

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 what will be suitable to the students and on what the curriculum or the syllabus expects.

