reciprocal relationships with students. So it can be said that in the context of curriculum development, the teacher is the most responsible figure in presenting the material being taught.

The data that found by researcher in the National Academy of Education, as state in Wilson Suzanne,et.al, (2010) state that 'the quality of learning is not simply determined by individual's knowledge or ability, but also by the contexts in which teachers work. While nearly 3.8 million teachers work in our schools and districts, but there are simply not enough

good ones to go around. This case especially in the schools and district serving high-poverty and large minority students' population.

Based on the phenomenon above, it is necessary to analyze the teacher's ability to design Higher Order Thinking Skill (HOTS) based learning. Therefore the researcher is interested to conduct research entitled "**EFL Teachers' Ability To Design HOTS-Based Learning At Senior High School 01 Dua Koto**".

B. Identification of the Problem

Based on the background of the problem, there were some problems that found by researcher in the field when making on observation during practical field experience activities. The teachers are not fully implemented HOTS on their learning design. This is due to the large amount of subject matter, so the teachers feel obliged to complete the material. Beside that, the target of student's evaluation is on the number taken from the test result or the score of material-based written test. In this case teaching materials dominate rather than processes for critical thinking. While critical thinking is related to the achievement of educational goals, namely enabling a student to face life after school.

Now we understand that the teacher's understanding of HOTS-based learning is very crucial and urgent. Since the teachers have responsibility to create a learning atmosphere that allows students to achieve critical thinking skills. The question is whether all English teachers really understand the importance of HOTS-based learning, and

have they tried to implement it well? In fact, many previous studies have stated that the teachers' knowledge about HOTS and their abilities to improve students HOTS are still low.

C. Limitation of the Problem

In the line of identification of the problem, the focus on research was on the teachers' ability to design HOTS-based learning. The decision was taken by considering that the importance of a good learning design to improve the quality of thinking of students through the learning process.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the research problem are as follow:

1. To what extent do the English teachers put HOTS on their learning design?
2. What are the strength and weaknesses faced by the teachers in designing HOTS based learning design?

E. Purpose of the Research

Related to the problem above, the concerned study is aimed at investigation:

1. To find out the extent what degree English teachers put HOTS into their design.
2. To find out and analyze teachers strength or weaknesses in design HOTS learning design.

F. Significance of the Research

This research was concerned about HOTS-based lesson plan. By conducting this research, it was expected that the result of this research would give some significances not only theoretically but also practically.

1. Theoretically, the result of this research can give inspiration and contribution to increase the quality of English teachers in designing HOT-based learning.
2. Practically.
    a. For the readers this research hopefully can give information about the English teachers' ability to design HOTS-based learning in Senior High Scgool 01 Dua Koto.
    b. For the English teachers, the finding of this research hopefully to be beneficial to English teachers who want to increase their ability in designing HOTS-based learning.
    c. For the students, the students get the impact of HOTS-based learning designed by the teacher.

G. Definition of Key Terms

In order to clarify the key terms used in this research, some definitions are put forward:

1. Ability

    Ability is potential to master a skill that innate or is the result of training or practice and is used to do something that is realized through their action.

2. Taxonomy Bloom

   Bloom's taxonomy is a taxonomy that refers to education which is divided into several domains and each domain is further divided into more detailed sections.

3. HOTS

   Higher Order Thinking Skill (HOTS) is a part of the cognitive domain in Bloom's taxonomy which aims to encourage mental skills around knowledge.

4. Critical Thinking

   Critical thinking is the use of those cognitive skills or strategies that increase the probability of a desired outcome (Sani,2019:14).

5. Curriculum

   The curriculum can be described as a parameter in the teaching-learning process which has objectives, contents, materials, and methods to achieve the goals.

6. learning design

   Learning design is a teaching preparation developed based on the teacher's thought about will be suitable to the students and on what the curriculum or the syllabus expects.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theories

1. The Concept of Learning Design

Learning design is a systematic procedure to improving teaching and training programs with reliable and consistent patterns. Learning designed is complex series, creative, active, as well as interactive. The complexity means size, scopes, and technique. New perspective awareness upon design means appreciating that learning design establishment needs a long way process. This process leads to extreme complexity and requires excellent manner. However, learning design represents task collection and challenges (Umamah, et al,2021).

Learning is a process carried out by the teachers in guiding, helping and directing students to prepare for learning experiences. Learning is a series of planned events to be delivered, to intensify and encourage students who are the process of assembling a learning situation (consisting of classrooms, students and curriculum material) to learn easier. Referring to Brown (2000:6) learning is also an interactive relationship between teachers and students, in this case the teacher creates a situation and conditions so that students can actively learn and carrying out the tasks given by the teacher.

Learning is an important and complex human activity, this is due to the many values and human factors involved in the learning

process. Learning is also said to be very important because it is an effort to form good human beings. Failure to learn can ruin a generation of people. In this sense implicitly in learning there are activities of selecting, establishing, developing methods to achieve the desired results. Selection, determination, and development of this method is based on conditions existing learning. This activity is basically the core of lesson planning (Zein,2016:276).

Learning is not only a complex process, but also some kinds of a long-term psychosocial process (Arslan,2018). Learning includes individual acquisition of competencies, behaviors, skills, values and knowledge. These learning theories highlight the changes in knowledge, understanding, skill, competencies and behaviors through environmental factors, internal mental actions or construction of new ideas. Learning is to feel different and to motivate individuals to explore new knowledge and ideas.

Based on Permendikbud number 65 of 2013 concerning learning standards, the learning design is face to face learning activity plan for one or more meetings. Learning design was developed from the syllabus to direct students learning activities in an effort to achieve basic competence (KD). Lesson plans are the guideline for teachers in implementing learning both in classroom, laboratories, and in the field for each KD. In the 2013 curriculum, the syllabus has been determined

by the government so that the teacher's task is only to develop it into the learning design.

Learning design is a written plan made by the teachers before carrying out learning activities that describe the learning activities and the results to be achieved. The learning designs are prepared to be guided by the syllabus that has been developed previously. Syllabus itself is a learning design for a particular subject or group of subject, themes which are include competency standards, basic competencies, subject learning, learning materials, learning activities, indicators of competency achievement, assessment, time allocation and learning resources.

One of the benefits of the learning design is to make the learning activities run systematically and the goals of education can be achieved. The learning process without a good learning design are usually not directed, so it can cause there are KD that not delivered in learning process. The learning is the main foundation of educational structure and it is the core of education.

There are several basis for the preparation of learning design, a) Government regulation number 13 of 2015 changes to regulation number 19 of 2005, concerning National Education standards; b) Permenpan and RB number 15 of 2010 concerning functional positions of tutor learning and its credit score; c) Mendikbud regulation and head of BKN number 03/111/PB/2011 and number 8 of 2011 concerning

instructions for the implementation of the functional positions of tutor learning and its credit score; d) Permendikbud RI number 39 of 2013 concerning the technical instruction for the functional position of learning tutor and its credit score; e) Permendikbud number 21 of 2016 concerning standards of content for primary and secondary education; and f) Permendikbud number 22 of 2016 concerning the standards of the education process.

The learning design can provide the basic foundation for the teachers and students in achieving basic competencies and indicators that have been set and also provide an overview of the short-term work reference in each learning meeting. The learning design can be using to view, observe, analyze and predict the learning program as a logical and systematic work reference. In addition the learning design can be facilitate the teachers in carrying out the learning process.

The benefits of learning design are being a guideline or reference for the teachers in carrying out the learning activities so that more systematic and directed in achieving the goals. Fitriani (2020:11) state that the learning design also has a function as a reference for teachers to carry out teaching and learning activities, so this activities will be more focused and run effectively and efficiently.

There are two purposes of learning design, namely: a) to make it easier, facilitate and improve the results of teaching and learning process, b) by arrange the lesson plans professionally, systematically

and efficiently, the teachers will be able to see, observe, analyze and predict learning program as a logical and planned framework.

Based on Permendikbud number 81 A the components of learning design at least discuss learning objectives, learning materials, learning method, learning resources and discussion. According to Minister of Education and Culture number 65 of 2013 consist of school identify, subject identify, class and semester, basic material, time allocation, basic competency indicators, competency objectives, learning objectives, learning materials, learning methods, learning media, learning resources, learning resources, learning steps and evaluation.

Refers to the result of the training held by Pusdiklat the component of learning design are learning identity, theme/sub-theme of learning, core competency/competency standards/stages of development, basic competencies, indicators, learning objectives, lesson material, method, learning activities, media/tools, materials and learning sources, and learning assessment

The first principle is the learning design must be specific. Learning design is an elaboration of syllabus, therefore it must be touches directly on the learning experience of students who organized through concrete and specific steps. The second principle of preparing learning design is an operation. The learning design that is prepared must be easy to measure and can be implemented. Therefore, in

determining each component must pay attention to the conditions and availability of learning materials/sources. Systematic and Relevant, the component of learning design that have determined must be arranged in a systematic. The next principle is centered on the potential the assessment to be used, it must be described sequentially. And the last is short-term, the lesson plans is used only for 1 meeting or a maximum of 3 times meeting only.

2. The Roles of Teacher in Designing Learning Design

According to Almah, et al. (2023) the learning process works successfully when it supported by numerous educational factors such as teachers, students, learning facilities, curriculum and even surrounding environment. Teachers are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance, training, and conducting research and community service. There are eight basic teaching skills including opening and closing skill, explaining, asking questions, giving reinforcement, conducting variations in learning, guiding small group discussions, teaching individual or small group discussions, and managing classes..

As stated in UNESCO (2021) teachers are one of the most influential and powerful forces for equity, access and quality in education. John Dewey has written extensively on school and education, arguing that "teachers are expected to think deeply about

the construction of knowledge, how we think and learn, the goals of the curriculum in children's lives, and the role of school and community reform". According to him teachers have a responsibility to structure the educational environment in a way that promotes educative learning experiences, environments that change students in such a way as to encourage continuous learning and growth. Margaret, et al. (2019:276) state that the capacity to reflect on and make meaning from one's experiences facilitates this growth, particularly in enhancing one's problem-solving abilities (Schmit, 2019:276).

Successful learning is not only the responsibility of students but also the teachers. The teacher is of the most active components determine the quality of learning. Teachers are required to be able to choose appropriate learning methods, selecting and using learning media, using evaluation tools, and managing learning in the classroom as well as in the laboratory (Achdiyani, et al.,2017:34).

The teachers have a responsibility in creating situations and encouragement to carry out learning activities. The teacher’s role in is more specific in the learning process in the classroom, namely in the relationship between the teaching and learning process. The role of the teacher is as organizer of the learning environment and at the same time as a learning facilitator. The first role of the teacher includes more specific roles, namely: 1) teacher as a model;2) teacher as a planner; 3)

teacher as a predictor; 4) teacher as a leader; and 5) teacher as a guide or learning centers.

In term of a role as a planner, the teacher is obliged to develop educational goals into operational plans. General goals need to be translated into specific and operational goals. In planning that students need to be involved so as to ensure its relevance to their development, needs and level of experience. The role is demanding so that planning is always relevant to the conditions of society, students study habits, experience and knowledge of students, harmonious learning methods and subject matter according to their interests (Zein,2016:279).

A professional teacher can be seen from the teacher success in educating students. All intellegence and teacher creativity is applied with the aim of creating successful students learning outcomes. Therefore, teachers do not just giving assignments and explaining the material being taught, but the teacher must be able to change his personality students become better, which includes all changes in behavior. Its mean that a competent teacher is a teacher who can built a learning environment that is effective, fun, and makes students comfortable so that students can learn well (Achdiyani, 2022:1).

While Harmer in his book states there are five roles of a teacher:

a. Controller

When teachers act as a controllers, they are in charge of the class and of the activity taking place and are often ‘leading from

the front'. There are times when acting as controller make sense, for example when giving explanations, organizing question and answer work, lecturing, making announcements or bring a class to order.

b. Prompter

Sometime when the students are involved in a role-play activity they lose the thread of what is going on, or they are 'lost for words'. They may not be quiet sure how to proceed. When teachers act as a prompter, they need to sensitively and encouragingly.

c. Participant

There are good reason why the teachers might want to take part in a discussion. Its mean that they can liven things up from the inside instead of always having to prompt or organize from outside the group.

d. Resource

In such situations, having the teacher take part, or try to control the students, or even turn up to prompt them might be entirely unwelcome. However, the students still need their teacher as resource. When the teachers act as a resource, they will want to be helpful and available.

e. Tutor

When students are working on longer projects, such as process writing or preparation for a debate, the teachers can work with individuals or groups, pointing them in directions they have not yet thought of taking. In such situations, the teachers should combine the roles of prompter and resource, in other words they acting as a tutor.

It is difficult to be a tutor in very large group since the term implies a more intimate relationship than that of a controller organizer. However, when students are working in small group or in pairs, the teachers can go round the class and staying briefly with a particular group or individual, offer the sort of general guidance that they are describing. It is essential for teachers to act as a tutors from time to time. In this more personal contact, the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result. Nevertheless, as a prompting and acting as a resource, the teachers need to make sure that they do not intrude either to much or to little .

B. Higher Order Thinking Skills (HOTS)

The original Bloom's taxonomy comprises six cognitive categories, namely Knowledge, Comprehension, Application, Analysis, Synthesis and evaluation, going from what is considered to be lower level of thinking to higher. This was revised by Anderson and Krathwohl by adding another

dimension to the original taxonomy and thus separating the knowledge dimension from the cognitive process (Gozali, et al.,2021).

In the revised Bloom's Taxonomy, human thinking skills are divide into two namely Low-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS). Low-Order Thinking Skills (LOTS) constitude the first three of the six cognitive aspect of the taxonomy which is remembering, understanding and applying. While Higher-Order Thinking Skills (HOTS) are the last three aspect, which is analyzing, evaluating, and creating. In other words, Higher-Order Thinking Skills (HOTS) are seen as students ability to associate their learning with other aspect outside those they were thought.

Higher Order Thinking Skills (HOTS) are triggered by four conditions. The first condition is a certain learning situation that requires specific learning strategies and cannot be used in other learning situations. The second, intelligence is no longer seen as an ability that cannot be changed, but a unity of knowledge that is influenced by various factors consisting of the learning environment, strategies and awareness in learning. The third, understanding of views has shifted from undimensional, linear, hierarchical, or spiral towards understanding views to be multidimensional and interactive. And the last, more specific Higher Order Thinking Skills such as reasoning, analytical skills, problem solving, and critical thinking skills.

Higher order thinking skill is the ability to transform knowledge and experience in an organized manner to solve problems. HOTS can also be implemented as finding explanations or solutions in difficult and perplexing situations. By integrating new information with information stored in earlier memories, linking to each other, unifying the information, and applying it as a new solution. By thinking at a high level, students are expected to understand complicated things more clearly (Andriyanto, et al.,2023).

The learning process is an activity to support students in maximizing Higher-Order Thinking. The HOTS-based learning process will stimulate students to think at higher levels and have the ability to solve problem related to disciplines and real life. By using HOTS ability the students will able to analyze, evaluate and create innovation in solving environmental problems. Students must have HOTS ability in analytical (C4) so that they can provide evaluation (C5). After students can provide an evaluation, the next step is the create level (C6) which is in HOTS is the highest ability that students must have in 21st century (Ilmi, et al.,2019).

Higher-Order Thinking Skills (HOTS) has been theorized since many years ago and continuously defined until recent time. Higher Order Thinking Skill (HOTS) consist of analysis, synthesis, evaluation and necessitate mastery of preceding levels, such as applying routine rules to known or new problems. High-level thinking skills are closely related to the thinking skills in accordance with cognitive, affective, and

psychomotor domains that become a unit in the learning and teaching process.

1. Higher Order Thinking Skill (HOTS) in Cognitive Domain

The cognitive domain contains learning skill predominantly related to mental (thinking process). The cognitive domain include the ability of students to repeat or to restate concepts/principle competence in developing knowledge, recognition, understanding, conceptualization, determination and reasoning. Bloom (1956) stated that the learning objectives in the cognitive are all learning activities into six levels according to the lowest to the highest level, know (C1), understand (C2), apply (C3), analyze (C4), assess (C5) and create (C6). While in Anderson Krathwhole's taxonomy, cognitive aspect are divided into six levels which are ordered as follow:

a) Remembering (C1)

It involves recalling previously learned information. This includes basic recall of facts, terms, concepts or procedures.

b) Understanding (C2)

It involves making sense of information. This include interpreting what is read, hear or seen and explaining ideas in your own words.

c) Applying (C3)

It entails using learned information in real-world settings. Practical duties include problem solving, decision-making, and the creation of new products.

d) Analyzing (C4)

It entails breaking down information into components to see how they connect. This entails detecting elements, arranging data, and comprehending the overall structure.

e) Evaluating (C5)

In entails determining the worth of something based on particular criteria. This includes arriving a judgments, presenting evidence to back up this ideas, and setting quality assessment standards. In the update taxonomy, evaluation precedes creation since it is frequently required to examine knowledge before making something new.

f) Creating (C6)

It entails mixing several thoughts or facts to create something unique and new. This is the most complex degree of thinking, requiring the capacity to design, invent, or produce new work.

Table 2.1: Cognitive domain operational verbs

Low Order Thinking Skills (LOTS)			High Order Thinking Skills (HOTS)		
C1	C2	C3	C4	C5	C6
Define describe identify know match outline recall recognize reproduce	comprehend convert distinguish estimate explain generalize interpret explain paraphrase rewrite	Apply change construct demonstrate discover manipulate modify operate predict	Analyze compare infer relate outline select separate diagram deconstruct	Appraise coincide compare contrast criticize describe discriminate evaluate summarize	categorize combine create design explain generate organize reconstruct revise

Note. Adapted from "Domains of Learning-Cognitive, Affective, and Psychomotor, Learning Theories, Experimental Learning" by B.Anand, et.al, (2024) Journal of Types of Learning, p.11.

2. Higher Order Thinking Skill (HOTS) in Affective Domain

Anderson and Krathwol (2021) explained that affective aspects are related to attitudes, values, feelings, emotions and the degree or acceptance or rejection of an object in learning activities. They are divides the affective aspects into five categories, namely: receiving (A1), responding (A2), assessing (A3), managing (A4) and characterizing (A5).

The affective domain focuses on encouraging the development of factors such as student's feeling, motivation, attitudes, perceptions and values towards the material they are learning. Bloom et al, (1956) state this domain transcends activities ranging from listening to others, participating in discussion to showing self-reliance when working independently. Students require a well rounded education so they are not simply gathering information but are responding to what they learn, valuing it, being able to organize the material and even characterize themselves as scientist. The affective domain as useful for areas of moral concern. The affective domain in curriculum is acknowledged to be an important aspect to learning. The behaviors in this domain are classes into five separate categories, namely: receiving, responding, valuing, organization and characterization by value or value complex (Cullinane, 2020:4).

a) Receiving (A1)

It refers to the initial stage of learning where a person becomes aware of something. It involves noticing, paying attention to, or being open to new information or experiences.

b) Responding (A2)

This stage involves actively engaging with the learning material. It includes showing interest, willingness to participate and a sense of satisfaction or enjoyment in the learning process.

c) Valuing (A3)

This stage involves developing beliefs and attitudes about something. It means valuing or prioritizing something, and potentially committing to it.

d) Organization (A4)

This stage involves fully adopting beliefs and values. Individuals not only understand and accept these beliefs but also integrate the into their personal value system. This includes organizing these values in terms of importance and prioritizing them accordingly.

e) Characterization (A5)

This represents the highest level of internalization. At this point, a person's activities and lifestyle are congruent with their values and beliefs. They have become an essential component of the individual's identity.

Table 2.2: Affective domain operational verbs

Receiving	Responding	Valuing	Organization	Characterization
Accept attend describe explain observe receive recognize	Behave cooperate discuss examine present respond comply	accept adjust balance choose differentiate defend influence	adapt change develop improve manage modify review	Characterize display represent validate verify

Note. Adapted from “Domains of Learning-Cognitive, Affective, amd Psychomotor, Learning Theories, Experimental Learning” by B.Anand, et.al,(2024), Journal of Types of Learning, p. 17.

3. Higher Order Thinking Skill (HOTS) in Psychomotor Domain

The psychomotor domain deals with physical movement and skills that may be required in order to complete a course or subject matter. The psychomotor domain are skill in carrying out activities involving body parts related to physical (motor) movements skills, perceptual, accuracy, complex, expressive and interpretive skills. The psychomotor domain consist of five aspects, namely imitation (P1), manipulation (P2), precision (P3), articulation (P4) and naturalization (P5).

a) Imitation (P1)

` Act of observing and imitating someone else.

b) Manipulation (P2)

Manipulation means performing skills or products by means, following general instructions, not based on observation. In this category, students guided through instructions to perform contain skills.

c) Precision (P3)

Precision means independently performing skills or produce products with accuracy, proportion, and precision. In everyday language, this category is expressed as “advanced level”.

d) Articulation (P4)

Articulation means modifying a skill or product to fit a new situation, or combining more than one skill in a harmonious and consistent sequence.

e) Naturalization (P5)

Naturalization means completing one or more skills easily and create automatic skills with power existing physical or mental. In this category, the nature of the activity has been automatic, conscious mastery of related skills already at the strategic level (e.g. can determine more efficient steps).

Table 2.3: Psychomotor domain operational verbs

Imitation	Manipulation	Precision	Articulation	Naturalization
Copy	Return	Show	build	design
follow	make	complete	overcome	determine
repeat	build	calibrate	combine	manage
comply	do	control	integrate	create
active	carry out	divert	adapt	
adapt	apply	replace	develop	
combine	corrected	twisted	formulate	
arrange	demonstrate	send	modify	
gather	it's planning	produce	sketch	
zoom out	practice	mix		
change	repair	serve		
	manipulate			
	refit			

Note. Adapted from “Domains of Learning-Cognitive, Affective, amd Psychomotor, Learning Theories, Experimental Learning” by B.Anand, et.al, (2024), Journal of Types of Learning, p.20.

The development of learning oriented on Higher Order Thinking Skill (HOTS) is a program developed as an effort of Ministry of Education and Culture through the Directorate General of the Teachers and Education Personnel (Ditjen GTK) in an effort to improve the quality of learning and also the quality of graduates. The program was developed following the policy direction of Ministry of Education and Culture which in 2018 has integrated the strengthening of character education and learning-oriented learning in high-level thinking skills or the Higher Order Thinking Skill (HOTS). Through this program the government expects students to achieve various competencies include critical thinking, creative and innovative, communication skills, collaboration and confidence, which are five things that this government delivered the character of students inherent in our evaluation system and are 21st century skills.

According to Reinsick (1987) are complex thinking processes in describing material, making conclusions, building representations, analyzing and building relationships involved the most basic mental activities. This skills is also used to underline various high-level processes according to Bloom’s taxonomy level. Bloom itself divided

skills into two parts. The first is the low-level skills that are important in the learning process, namely remembering, understanding, and applying. The second is the higher-order thinking skills in the form of skills analyze, evaluate and create.

There are three roles of Higher Order Thinking Skills (HOTS) in learning process:

1) Higher Order Thinking Skills as Transfer of Knowledge

In the revised Bloom's Taxonomy, human thinking skills are divided into two namely Low-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS). Low-Order Thinking Skills (LOTS) constitute the first three of the six cognitive aspect of the taxonomy which is remembering, understanding and applying while Higher-Order Thinking Skills (HOTS) are the last three aspect, which is analyzing, evaluating, and creating. In other words, Higher-Order Thinking Skills (HOTS) are seen as students ability to associate their learning with other aspect outside those they were thought.

Higher-Order Thinking Skills (HOTS) has been theorized since many years ago and continuously defined until recent time. According to McDavitt (1993), HOTS consist of analysis, synthesis, evaluation and necessitate mastery of preceding levels, such as applying routine rules to known or new problems.

High-level thinking skills are closely related to the thinking skills in accordance with cognitive, affective, and psychomotor domains that become a unit in the learning and teaching process. The cognitive realm includes the ability of students to repeat or to restate concepts/principle competence in developing knowledge, recognition, understanding, conceptualization, determination and reasoning. Bloom state that the learning objectives in the cognitive are all learning activities into six levels according to the lowest to the highest level, know (C1), understand (C2), apply (C3), analyze (C4), assess (C5) and create (C6). The cognitive process in accordance with the cognitive level of Bloom are remember in cognitive realm, Anderson and Krathwoll through a revised taxonomy add knowledge dimensions, namely: factual, conceptual, procedural and metacognitive.

Anderson and Krathwoll explained that there is an affective realm related to attitudes, values, feelings, emotions and the degree od acceptance or rejection of an object in learning activities. They are divides the affective realm into five categories, namely: receiving (A1), responding (A2), assessing (A3), managing (A4) and characterizing (A5). The psychomotor skills are skill in carrying out activities involving body parts related to physical (motor) movements skills, perceptual, accuracy, complex, expressive and interpretive skills. The psychomotor realm consist of five aspects,

namely imitation (P1), manipulation (P2), precision (P3), articulation (P4) and Naturalization (P5).

2) Higher Order Thinking Skill as Critical and Creative Thinking

John Dewey argues that critical thinking is essentially an active process, in which a person thinks deeply about things, proposes various things questions, finding relevant information rather than passively waiting for information. Critical thinking is a process in which all knowledge and skills are mobilized in solving problems that arise, making decisions, analyzing all assumptions that arise and conducting investigations or research based on the data and information that has been obtained to produce the desired information or conclusions. There are six basic elements of critical thinking skills, namely: focus, reason, inference, situation, clarity and overview.

3) Higher Order Thinking Skills as Problem Solving

Higher Order Thinking Skills are needed in the learning process, because these skills will be able to solve problems that arise in everyday life. According to Mortos, Okamoto and Rhee, there are six aspects that can be used to measure the extent of student's problem solving skills, and the aspects are determining problems, exploring problems, planning solutions, implementing plan, examining solutions and evaluating.

C. Teachers Competencies Oriented to HOTS

The development of learning oriented on Higher Order Thinking Skill (HOTS) is a program developed as an effort of Ministry of Education and Culture through the Directorate General of the Teachers and Education Personnel (Ditjen GTK) in an effort to improve the quality of learning and also the quality of graduates. Ariyana, et al. (2018:1) state that the program was developed following the policy direction of Ministry of Education and Culture which in 2018 has integrated the strengthening of character education and learning-oriented learning in high-level thinking skills or the Higher Order Thinking Skill (HOTS). Through this program the government expects students to achieve various competencies include critical thinking, creative and innovative, communication skills, collaboration and confidence, which are five things that this government delivered the character of students inherent in our evaluation system and are 21st century skills (Ariyana, 2018:3).

In this revolution era, teachers are required to keep up with the pace of change development of information and communication technology is good in planning, implementation, evaluation learning, and classroom management with principles contemporary learning. Law no.14 of 2005 paragraph (1) states that teacher competence includes pedagogical competence, professional competences, social competence and personality competence obtained through professional education. In order to develop teacher competence in welcoming HOTS-oriented learning can be done

by: 1) optimizing the role of the Subject Teacher Conference (MGMP), and the role of the Teacher Working Group (KKG); 2) Improvement teaching profession through Continuous Professional Development (PKB) with an improvement program Learning Competencies (PKP); 3) Multiply discussion activities in a forum for teachers developing teacher competence; 4) The use of literacy for teachers.

According to Suyanto, et al (2023:77) there are five teacher competencies needed for 21 st century learning in facing the industrial revolution 4.0.

1. Educational competeny or internet of things (IoT) as a basic skill. The internet of things (IoT) as a technological revolution that represents the future of computing and communications, its development depends on dynamic technical innovation from a number of important fields. The examples of IoT applications in the education sector are Electronic Learning (e-learning), Mobile Learning (m-Learning), Ubiquitos Learning (u-Learning), and digital libraries.
2. Competence for technological commercialization is a competency that can lead teachers to have an entrepreneurial attitude with an innovative process that is expected to produce something new for the teacher.
3. Competence in globalization, namely a world without boundaries that doesn't stutter towards culture, hybrid competence and excellence in solving problems national. There are seven categories established

global competencies namely: generic competence or generally used competencies, IS or Information System competency, competency of Information and communication technology, project management and leadership competency, collaboration competence and knowledge management, communication competency and intercultural competency.

4. Competence in future strategies. These are competencies for predict about what will happen in the future and how strategy, by using join-research, staff mobility, join-lecture, rotation, join-research and so on.
5. Counselor competence is assessed that the future's problem of students is not just a matter of deepening teaching material only, but more of a problem psychological pressure, increasingly complicated circumstances and heavy. So, teachers are required to get facilitate students to able to develop talents and potential related to emotional aspects, physical, social, moral, spiritual and intellectual.
6. Based on the previous description, we can conclude that in implementing HOTS-based learning needs to be supported by five teacher competencies according to learning skill 21st century in face of revolution industry 4.0 that follows the pace of change very fast technology.

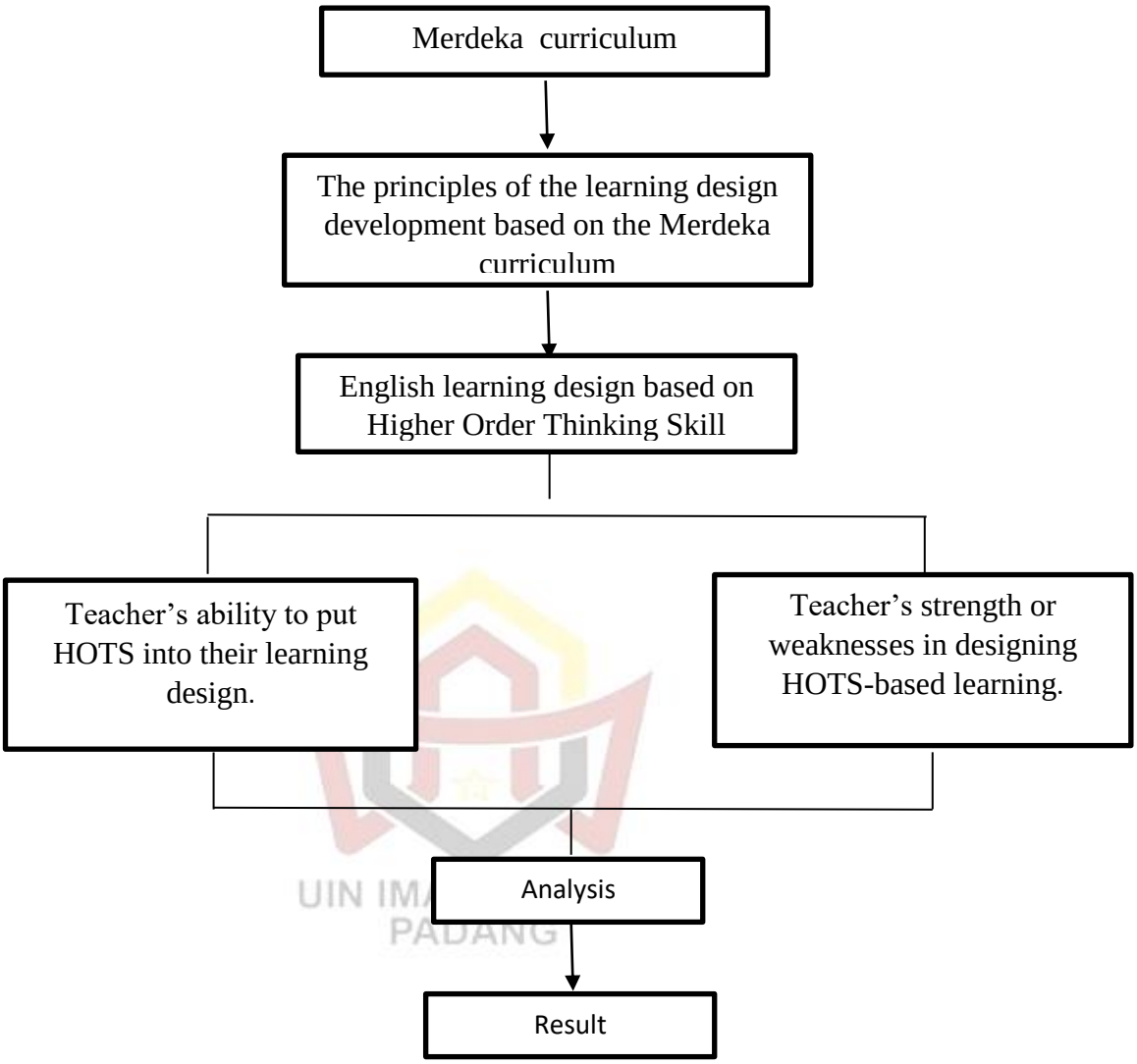
D. Relevance Studies

There are several previous studies that examine the analysis of Higher Order Thinking Skill (HOTS) in learning design. The first research

was conducted by Putu, et al., (2019) found that Higher Order Thinking Skill (HOTS) was not expressed in the whole of the lesson plan and assessment, it was covered in several parts of the lesson plan and the assessment. Hemas, et al. (2021) showed that the characteristic of Higher Order Thinking Skill (HOTS) were identified in the lesson plan for the twelfth grade English teacher. Putu Suardamayasa (2022), found that the teacher knows about preparing lesson plans and applying High Order Thinking Skills. The teacher also can apply and develop creatively the use of Higher Order Thinking Skills to lesson plan to support the learning process. Pambudi, et al (2022), found that among 5 lesson plans had only 1 until 3 indicators that contained HOTS. Rahma, et al, (2021) found that from all lesson plan that has identified by researcher, in each lesson plan there are two different most cognitive domain founded in the four lesson plans. Based on identification was done by the researcher, C6 (create) is the most dominant cognitive domain founded.

Another research was conducted by Septa and Edi (2015)and they found that the implementation of the lesson plans prepared by the Physics teacher of class X Of Senior High School Yogyakarta is in the moderately implemented category (TS). Ekasari & Dian (2021) found that the implementations of HOTS-based learning management at SDN Sendagadi 2 is included in the practical theory. The planning, organization, implementation prove it and assessment of learning that has been carried out (Ekasari,2021:42).

E. Conceptual Framework



CHAPTER III
RESEARCH METHOD

A. Type of Research

This research is descriptive qualitative research. According to Creswell (2009) the process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the data (Marini,2018:37).

In qualitative research, the researcher as a human instrument and with participant data collection techniques and in-depth interviews, the researcher must interact with the sources (Sugiyono,2019:11). Therefore, qualitative research must really know the person providing the data. There are some characteristic of qualitative research, namely 1) Qualitative research has the natural setting as the direct source of data and researcher is the key instrument. 2) Qualitative research is descriptive, so the data collected is in form of words rather than number. 3) Qualitative research are concerned with process rather than simply with outcomes or products. 4) Qualitative research tend to analyzed their data inductively.

B. Place and Time of Research

The research was conducted at Senior High School 01 Dua Koto wchich is located on Panti Simpang Empat street, Pasaman Regency.

C. Respondent of the Research

Respondent of the research in qualitative research can be various. The respondents of this research are two of senior English teachers at Senior High School 01 Dua Koto, each assigned a code as T1 (first teacher) and T2 (second teacher). Both of them have experience teaching English for more than twelve years at that school.

D. Research Instrument

Research instrument are tools used in collecting data from a study. Instruments can be interpreted as tools that are arranged and developed by following established procedures based on theories and research needs that used to collect research data. Therefore, instruments are also called research data collection tools. In this research, researcher used two types of instruments namely document analysis instrument, classroom observation, and interview. These three instruments are designed to obtain data on the extend of teachers understanding in designing Higher Order Thinking Skills (HOTS)-based learning.

1. Document analysis

   Document analysis instrument is used to assess the extent to which HOTS-based learning elements are reflected in the components of teaching modules created by the teachers. This instrument is compiled based on qualitative approach. This instrument is designed to assess the main aspects of learning design, namely: learning objectives, learning activities, learning methods and assessments.

Table 3.1 :General Framework to Determine HOTS Level

Name of the Teacher :

Level of Students : Grade

Semester :

Topic :

Time Allocated :

No	Aspect	Indicators	Level	Notes
1	Learning goals	a. Goals of learning is set up to promote student's critical thinking skills (such as to analyze, evaluate, and create) b. Goals of learning is set up to promote student's knowledge and life skill c. Goals of learning is set up to promote student's knowledge and life skill.		
2	Learning activity	a. Students mostly recall information b. Students rarely practice English c. Students sometimes analyze, evaluate or create something		
3	Learning materials	a. Learning materials requires students to understand b. Learning materials requires students to analyze something c. Learning materials requires students to analyze, synthesize, evaluate and guide students to create something		
4	Method of learning models	a. Learning method encourages students to think at higher level (such as Problem Based Learning, Project Based Learning, Discovery Learning, Case Study.		

		b. Learning method encouraged students to use more English in classroom. c. Learning method uses a student-centered approach
5	Evaluation	a. Evaluation assesses student's ability to analyze, evaluate and create b. Assessment's instrument uses open-ended questions or project assignments c. Evaluation provides task that encourage student's to think critically

The analysis was conducted based on the five main components of the lesson plan (RPP) according to curriculum standards: learning objectives, learning activities, learning materials, learning methods, and learning evaluation. Each component was analyzed using a scoring system to assess the suitability and quality of the lesson plan. Each component is given a score of 16-20 for the Higher Order Thinking Skills (HOTS) category, 11-15 for Middle Order Thinking Skills (MOTS), and 0-10 for Lower Order Thinking Skills (LOTS).

The scores obtained were then categorized into three quality levels: Poor (0–33) → indicates that the lesson plan component is still weak, does not meet standards, and requires fundamental improvement. Fair (31–66) → indicates that the lesson plan component is quite good, but there are still several aspects that need improvement

to meet standards. Good (67–100) → indicates that the lesson plan component is good and meets standards and can be used as an example of ideal practice. Therefore, the maximum total score that can be achieved is 100 (if all components score 10). This instrument helps researchers identify the quality of English teachers' lesson plans more objectively, measurably, and systematically.

2. Observation

According to Kotari (1990:96) observation method is the most commonly used method especially in studies relating to behavioural sciences. Observation become scientific tool and the method data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability.

Table 3.2: Table of classroom observation

Name of the teacher:

Observer :

Class :

Topic :

Time allocated :

Respondent	Activities in Main Teaching Activity		Level		
	Directions	Responds	HOTS	MOTS	LOTS

Conclussion

3. Interview

Table: 3.3. blueprint of interview

Interviewe :

Interviewer :

Day/date :

No	Pertanyaan
1	Bagaimana Ibu memahami konsep HOTS dan perannya dalam pembelajaran di kelas?
2	menurut Ibu, komponen RPP/Modul ajar mana saja yang paling penting untuk diperhatikan dalam mendesain pembelajaran berbasis HOTS?
3	Menurut Ibu, apa saja faktor penghambat yang Ibu hadapi dalam merancang desain pembelajaran berbasis HOTS?
4	Menurut Ibu, apa saja yang menjadi faktor pendukung dalam merancang desain pembelajaran berbasis HOTS?
5	Menurut Ibu, dukungan dalam bentuk apa yang Ibu butuhkan dalam merancang pembelajaran berbasis HOTS?

E. Research Procedure

The data about the teacher's ability to design HOTS-based learning design collected by the researcher. The researcher analyzed the RPP or learning module documents created by the teachers, conduct classroom observation and semi-structured interview to obtain data. After collecting the data, the researcher analyze them by using Miles and Hubbermans Model.

F. Technique of Data Collection

Data collection techniques are the most strategic step in the research, because the main objectives of the research are to take data. Data collection can be done in various setting, various sources and various ways. When viewed in terms of how, data collection techniques can be carried out with observation, interview, questionnaires and documentation or combined all four.

The data in this research came from the teacher's instructional design such as learning module or lesson plan (RPP), classroom observation and open-ended interview. There are some steps follow in collecting data. First the researcher analyzed the document of learning module or lesson plan created by English teachers. There are components of learning module that analyzed by researcher, namely: learning module, learning activity, learning material, learning method and evaluation. The result of an analyzes. The data is presented in tabular form and scored to

determine the HOTS level of learning module created by the English teacher.

The second, the researcher observed the English learning process in the classroom. The most important thing at this stage is the teacher's directions and the students responses during the main teaching. This allows conclusions to be drawn about the extent to which the teachers has implemented HOTS during the learning process.

The last steps is the researcher conducted the open-ended interview with both respondents. After conducting the interview. The interview result were coded. According to Miles and Hubberman (1994:56) coding is an analysis to review a set of field notes, transcribed or synthesized ant to dissect them meaningfully, while keeping the relations between parts intact, is the stuff of analysis. The purpose of this coding is to organize and focus the essence of the teacher's responses. This way, a baseline of the teachers strength and weaknesses in designing HOTS-based learning was identified.

G. Technique of Data Analysis

Mile and Huberman (1994) state that the most serious and central difficulty in the use of qualitative data is that method of analysis are not well formulated. While Spradley (1980) defined that analysis of any kind involve a way of thinking, it refers to the systematic examination of something to determine its parts, the relation among parts and the relationship to the whole. In qualitative research, the data were obtained

from various sources using data collection techniques and were carried out continuously until the data was saturated. Susan Stainback said that there are no guidelines in qualitative research for determining how much data analysis are necessary to support and assertion, conclusion, or theory.

Data analysis in qualitative research is carried out at the time of data collection within a certain period. At the time of interview, the researcher had analyzed the answers of the respondents. It the respondent's answer after being analyzed are not satisfactory, the researcher continue the questions again, until a certain stage, the data is considered credible. Miles and Huberman (1984) suggested that activities in qualitative data analysis were carried out interactively and continuously until they were completed. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification (Sugiyono, 2019:243).

1. Data Reduction

There are quite a lot of data obtained from the field, so it is necessary to record it carefully and in detail. As already stated, the longer the researcher is in the field, the longer the researcher is in the field, the larger the amount of data, complex and complicated, for this reason, it is necessary to immediately conduct data analysis through data collection. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus, the reduced data provided a clearer picture, and make it easier for researchers to collect further data, and look for it if needed.

Data reduction can be assisted with electronic equipment such as mini a computers, by providing codes on certain aspects. In reducing data, each researcher guided by the goals to be achieved, and the purpose of qualitative research itself is the findings.

In this stage the researcher collected data through documentation, which involves lesson plan made by English teachers. Each teacher aske at least 2 of lesson plans or learning modules to be analyzed by researcher. Apart from documentation, researcher also collect the data through classroom observation and interviews in which the English teacher became the respondents. This aims to dig deeper into teacher's perspective and understanding regarding HOTS-based learning design. Through interviews researcher will also find the answer regarding the difficulties or the weakness experienced by English teachers in designing HOTS-based learning design.

2. Data Display

After doing the reduction, the next step is data display. Data display is a step of presenting the data from the data reduction. The researcher display the data in short description, chart, the relation among the category and other formats. By data display, then the data is organized, arranged in a pattern that can be more understandable. Miles and Huberman (1984) said that the most frequent form of display data for qualitative research data in the past has been narrative text.

3. Conclusion drawing/Verification

Conclusion drawing/verification is the last phase of analysis data. According to Miles and Huberman conclusion drawing or verification is a step of drawing conclusion from the beginning to the final process.

In a summary, the step in data analysis are as follows: 1) the data is gathered by researcher through documentation, questionnaires and interview result. By referring to the research problem, the researcher then select, identifies, and concentrates on the data. 2) after collecting information, the researcher organized it into meaningful sentences. 3) the conclusion is reached when the data has been displayed. The narrative text analyzes the documentation and documentation result in order to make them more understandable and particular.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

1. Designing HOTS

The research subjects consisted of two English teachers at SMA N 1 Dua Koto, coded T1 (first English teacher) and T2 (second English teacher), respectively. Both teachers had an over 10 years of teaching experience both teach in grades XI and XII.

Table 4.1:Brief identification table of research subject

Name	Teacher's coded	Gender	Teaching experience	Educational education
Hotmi, S.Hum	T1	Female	14 years	Bachelor of English Literature
Yuni Era, S.Pd	T2	Female	12 years	bachelor of English Education

Table 4.2: Analysis document of T1

Name of the Teacher : Hotmi, S.Hum.

Level of Students : Grade XII

Semester : 1

Topic : Narrative Text: The Story of A Friendly Future

Time Allocated : 12 JP (6 x meetings, 2 x 45 minutes)

No	Aspect		Indicators	Level	Notes	Score
1	Learning goals	a)	Goals of learning is set up to promote student's critical thinking skills (such as to analyze,	LOTS	Learning objectives tend to used operational verbs at level C1 such as: identify, state and write.	10

		evaluate, and create) b) Goals of learning is set up to promote student's knowledge and life skill c) Goals of learning is set up to promote student's knowledge and life skill.			
2	Learning activity	a) Students mostly recall information b) Students rarely practice English c) Students sometimes analyze, evaluate or create something	HOTS	Teacher emphasize application rather than memorization. Teacher emphasize application rather than memorization. Teacher emphasize application rather than memorization. Students are given the opportunity to evaluate or critic another student's answer.	20
3	Learning materials	a) Learning materials requires students to understand b) Learning materials requires students to	HOTS	Gadged, computer, infocus, internet access, textbook, handout, LKS and other supported references. Material includes	20

		analyze something c) Learning materials requires students to analyze, synthesize, evaluate and guide students to create something		explanation text, linguistic features, and vocabulary. Students are asked to analyze narrative text on their LKS (Lembar Kerja Siswa) to complete the task asked by teacher.	
4	Method of learning models	a) Learning method encourages students to think at higher level (such as Problem Based Learning, Project Based Learning, Discovery Learning, Case Study. b) Learning method encouraged students to use more English in classroom. c) Learning method uses a student-centered approach	HOTS	In the learning module the T1 do not explain what kind of learning method that she uses. Based on classroom observation researcher can conclude that the method uses by T1 is cooperative learning design.	20
5	Evaluation	a) Evaluation assesses student's ability to analyze, evaluate and create b) Assessment's	HOTS	Students are given the opportunity to evaluate or critic another student's answer.	20

		instrument uses open-ended questions or project assignments c) Evaluation provides task that encourage student's to think critically			

Table 4.3: Analysis document of T2

Name of the Teacher : Yuni Era, S.Pd

Level of Students : Grade XI

Semester : 1

Topic : Giving Opinion

Time Allocated : 2JP x 45 minutes (3 meetings)

No	Aspect	Indicators	Level	Notes	Score
1	Learning goals	a) Goals of learning is set up to promote student's critical thinking skills (such as to analyze, evaluate, and create) b) Goals of learning is set up to promote student's knowledge and life skill c) Goals of learning is set up to promote student's knowledge and life skill.	HOTS	The operational verbs use in learning goals are: to apply, and arrange	20

2	Learning activity	a) Students mostly recall information b) Students rarely practice English c) Students sometimes analyze, evaluate or create something	MOTS	In this theme there are 3 meetings tend to invite students to observe, express opinion, and practice the dialogue.	15
3	Learning materials	a) Learning materials requires students to understand b) Learning materials requires students to analyze something c) Learning materials requires students to analyze, synthesize, evaluate and guide students to create something	HOTS	Computer, worksheet, audio CD/VCD,English textbook, e-dukasi.net, another relevance references.	20
4	Method of learning models	a) Learning method encourages students to think at higher level (such as Problem Based Learning, Project Based Learning, Discovery	HOTS	Problem based learning and students center	20

		Learning, Case Study. b) Learning method encouraged students to use more English in classroom. c) Learning method uses a student-centered approach			
5	Evaluation	a) Evaluation assesses student's ability to analyze, evaluate and create b) Assessment's instrument uses open-ended questions or project assignments c) Evaluation provides task that encourage student's to think critically	LOTS	There are three meetings for this theme, and the is nothing assignment or analitycal questions during the learning sprocess.	10

Based on the analysis that has been carried out on the learning module document or RPP for two English teachers, data was obtained that shows the degree of teachers in designing Higher Order Thinking Skills (HOTS)-based learning as below:

Table 4.4: The degree of teachers HOTS in their learning design

Respondents	Learning Goals	Learning Activity	Learning Material	Learning Method	Evaluation	Category
T1	10	20	20	20	20	90 (Good)
T2	20	15	20	20	10	85 (Good)

from the data above, the researcher concluded that the English teachers at Senior High School 01 Dua Koto in integrating HOTS into learning design was at **Good** level.

2. Implementation of HOTS

Based on the classroom observation on August 4th until 7th 2025, the researcher and the teacher concluded that the learning process ran well. In this section the researcher described some activities that have been done by the teacher and the students.

The description of classroom observation with T1 is explained as follow:

Name of the teacher: Hotmi, S.Hum

Observer : Harwita

Class : XII / FL7

Topic : narrative text: the legend of Batu Bagauang

Time allocated : 2 x 45 minutes

Opening

The teacher and the researcher entered the class. The teacher greeted

the students and they answered her greeting together. The students seems enthusiastic because it was first time the teacher entered the class accomplished by researcher. The teacher asked the observer to take a seat next to her at the front of the class, then introduced the researcher to the students. Then the teacher checked students attendance list. Students answer the attendance list, as usual each students must say one sentence as a ticket to enter the learning process. The sentence must be related with the last learning material. During the attendance session teacher try to guides students to use more English by asked how they are and how they are feelings, the teacher also inquiries about the reason why they didn't come to the previous meeting and the reason for their classmate who were absent today.

Main teaching activity

Starting the teaching process, the teacher opened the material by guided students to remember their last material. The teacher asked the students to mention types of narrative text and tell the differences. Then she asks the students to form discussion groups consisting of 4 students. The students asked to read narrative text wichh title is Batu Bagauang. After that the students asked to find argument sentence from their LKS (Lembar Kerja Siswa). The teacher always speaks in English followed by a translation afterward.

During the group discussion session, the classroom atmosphere was set as comfortable and enjoyable as possible. The teacher approached each

group one by one to observe the student's discussion process. The teacher stated that learning process with her was deliberately made more relaxed so that good communication could be achieved. The teacher always gave appreciation to every question, answer and response given by students by guiding their classmates to give an A plus to the performer.

The teacher given the clues how to find the argument sentences. Each group representative writes the answers they agreed on in front of the class. The teacher checks the answer by involving the students. Each group members are given opportunity to respond to the other group's answers.

The teacher asked the students about the lesson that they take from the story and guided the students to link the material with their daily life. After ask the students opinion, the teacher evaluate this session with clear explanation.

Closing

This session close by ask the students to find another argument sentence on the story of Batu Bagauang as a homework. The students are also ask to create an argument sentence as a ticket to participate in the learning process for the next meeting. This argument sentence will be presented during the attendance taking session. Before the time was over the teacher summarize the material that was discussed, and also inform the students about the topic for the next meeting. The teacher

ended the session by saying “hamdalah” and greetings. The students responded to the greetings together.

Based on the classroom observations carried out during teaching activities by English Teacher (T1), the following data was obtained.

Table 4.5: Data based on teaching and learning activity leads to HOTS

Respondents 1 (T1)	Activities in Main Directions	Teaching Activity Responds	Level HOTS	MOTS	LOTS
	Do you still remember our previous learning material?	Narrative text, legend.			✔
	There are many types of narrative texts, can you differentiate them?	Folktale, legend: story that contained a history, fable: story about animals.			✔
	Let’s make discussion groups of 4-5 members each!	“Yes mam! Are we free to choose our group members?”		✔	
	Read the legend of Batu Bagaung. After that find the argumentative sentences from that story based on the clue. Don’t forget to discuss with your friends!	The students sit in groups, then they read and discuss about the task given by the teacher.		✔	

Each groups must come to the front of the class to present their findings!	Each group present their findings in the front of the class.	✔
Why do you think this sentence is an argument?	Because followed by quotation marks. Because followed by the data and fact.	✔
Do you agree with group 4's answer?	The students said yes or no.	✔
Does any groups have different answer?	There are some groups that have different answer. Another groups add the answer with their findings.	✔
What messages can you take from the story of Batu Bagaung?	Each students has different answer based on their perspective. All students who expresses their opinion is give extra points by teacher regardless of whether the answer is correct or not.	✔
One of the function of narrative text is to entertain. So, do you think these legends are true or not?	The students have different opinions about this question.	✔
Are there any legends originating from West Sumatera region where	The students are enthusiastic about this question by mentioning the stories that they	✔

	you live that you hear most often from people around you?	think are types of legends, for example: legend of Malin kundang from Padang, legend of Sampuraga from Mandailing Natal.	
	The teacher asked the students to create argumentative sentences about their school environment as a ticket for their absence at the next meeting.	The students to create argumentative sentences about their school environment as a ticket for their absence at the next meeting.	✔
Conclussion	From the activities above, it can be concluded that the activities carried out by teacher (T1) during the teaching and learning process are directed to Higher Order Thinking Skill (HOTS) level.		

The description of classroom observation with T2 is explained as follow:

Name of the teacher: Yuni Era, S.Pd

Observer : Harwita

Class : XI / F4

Topic : Stating Opinion: on Social Media Post

Time allocated : 2 x 45 minutes

Opening

The teacher and the researcher entered the class. The teacher greeted the students and they answered her greeting together. The students seems enthusiastic because it was first time the teacher entered the

class accomplished by researcher. The teacher asked the researcher to introduce herself and tell about what the intention in the class. After finishing the introduction, the observer was asked to take a seat in the back row. Then the teacher checked students attendance list. During the attendance session teacher try to guides students to use more English by asked how they are and how they are feelings, the teacher also inquiries about the reason why they didn't come to the previous meeting and the reason for their classmate who were absent today.

Main teaching activity

The class start by asked students to remember about previous material . The teacher also explained the learning objectives to be achieved during the learning process. The teacher stated that the researcher will observe and assess today's learning process so students are asked to participate more actively.

The teacher mentioned the material for today , which is stating opinion: agree and disagree. Before explaining the material, teacher ask the student's opinions regarding today's material the students try to respond, then the teacher asked the students to gave a simple example sentences using expression of agree and disagree regarding the condition of their school environment.

The teacher starts the discussion by asking the students to open their LKS and explaining the material. The teacher guided the students to translate various expressions of agree and disagree. The teacher

encourage listening skill by the exercise in students worksheet. The student asked to write their answer in the whiteboard and the teacher is given opportunity to another student to complete and revise their friend's answer.

Then the teacher instructed the students to make a conversations using the expressions of agree and disagree with their desk mate. After completing the conversation, the students are asked to present it in front of the class. The teacher evaluates students performances.

Closing

This session close by summarize the material that was discussed, and also inform the students about the topic for the next meeting. The students are also ask to create a sentences using expressions of agree and disagree on social media use and this task will collect in the next meeting. Before the time was over the teacher asked the students if the have any questions related to the today's topic and assignment. The teacher ended the session by saying "hamdalah" and greetings. The students responded to the greetings together.

Table 4.6: Data based on teaching and learning activity leads to HOTS (T2)

Respondent 2 (T2)	Activities in Main Teaching Activity		Level		
	Directions	Responds	HOTS	MOTS	LOTS
	Do you still remember our previous lesson?	Giving opinion			✔
	Do you have a homework for last week's material?	Yes, Mam. The task is make one sentence about giving opinion for the rules at this school.	✔		
	Can anyone state your opinion?	Some students raise their hands to be a volunteer.			✔
	Please open the student's worksheet page 10	The student open their worksheet			✔
	We will discuss about the differences of expression of agreement and disagreement, please write the translation next to any expression on your notebook.	The students being actively to discuss the material by try to translate the sentence with their limited vocabulary.		✔	
	Let doing the exercise in the listening session. Pay attention to the dialogue and listen carefully to what I read. The fill the blanks by the word that you hear.	The student focuses on listening and try to fill the blanks by the word that they hear.			✔
	Who would like to come forward and write down the	The students are enthusiastic to write their		✔	

answers of number 1-8? Please grab a marker and write your answer!	answer in the front of the class.		
Does anyone have a different answer than your friend? If so, please write your version of the answer in the front.	Another students that have different answer write their version in the front of the class		✔
The answer of number 4 is not writ correctly. If you can improve, please write your version next to your friend's answer.	There are two students who revised their friend's answer to get the correct word.	✔	
Now, create a dialogue about expressing opinions that includes expression of agreement and expression of disagreement with your desk mate.	The students discuss and create the dialogue with their desk mate.	✔	
Present your dialogue that you've created in the front of the class.	Pair of students present their dialogue.	✔	
For next week's assignment, relate this material to the use of social media. Creates sentences of your agreement and disagreement on the use of social	The students given assignment for the next meeting.	✔	

media.

Conclusion	From the activities above, it can be concluded that the activities carried out by teacher (T2) during the teaching and learning process are directed to Higher Order Thinking Skill (HOTS) level.

3. Teachers Strength and Weaknesses in Designing HOTS-Based Learning

Based on open-ended interviews conducted online via WhatssApp, researcher found the main points of the strength and weaknesses of teachers in designing HOTS-based learning.

For more information, it can be show the result of interview with the teacher:

Hasil wawancara dengan responden 1 (T1)

Saya*: Assalamu'alaikum Wr. Wb. Selamat siang, Ibuk.*

Perkenalkan, saya Harwita, mahasiswa UIN Imam Bonjol Padang yang sedang menyusun skripsi. Mohon izin untuk melakukan wawancara singkat terkait penelitian saya tentang kemampuan guru dalam mendesain pembelajaran berbasis HOTS. Wawancara ini akan dilakukan melalui chat WhatsApp, Ibu hanya perlu menjawab beberapa pertanyaan secara singkat sesuai pengalaman pribadi. Hasil wawancara akan dijaga kerahasiaannya dan hanya digunakan untuk keperluan akademik.

Apakah Ibu bersedia untuk melanjutkan wawancara ini?

T1*:Ya, saya bersedia.*

***Saya**: baik, terima kasih Buk. Pertanyaan pertama, bagaimana Ibu memahami konsep HOTS dan perannya dalam pembelajaran di kelas?*

***T1**: HOTS mendorong siswa untuk tidak hanya menghafal fakta, tetapi juga untuk memahami konsep secara mendalam, menghubungkan informasi baru dengan pengetahuan yang sudah ada, dan menerapkannya dalam situasi yang berbeda. Peran soal HOTS sangat penting dalam proses pembelajaran untuk meningkatkan kemampuan kognitif siswa dalam menganalisis dan memecahkan suatu masalah.*

***Saya**: Baik, terima kasih Buk. Pertanyaan ke dua, menurut Ibu, komponen RPP/Modul ajar mana saja yang paling penting untuk diperhatikan dalam mendesain pembelajaran berbasis HOTS?*

***T1**: Komponen modul ajar untuk pembelajaran Higher Order Thinking Skills (HOTS) yang paling penting adalah mendesain tujuan pembelajaran yang mampu mengembangkan kemampuan Menganalisis siswa dan Komponen Inti seperti pemahaman bermakna, pertanyaan pemantik, kegiatan pembelajaran yang mengembangkan berpikir kritis, asesmen, refleksi), dan Lampiran (materi pendukung, lembar kerja, glosarium). Bagian inti ini sangat penting untuk memastikan pembelajaran mendorong analisis, evaluasi, dan penciptaan siswa melalui kegiatan dan pertanyaan yang menantang.*

***Saya**: Baik, terima kasih Ibuk. Pertanyaan ke tiga, menurut Ibu, apa saja faktor penghambat yang Ibu hadapi dalam merancang desain*

pembelajaran berbasis HOTS?

***T1**: Faktor penghambat dalam merancang pembelajaran berbasis HOTS yaitu tingkat kemampuan siswa yang beragam dan kurangnya rasa percaya diri siswa dalam proses pembelajaran.*

***Saya**: Baik, terima kasih Ibuk. Pertanyaan ke empat, menurut Ibu, apa saja yang menjadi faktor pendukung dalam merancang desain pembelajaran berbasis HOTS?*

***T1**: Faktor pendukung dalam merancang desain pembelajaran berbasis HOTS adalah sarana prasarana yang lengkap dalam media pembelajaran serta pelatihan yang memadai untuk bisa merancang pembelajaran HOTS secara efektif.*

***Saya**: Baik, terima kasih Ibuk. Pertanyaan ke lima, menurut Ibu, dukungan dalam bentuk apa yang Ibu butuhkan dalam merancang pembelajaran berbasis HOTS?*

***T1**: Dukungan yang saya butuhkan dalam merancang pembelajaran berbasis HOTS yaitu dukungan dari kepala sekolah yang berkelanjutan, dukungan dari rekan sejawat atau yang lebih ahli, ketersediaan sarana prasarana berbasis TIK serta pelatihan yang berkala.*

***Saya**: Baik, Buk, terima kasih sudah meluangkan waktu untuk mengikuti wawancara ini. Jawaban yang Ibu berikan sangat bernilai bagi Wita dan penelitain Wita. Semoga Ibu selalu diberi kesehatan dan kesuksesan*

dalam mengajar. Assalamualaikum Wr. Wb.

***T1**: Aamiin ya Robb, sama-sama Wita, mudah-mudahan sukses dan berkah ya nak. Waalaikumussalam Wr.Wb.*

Hasil wawancara dengan responden 2 (T2)

***Saya**: Assalamu'alaikum Wr. Wb. Selamat siang, Ibuk.*

Perkenalkan, saya Harwita, mahasiswa UIN Imam Bonjol Padang yang sedang menyusun skripsi. Mohon izin untuk melakukan wawancara singkat terkait penelitian saya tentang kemampuan guru dalam mendesain pembelajaran berbasis HOTS. Wawancara ini akan dilakukan melalui chat WhatsApp, Ibu hanya perlu menjawab beberapa pertanyaan secara singkat sesuai pengalaman pribadi. Hasil wawancara akan dijaga kerahasiaannya dan hanya digunakan untuk keperluan akademik.

Apakah Ibu bersedia untuk melanjutkan wawancara ini?

***T2**:Ya.*

***Saya**: baik, terima kasih Buk. Pertanyaan pertama, bagaimana Ibu memahami konsep HOTS dan perannya dalam pembelajaran di kelas?*

***T2**: Mendorong Pemahaman Mendalam: HOTS melatih siswa untuk memahami "mengapa" dan "bagaimana" suatu konsep, bukan hanya*

"apa." Ini menciptakan pemahaman yang kuat dan tidak mudah hilang. Mengembangkan Kemampuan Memecahkan Masalah: Pembelajaran berbasis HOTS menyajikan masalah yang tidak memiliki jawaban tunggal, memaksa siswa untuk berpikir kreatif, menguji berbagai pendekatan, dan menemukan solusi sendiri. Meningkatkan Kemampuan Kritis dan Kreatif: Siswa dilatih untuk tidak menerima informasi begitu saja. Mereka diajak untuk mengevaluasi, menimbang argumen, dan menciptakan ide-ide atau solusi baru. Menyiapkan siswa untuk dunia nyata. Di dunia kerja dan kehidupan sehari-hari, kita jarang dihadapkan pada masalah yang hanya butuh hafalan. Kemampuan menganalisis situasi, mengevaluasi pilihan, dan berkreasi sangat dibutuhkan. Dengan HOTS, kita melatih siswa untuk menjadi pembelajar dan pemecah masalah seumur hidup.

***Saya**: Baik, terima kasih Buk. Pertanyaan ke dua, menurut Ibu, komponen RPP/Modul ajar mana saja yang paling penting untuk diperhatikan dalam mendesain pembelajaran berbasis HOTS?*

***T2**: Tujuan pembelajran ,kegiatan inti ,asesmen.*

***Saya**: Baik, terima kasih Ibuk. Pertanyaan ke tiga, menurut Ibu, apa saja faktor penghambat yang Ibu hadapi dalam merancang desain pembelajaran berbasis HOTS?*

***T2**: Beban dan waktu kurikulum, ketersediaan sumber daya, keadaan siswa, pengetahuan dan ketrampilan guru.*

***Saya**: Baik, terima kasih Ibuk. Pertanyaan ke empat, menurut Ibu, apa saja yang menjadi faktor pendukung dalam merancang desain pembelajaran berbasis HOTS?*

***T2**: Dukungan dari kepala sekolah, kolaborasi antar guru, pelatihan dan pengembangan lanjutan, sumber belajar yang bervariasi.*

***Saya**: Baik, terima kasih Ibuk. Pertanyaan ke lima, menurut Ibu, dukungan dalam bentuk apa yang Ibu butuhkan dalam merancang pembelajaran berbasis HOTS?*

***T1**: Pelatihan dan lokakarya yang terstruktur, komunitas beljar, akses ke sumber daya digial.*

***Saya**: Baik, Buk, terima kasih sudah meluangkan waktu untuk mengikuti wawancara ini. Jawaban yang Ibu berikan sangat bernilai bagi Wita dan penelitain Wita. Semoga Ibu selalu diberi kesehatan dan kesuksesan dalam mengajar. Assalamualaikum Wr. Wb.*

***T2**: Sama-sama Wita. Waalaikumussalam Wr.Wb.*

This following is a coding table that summarizes the responses from both teachers, T1and T2, based on the open-ended interview results.

Table 4.7: Coding table of teacher's interview responses.

No	Indicators	T1 Responses	T2 Responses
1	Understanding	Deep understanding,	Deep understanding,

	of HOTS concept	connecting information, applying information into different situations.	problem solving, critical and creative thinking, preparing student to analyze, evaluate and create.
2	Important components of learning module	Learning goals, main activities, supporting materials.	Learning goals, main activities, assessment.
3	Obstacles of designing HOTS	Diverse student ability and self-confidence level.	Curriculum load, time, resources, student abilities, teachers knowledge and skills
4	Supporters of designing HOTS	Supportive facilities, training.	Support from principal, collaboration between teachers, training and learning resources.
5	Support needed	Support from principal, colleagues, facilities, training, access to technology and information.	Training, colleagues, access to digital resources.
Conclusion		From the interview results above, it can be concluded that, in general, teachers strengths are clearly evident from internal factors, namely their understanding of HOTS concepts. While teacher weaknesses, particularly in implementing HOTS, are more likely due to external factors such as curriculum load, resource availability, student factors, and lack of training.	

B. Discussion

Based on the data analysis from the learning module or RPP documents, class observations, and open-ended interview this discussion chapter will deeply elaborate and analyze the research findings. This discussion focuses on the English teachers' ability to design Higher Order Thinking Skills (HOTS)-based learning, the implementations of HOTS in

learning processes, and the strength and weaknesses of the English teacher in designing and implementing Higher Order Thinking Skills (HOTS)-based learning at Senior High School 01 Dua Koto.

This search indicates that the English teachers' ability to design HOTS-based learning at Senior High School 01 Dua Koto is at a "Good level". This finding is supported by the analysis of T2, where key components such as learning goals and learning materials received high scores in the HOTS category. The operational verbs used in the lesson plans for these sections, such as "to apply, and arrange", reflect a clear effort to move beyond basic memorization and understanding. Despite the overall positive rating, a significant inconsistency was found in the evaluation component. The analysis of T2's learning module showed that the evaluation section was categorized as Low Order Thinking Skills (LOTS), receiving a score of 10.

The teacher’s understanding is a crucial internal factor that allows teachers to perform better in practice than in their written learning module. The classroom observations confirmed this, revealing that teachers were able to spontaneously apply effective HOTS strategies. For instance, during the observation, T1 asked students questions like "Why do you think this sentence is an argument?" and "What messages can you take from the story of Batu Bagaung?". These questions directly address the analyzing (C4) and evaluating (C5) levels of Bloom's Taxonomy, even if not explicitly stated in the learning module or RPP.

Similarly, T2 demonstrated a high degree of adaptability by asking students to "create a dialogue about expressing opinions" and "relate this material to the use of social media". These are tasks that require creativity (C6) and application of knowledge to a new context, proving that the teachers possess the practical skills to facilitate higher-order thinking. This improvisational ability is a significant strength and demonstrates a professional competence that goes beyond the administrative task of writing a lesson plan.

The results also highlight the importance of the teachers' role, as noted by John Dewey (1938), who argues that teachers are responsible for creating an environment that promotes continuous learning and growth. This also aligns with Margaret, et al. (2019), who stated that a teacher's ability to reflect and make meaning from their experiences enhances their problem-solving abilities.

Based on the open-ended interviews, this research indicated that English teachers at Senior High School 01 Dua Koto possess a strong conceptual understanding of HOTS. This understanding is a significant internal strength. As one teacher (T1) stated, HOTS is crucial for enabling students to not just memorize facts but to "understand concepts deeply, connect new information with existing knowledge, and apply it in different situations". This argument is supported by the other teacher (T2), who highlights the role of HOTS in "improving critical and creative thinking" and "preparing students for the real world" where they must "analyze

situations, evaluate choices, and create new solutions". This understanding of Higher Order Thinking Skill (HOTS) concept provides a solid foundation from which teachers can build effective learning environments.

Beyond personal understanding, the teachers identified several external factors as strengths, particularly the availability of supportive resources. The presence of information technology makes it easier for teachers to find sources of information and inspirations in designing learning modules. Furthermore, the teachers also stated that collaborative support as a significant strength. They mentioned the importance of continuous support from the school principal and colleagues, as well as regular training.

However, the interviews also uncovered several weaknesses or obstacles that hinder the effective design and implementation of HOTS-based learning. A major challenge identified by both teachers is related to student factors. The teachers noted that the students have "diverse abilities and a lack of self-confidence", which makes it difficult to implement HOTS activities during the learning process. The interviews also revealed that teachers face limitations in their own knowledge and skills. While they understand the concept of HOTS, they may lack the technical expertise to translate it into a structured learning design. This gap between theoretical understanding and practical application needs to be handled through more targeted professional development. In addition to knowledge and skills, although some facilities are available, the teachers still feel a

need for more "structured training and workshops" and "access to digital resources" to effectively design HOTS-based learning.

The findings from this research are consistent with several relevant studies. For instance, the research by Putu, et al. (2019) found that HOTS was not fully expressed in lesson plans, a finding mirrored in this study's analysis of the teachers' learning module documents. This suggests that the struggle to systematically integrate HOTS into planning documents is a common phenomenon. Similarly, the findings align with the research by Pambudi, et al. (2022), who found that a limited number of indicators in lesson plans contained HOTS. This reinforces the conclusion that while teachers may have a conceptual understanding of HOTS, they face difficulties in translating it into a comprehensive and consistent learning design.

This disparity between planning and practice confirm the observations of Septa and Edi (2015), who found that the implementation of lesson plan was in the "moderately implemented" category. The present study's findings on the "inconsistency between planning and implementation" suggest that this gap is a common challenge in educational practice. It highlights the importance of not only examining written lesson plans but also observing actual classroom implementation to gain a full picture of teachers abilities. The research by Putu Suardamayasa (2022) found that teachers have the ability to creatively apply and develop HOTS in lesson plans. This finding is supported by the spontaneous

implementation of HOTS observed in this research, where teachers were able to adapt to real-time classroom situations to encourage critical thinking.

In conclusion, this research confirms that English teachers at Senior High School 01 Dua Koto possess a commendable understanding of HOTS and are supported by a collaborative environment and a growing availability of resources. However, their ability to design and implement HOTS-based learning is challenged by significant weaknesses, including diverse student abilities, a heavy curriculum load, and a lack of systematic training on how to integrate HOTS into official lesson plans. The inconsistency between planning and practice is a key finding that reinforces previous research and points to a critical need for targeted professional development that bridges this gap. Addressing these weaknesses by providing more structured training and reducing curriculum constraints would likely lead to a more consistent and effective application of HOTS in the classroom, ultimately benefiting student learning outcomes.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis on this research which is the result of document analysis and classroom observation, there are three conclusions can be explored on the following conclusion below:

1. The ability of English teachers in Senior High School at 01 Dua Koto in designing Higher Order Thinking Skills (HOTS)-based learning is overall in the “Good” category. This can be seen from the teaching module documents that show teachers' efforts to use operational verbs that focus on analysis and create.
2. There are several factors that influence teachers' ability to design HOTS-based learning. The main supporting factors are teachers' strong conceptual understanding of HOTS and the availability of resources such as information technology.
3. There are some obstacles faced by teachers are the diversity of ability levels and lack of student confidence.
4. Teachers also felt that they need more structured training and access to digital resources to bridge the gap between theory and practice.

B. Suggestion

Based on the research findings, the researcher offers the following suggestions:

For the teachers

1. Improve technical understanding of developing HOTS-based lesson plans or learning modules, particularly in formulating objectives, developing core activities, and developing assessment instruments.
2. Align written plans with learning practices so that the quality of learning in the classroom can be well documented.
3. Utilize training and workshops related to HOTS learning design held by schools or relevant institutions.

For the school

1. Provide ongoing mentoring programs for developing HOTS-based learning materials.
2. Encourage teachers to collaborate across subjects in developing HOTS learning strategies.

For researcher

The researcher hope this research can be used as an references for further with different sample and occasion. Basically this research focuses on the EFL teacher's ability to design HOTS-based learning at Senior High School 1 Dua Koto. The researcher realize that this research is far from being perfect. The researcher hopes the other researcher may conduct research about learning design from different perspective.

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APPENDIX