

**TEACHERS' CHALLENGES ON THE DEVELOPING OF
HOTS-BASED FORMATIVE ASSESSMENT IN EFL CLASS
AT SMP N 01 BANJARNEGARA**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

by

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IN EFL CLASS AT SMP N 01 BANJARNEGARA**

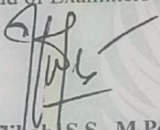
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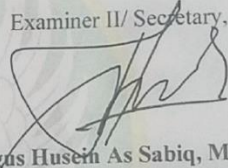
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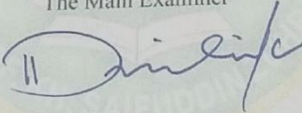
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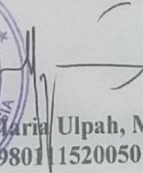
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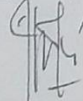
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ABSTRACT

TEACHERS' CHALLENGES ON THE DEVELOPING OF HOTS-BASED FORMATIVE ASSESSMENT IN EFL CLASS AT SMP N 01 BANJARNEGARA

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Abstract: 21st century students are required to have high-level language and thinking skills. To improve the quality of learning and improve students' thinking skills, English teachers must be able to implement HOTS-based formative assessments. The assesment which used during almost whole learning proceses. However, teachers faced challenges in its implementation. This research was aimed to find out the challenges that teachers faced in implementing HOTS-based formative assessment and teachers' strategies in dealing with these challenges. This research used descriptive qualitative research method which the instruments were interview and observation. The Research was conducted at SMP N 01 Banjarnegara in which the research subjects were four English teachers. The results of research on teachers' challenges in implementing HOTS-based formative assessment in English classes at SMP N 01 Banjarnegara consist of the challenges faced, namely: 1) Teachers' lack of knowledge 2) Time-Consuming 3) Limited focus on Language skills 4) students' differences intellectual background. The second was the strategy used to face these challenges: 1) Participating at teachers' training and build scheme from the book 2) Apply questioning and collaborative disscussion as actions in implementing formative HOTS-based assessments.

Keywords: Formative Assessment, Higher Order Thinking Skills, Teacher Challenges, English Class

MOTTO

Be the best version of yourself every day

(my own)



DEDICATION

I dedicate this thesis for:

My Parents

(Mrs. Nurcahyati and Mr. Wahyudin)

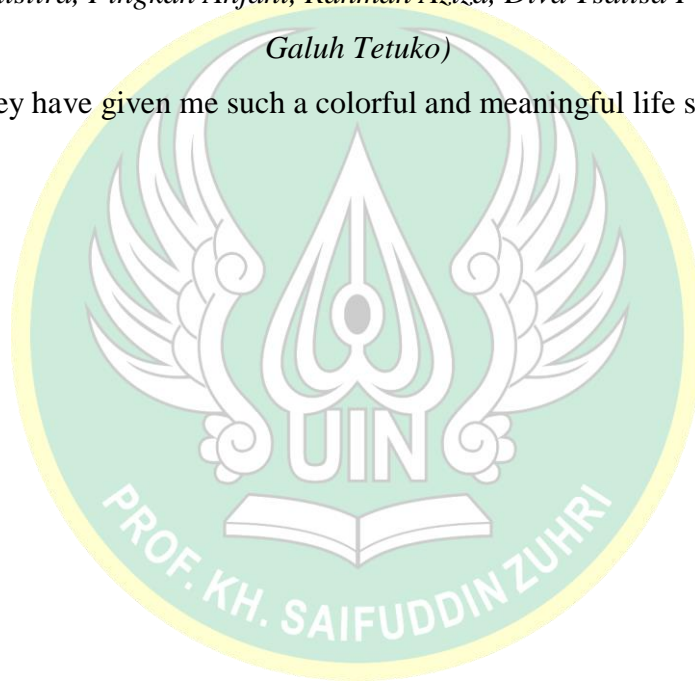
Millions thanks to my parents, who have never given up on me and who have given me everything since I was born. I were nothing without you two.

and

My Siblings

(Galih Yudistira, Pingkan Anjani, Rahmah Aziza, Diva Tsaltsa Fadillah, and Galuh Tetuko)

They have given me such a colorful and meaningful life story.



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Purwokerto, January 10th, 2024

The Writer,



Maulida Lintang Panggayuh

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CHAPTER I

INTRODUCTION

A. Background of Study

Transformation in the world of education continues to grow. This is influenced by the development of civilisations which are now entering the 21st century. The century where every individual is required to have particular skills to face challenges in today's life. In the display framework of 21st century skills, there are student outcomes and support systems that must be mastered by students which are divided into several sections, namely: a) life and career skills, b) learning and innovation skills, and c) information, media, and technology skills (Partnership for 21st, 2015).

The learning and innovation skills section includes creativity, critical thinking, communication, and collaboration skills. These are basic skills that are important for preparing quality human resources in the future through education. In line with this, the revised 2013 curriculum in Indonesia is focused on content and the more important aspects of the essential abilities needed by all citizens to participate in developing the country in the 21st century as a support system (Majid & Rochman, 2014). It has made these skills an integrated aspect that students must achieve. Higher-order thinking skills are needed to obtain these skills, which have also become learning objectives in the cognitive domain in lesson plans in Indonesia.

HOTS is a theory put forward by Bloom in his taxonomy. Taxonomy bloom is a reference for teachers in learning activities that include assessment and the learning process. In the revised edition, taxonomy bloom six levels of thinking in the cognitive domain. Namely, remembering, understanding, applying, analyzing, evaluating, and creating. The six levels are divided into two parts, namely lower order thinking skills and higher order thinking skills (Anderson et al., 2001). Higher order thinking skill is now emphasized in learning to obtain better learning outcomes, especially in acquiring the skills needed for the future. These skills can be obtained in subjects that are also

discussed as core subjects and 21st century themes. Core subjects include: English (reading or language arts), World languages, Arts, Mathematics, Economics, Science, Geography, History, Government and Civics (Partnership for 21st, 2015).

English is the main subject that is a concern as a driving force for students in acquiring the skills needed in this century. This is because English is the language used to communicate with people around the world, either directly or through electronic media. In learning English, the use of Higher order thinking skills is very necessary. In line with this, the function of HOTS is very useful for students, as conveyed by Rizkiana on her research, who stated that HOTS has a major influence on student learning outcomes, because they have to analyze, evaluate and construct their knowledge correctly (Rizkiani, 2022). Therefore, HOTS must be included in the learning objectives in the classroom either through learning activities or assessments.

Assessment as an important element in learning must be conceptualized in order to produce the expected results in the learning objectives. Bachman defines assessment as a process of gathering information about something we are interested in according to a systematic and substantiated procedure (Bachman, 2004). There are two types of assessment used in learning English in Indonesia, namely formative assessment and summative assessment. Summative assessment as a measurement of students outcomes which carried out at the end of the learning process, while formative assessment is carried out during the learning process to evaluate and help students to continue that growth process. It can be said that the function of formative assessment is to help teachers find out information about how far students understand the material presented (Brown, 2004).

As already explained, formative assessment is carried out throughout the learning. In-class or formative assessment should emphasize HOTS as an evaluation of English language learning. Because in relation, students are now required not only to memorize english words, but to be able to analyze, evaluate, and create things by improving their Higher Order Thinking Skills. It

will be achieved is the teachers are able to maximize their roles, as in a research said that Instructional interventions from the teacher could be used to stimulate student inquiry (Ma'rufah, 2021). Teachers as directors in learning should know and understand about this HOTS-based assessment so that the learning objectives made can be maximized. Teachers of English in Indonesia can help their students improve their language skills, critical thinking abilities, communication skills, and global competence by utilizing HOTS-Based formative assessments in English lessons. Students are given meaningful opportunities to apply English in authentic circumstances through the use of these tests, which helps to encourage their overall language development.

However, according to previous studies, teachers continue to believe that the purpose of English instruction is to teach students the four language skills, not critical thinking. In addition, they are uncertain to implement HOTS in the classroom because the majority of teachers need assistance comprehending how to implement it in English classes (Syafryadin et al., 2021). Teachers are still lacking in knowledge about applying HOTS in formative assessment (Wiyaka et al., 2020). Teachers also still have difficulty in stimulating students to ask questions that contain elements of C6 (Syafryadin et al., 2021).

Since the introduction of the 2013 curriculum, several changes have been made requiring teachers to incorporate evaluations that assess higher-order thinking abilities in order to align with educational objectives. However, because Indonesian education varies greatly throughout its regions, teachers have a number of challenges while putting it into practice. An additional challenge emerges from the textbooks supplied by the government to facilitate the implementation of Higher Order Thinking Skills (HOTS). The integration of Higher Order Thinking Skills (HOTS) in the English as a Foreign Language (EFL) topic is closely related to various factors, including the national curriculum policy, the accessibility of textbooks, the proficiency of teachers, and the cognitive capabilities of students (Giri, 2021).

Through those studies HOTS-based formative assessment must be researched, especially from the teachers' perception side. Moreover, teachers'

perceptions are necessary to know because teachers' understanding, challenges, and experiences in formulating the assessment will influence the result of the teaching-learning process.

The study was conducted at SMP Negeri 1 Banjarnegara, one of the greatest junior high schools in Banjarnegara. The school has implemented the 2013 curriculum and is now implementing the Merdeka curriculum. The researcher is considering exploring the challenges faced by teachers at this school.

According to that fact, finding out teachers' challenges of HOTS formative assessments in English classes in SMP N 01 Banjarnegara is significant because it affects the implementation of the assessments, instructional decisions, student engagement, professional development, student outcomes, curriculum alignment, and continuous improvement. Teachers are able to build learning settings for their students that are more engaging and effective when they value and embrace HOTS assessments because these environments stimulate critical thinking and language development among the students. After knowing the teachers' challenges, the readers can reflect and improve the assessment process in the classroom. From all statements in previous studies, this current study explores teachers' challenges on the use of HOTS-based formative Assessment in EFL Class. Therefore, the researcher interested in carrying out the research titled **“Teachers’ Challenges on the Developing of HOTS-Based Formative Assessment in EFL Class at SMP N 01 Banjarnegara”**.

B. Clarification of Key Terms

1. Teacher’s Challenges

Challenges mean objection or query as to the truth of something, often with an implicit demand for proof. In an academic context, Ormrod (2008) cited in Çalikoğlu (2019) uses ‘challenge’ to indicate a ‘level’ at which students believe that they will be successful if they make a sufficient effort. Teacher’s challenges mean the obstacles, difficulties, and complexities that teachers face in their professional duties and

responsibilities are referred to as teacher challenges. These obstacles can arise from various sources, including the educational setting, curriculum, students, administrative requirements, and personal factors. Education experts frequently analyze these obstacles in order to comprehend their influence on teaching and learning and to propose solutions (Brookfield, 2006). Researcher can conclude that teacher challenges mean difficulties and obstacles encountered in getting improvements for something in educational goals.

2. HOTS-Based Formative Assessment

One of the requirements of the most recent English as a Foreign Language curriculum at the secondary level in Indonesia is the implementation of HOTS into the teaching and learning process that leads to assessment. HOTS-based formative assessment is a guideline for teachers adopting formative assessments to improve the quality of teaching and learning while continuing to develop students' critical thinking skills (Wiyaka et al., 2020). It can indicate that HOTS in formative assessment is used to measure and evaluate what students have learned during the EFL classroom's lesson planning.

C. Research Question

Based on the problems, the researcher formulates the research questions as follow:

1. What are the teachers' challenges on the developing of HOTS-Based Formative Assessment in EFL Class at SMP N 01 Banjarnegara?
2. What are teachers' strategies to face the challenges of using HOTS-Based Formative Assessment in EFL Class at SMP N 01 Banjarnegara?

D. Objectives and Significances of the Study

1. Aim of the Research

Based on the research questions, the aim of the research are:

- a. To Find out English teachers' challenges on the developing of HOTS-Based Formative Assessment in EFL Class at SMP N 01 Banjarnegara

- b. To find out English teachers' strategies in facing the challenges of using HOTS-Based Formative Assessment in EFL Class at SMP N 01 Banjarnegara

2. Significances of The Research

The significances of the research would be useful for the English teachers, and other researchers:

a. Theoretical Significances

Theoretically, this study will enrich the knowledge regarding the description of aspects that are usually problematic in using HOTS-Based Formative Assessment in the classroom. So that, this study will provide benefits and contributions to develop the knowledge toward implementing HOTS-Based Formative Assessment in EFL classroom.

b. Practical Significances

1) For Teacher

The result of this research will be used for teacher to correct deficiency when developing HOTS-Based Formative Assessment, and help to understand the abilities of students. So, teacher can improve assessment process according to 21st century skills.

2) For School

The result of this research might be useful as new insight and evaluation in facilitating the needs of teachers for teachers in English assessment.

3) For teachers' Association

The findings of this study can be used for MGMP and other teachers associations to provide new insight to existing teachers and contribute to a greater understanding of the developing HOTS-Based Formative assessment to EFL teachers.

4) For researcher

As a prospective English teacher, this study is very helpful for researcher to prepare competencies to make good language assessment in EFL Class.

E. Organization of The Paper

To make systematic research, it is necessary to classify the structure or organization of this research. This research is divided into five chapters, they will explain as follows:

Chapter I is the introduction, it consists of the background of the study, operational definition, research questions, objectives and significances of the research, and organization of the research.

Chapter II presents of literature review of the teachers' challenges toward HOTS-based formative assesement in EFL Class, which consist of explanations of those key terms.

Chapter III presents the research method. This chapter contains the research design, data sources of the research, the technique of collecting data, and analyzing data.

Chapter IV presents the research results, including study results, research data analysis, and discussion. Consists of classification of several challenges which was faced by English teacher according to interview and observation, analyze each classification through several previous related studies, and giving implication of it. It will also explore teachers' strategies in facing the challenges.

Chapter V presents the conclusion, limitation of study, and sugestion.

CHAPTER II

LITERATURE REVIEW

A. Language Assesement

1. Definitions of Language Assesement

Since 1990 in the United States, the introduction and growth of the term assessment have become widely recognized. Its pioneers include Norman E. Gronlund's *Measurements and Evaluation in Teaching* (1990) and Griffin and Nix's *Educational Assessment and Reporting: A New Approach* (1991). The publications subsequently influenced the evaluation system in Indonesia. Before the implementation of the curriculum in 1994, the term assessment was unused. This term first appeared around 1994 but has continually expanded since the introduction of the KTSP in 2004. Assessment is defined as all methods that can be used to measure the performance of individuals or groups of students. The assessment process includes collecting evidence to show student learning achievements (Warsono & Hariyanto, 2017). Assessment is also defined as a statement that employs several facts to describe a person's characteristics. In addition, assessment involves all activities conducted by both educators and pupils as part of self-assessment, which is then used as feedback to modify teaching and learning activities (Black & D, 1998). According to Brown, assessment is a process that takes place continuously and requires students to response on questions, explore with new vocabulary, or provide opinions. Every aspect of student performance will be known to the teacher, and she or he will either incidentally or intentionally analyze it (Brown, 2004).

Assessment is a more manageable component that is integrated into the larger educational process. It can be said that assessment is a process and part of the evaluation experienced by students in the learning process.

2. Types of Language Assesement

Language assesement can be clasify as follows (Brown, 2004):

- a. Informal and formal assesement

Informal assessment can take various forms, including incidental, spontaneous thoughts and replies, mentoring, and other impromptu student input. Examples include: "Excellent work!" "Excellent work!" "Did you say can or can't?" "I believe you intended to say 'you broke the glass,' not 'you break the glass,'" or adding an emotional note to some homework.

Formal Assessments are exercises or procedures developed expressly to assess a repository of skills and information. These are systematic, intentional sampling procedures designed to provide teachers and students with an assessment of pupil performance.

b. Formative and summative assessment

Formative assessment is evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning. The essence of formative assessment involves the ongoing process of establishing a learning objective, evaluating current levels of comprehension, and subsequently employing strategic measures to minimize the disparity between the two (Moss & Brookhart, 2009). Researcher concludes that formative assessment is the way teacher give students assessment in order to evaluate the process of learning and to achieve the learning objective.

in line with it, Bell & Cowie (2001) explained that the steps in formative assessment are as follows:

1. Collecting Information (Elicitacion)

In the elicitation stage, teachers collect evidence about mastery of competencies that can be done with various techniques. The techniques used must be adjusted to the

expected domain, whether it is the realm of attitudes, knowledge, or skills. The techniques applied should vary over time.

2. Information Processing and Interpretation

It could be said that teachers must quickly capture and conclude the mastery of student competencies by looking at the results of the assessment.

3. Action Taking Based on the Results of Assessment Interpretation

At this stage, the teacher will provide feedback which includes notification of the level of mastery of competence from students, namely which material has been understood, which is poorly understood, or not understood. Next, related to how to overcome and follow up learning activities.

In line with this, To facilitate understanding of this formative assessment, the Indonesian Ministry of Education also took from McCarthy, (2017) to describe the cycles of formative assessment. The following cycle is a recommendation, so in its application it is still based on teacher creativity during the learning process as the formative assessment principles that have been explained.

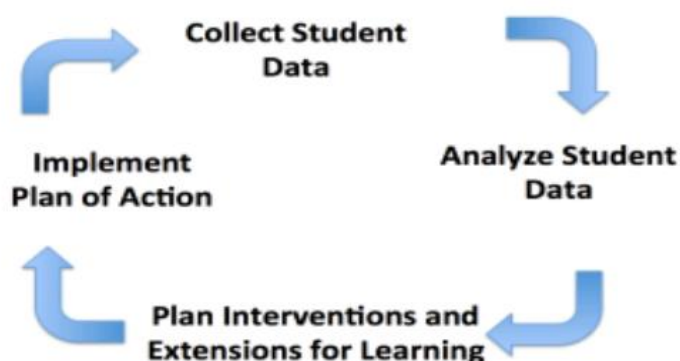


Figure 1. Cycle of Formative Assessment (McCarthy, 2017)

In other words, to be “formative,” assessments must inform the decisions that teachers and their students make minute by minute in the classroom. It means, formative assesment demands teacher and students to actively progress to gain the improvement of learning process.

Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams' are examples of summative assessment.

Both formative assessment and sumative assessment are two evaluation methods that have been used in Indonesia. To clarify the differecons between formative assesment and summative assesment, the following table compare the characteristic of it. (Moss & Brookhart, 2009)

Characteristics of Formative and Summative Assessment

Formative Assessment (Assessment <i>for</i> Learning)	Summative Assessment (Assessment <i>of</i> Learning)
Purpose: To improve learning and achievement	Purpose: To measure or audit attainment
Carried out while learning is in progress—day to day, minute by minute.	Carried out from time to time to create snapshots of what has happened.
Focused on the learning process and the learning progress.	Focused on the products of learning.
Viewed as an integral part of the teaching-learning process.	Viewed as something separate, an activity performed after the teaching-learning cycle.
<i>Collaborative</i> —Teachers and students know where they are headed, understand the learning needs, and use assessment information as feedback to guide and adapt what they do to meet those needs.	<i>Teacher directed</i> —Teachers assign what the students must do and then evaluate how well they complete the assignment.
<i>Fluid</i> —An ongoing process influenced by student need and teacher feedback.	<i>Rigid</i> —An unchanging measure of what the student achieved.
Teachers and students adopt the role of intentional learners.	Teachers adopt the role of auditors and students assume the role of the audited.
Teachers and students use the evidence they gather to make adjustments for continuous improvement.	Teachers use the results to make final “success or failure” decisions about a relatively fixed set of instructional activities.

Figure 2.
Characteristics of
formative assesement and summative assesement (Moss &
Brookhart, 2009)

Based on its characteristics, it can be observed that formative assessment is very adaptable. It can be implemented with as much frequency to enhance student engagement in the learning process. Summative assessment, on the other hand, is an assessment conducted after the learning process for students and it is for final results.

c. Norm- referenced and criterion-referenced tests

In norm-referenced tests, each test-taker's score is interpreted in relation to a mean (average score), median (middle score), standard deviation (extent of variance in scores), and/or percentile rank. The purpose in such tests is to place test-takers along a mathematical continuum in rank order.

Criterion-referenced tests, on the other hand, are designed to give test-takers. Feedback is usually in the form of grades, on specific course or lesson objectives. Classroom tests involving the students in only one class, and connected to a curriculum, are typical of criterion-referenced testing.

3. Principles of Language Assesement

- a. According to Baehr and Beyerlein, a quality assessment needs to adhere to the following principles (Baehr & Beyerlein, 2003):
 - 1) Focus on improvements, not consideration
 - 2) Focus on performance, not actions (performers)
 - 3) a procedure that can enhance student performance at every level
 - 4) The feedback depends on both the assessor and the student being evaluated.
 - 5) Improvements based on assessment feedback are more effective if the assessed students require the evaluation.
 - 6) necessitates consensus on evaluation criteria

- 7) necessitates an analysis of the observed results
 - 8) Assessment feedback is only acknowledged if there is mutual trust and respect between the assessor and the student being assessed.
 - 9) Assessment feedback should only be used when there is a significant opportunity for growth.
 - 10) It is only effective if students are evaluated using assessor feedback.
- b. The principles of language assessments are as follows (Brown, 2004) :

1) Reliability

A reliable test is consistent and dependable. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test. Consider the following possibilities adapted from (Mousavi, 2002): fluctuations in the student, in scoring, in test administration, and in the test itself.

2) Validity

Validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.

3) Authenticity

In a test, authenticity may be present in the following ways:

- a) The language in the test is as natural as possible. • Items are contextualized rather than isolated.
- b) Topics are meaningful (relevant, interesting) for the learner.
- c) Some thematic organization to items is provided, such as through a story line or episode.
- d) Tasks represent, or closely approximate, real-world tasks.

4) Washback

Washback generally refers to the effects the tests have on instruction in terms of how students prepare for the test. Washback also includes the effects of an assessment on teaching and learning prior to the assessment itself, that is, on preparation for the

assessment. Informal performance assessment is by nature more likely to have built-in washback effects because the teacher is usually providing interactive feedback. Formal tests can also have positive washback, but they provide no washback if the students receive a simple letter grade or a single overall numerical score.

c. Principle of Formative Assessment

Numbers of principles underlie the implementation of formative assessment, including (Bell & Cowie, 2001), (Pusat Pengembangan Pendidikan Kemendikbudristek, 2019) :

1. formative assessment integrated with ongoing learning activities ;
2. involve learners in its implementation (e.g. through self-assessment, peer assessment, and metacognitive reflection on the learning process);
3. concerned not only with the advancement of mastery of the domain of attitudes, knowledge, and skills, but also learning motivation, attitude towards learning and learning styles itself.

B. Concept Of Higher-Order Thinking Skill

1. Definition of Higher Order Thinking Skills

Higher order thinking, known as higher order thinking skills (HOTS), is a concept of education reform based on learning taxonomies (such as Bloom's taxonomy). The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits. Students are actively involved in cognitive processes, such as attending to relevant incoming information, organizing it into a coherent appearance, and integrating it with their existing knowledge. Students constantly employ cognitive processes in the process of constructing meaning (Widiyoko, 2014). According to Anderson, taxonomy bloom is a reference for teachers to carry out learning activities including assessments in the learning process. In the revised version of taxonomy bloom, there are six levels of thinking in the cognitive realm, namely: remembering, understanding, applying, analyzing, evaluating, and creating. Higher Order

Thinking Skills can be found in three levels, namely analyzing, evaluating, and creating (Anderson et al., 2001). According to Gunawan who says that Higher Order Thinking Skills (HOTS) are thought processes that require students to manipulate information and ideas in certain ways that give them new insights and implications (Heri Gunawan, 2012).

Based on some of these opinions, it can be concluded that Higher Order Thinking Skills (HOTS) is the ability to think that is not just remembering, restating, and also referring without doing processing, but the ability to think about information critically, creatively, creative and able to solve problems.

The cognitive domain of Bloom's Taxonomy contains six levels of thinking from simple recall of facts as the lowest level to the more complex, evaluation, as the highest level. The six levels are updated by his former students Lorin Anderson.

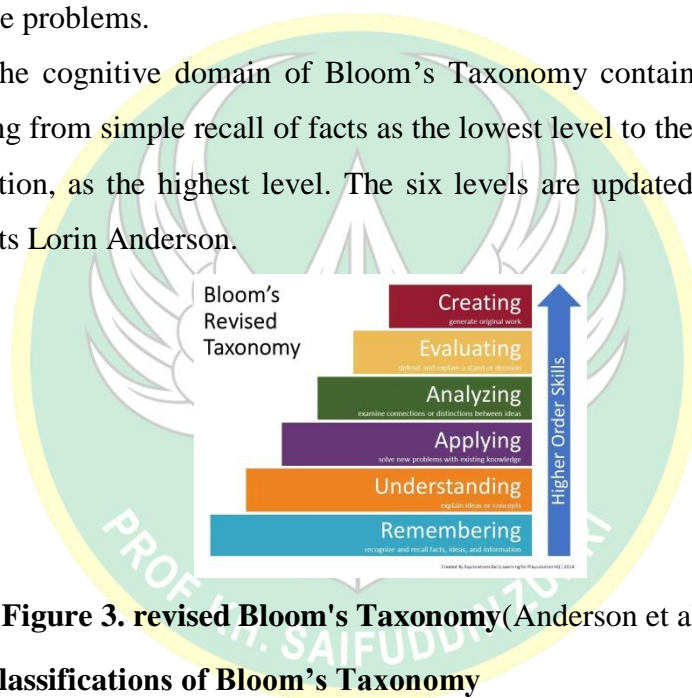


Figure 3. revised Bloom's Taxonomy(Anderson et al., 2001)

2. The Classifications of Bloom's Taxonomy

As mentioned earlier, there are three cognitive dimensions in Bloom's taxonomy that were revised by Anderson and Krathwohl which are included as indicators of higher-level thinking abilities, namely: Analyzing, Evaluating, and Creating. Whereas the three cognitive processes in the same realm namely the ability to remember, understand, and apply are thinking abilities that are at a low level. Each indicator will be explained one by one as follows (Anderson et al., 2001):

a. Lower-Order Thinking Skill

- 1) Remembering

This is the lowest level of cognitive process which involves remembering what has been learned before or retrieving relevant knowledge from long term memory through recognizing and recalling (Mayer, 2002). The purpose of learning by instilling the ability to remember is to foster the ability to retain subject matter as taught. This category of remembering processes includes cognitive processes which include:

- a) Recognizing is the process of placing knowledge in longterm memory that is compatible with that knowledge.
- b) Recalling is the process of taking relevant knowledge from long-term memory.

2) Understanding

The cognitive process involves constructing meaning from the instructional message (Mayer, 2002). This category of understanding process includes cognitive processes which include:

- a) Interpreting is the process of changing a picture form.
- b) Modeling is the process of finding examples or illustrations of concepts or principles.
- c) Clarifying is the process of determining something in one category.
- d) Summarizing is the process of abstracting a general theme or main point.
- e) Concluding is a process of making logical conclusions from the information received.
- f) Comparing is the process of determining the relationship between two ideas, two objects and the like.
- g) Explaining is the process of making a causal model in a system.

3) Applying

This cognitive process involves using procedures to perform the exercise or solve problems(Mayer, 2002).This category of application process includes cognitive processes which include:

- a) Execute is the activity of applying a procedure to a task deemed familiar.
- b) Implementing is an activity of applying a procedure to an unfamiliar task.

b. Higher-Order Thinking Skill

4) Analyzing

Breaking material into constituent parts, determining how the parts relate to one another and this category process includes cognitive processes of differentiating, organizing, and attributing. Educational objectives classified in the analysis include:

- a) Differentiating, Learning activities carried out by distinguishing relevant subject matter parts from irrelevant, important parts from those that are not important.
- b) Organizing, determining how to organize or arrange important pieces of information that have been obtained. The process of organizing occurs when students build systematic and coherent relationships between pieces of information.
- c) Attributing is to determine the purpose behind the information that has been obtained. The attribution process occurs when students can determine the point of view, opinion, value, or purpose behind communication.

5) Evaluating

This cognitive process involves making judgments based on criteria and standards. The understand category consists of cognitive processes of checking and critiquing. The evaluation category includes cognitive processes examining decisions taken based on internal criteria and criticizing decisions taken based on external criteria.

- a) Examining includes the process of testing internal inconsistencies or errors in an operation or product. The checking process occurs when students test whether a

conclusion is in line with their premises or not, whether the data obtained supports or rejects a hypothesis or whether each subject matter contains conflicting parts.

b) Criticizing Criticism involves the process of evaluating a product or process based on external criteria. In criticizing, students look for positive or negative characteristics of a product and make decisions based on the characteristics that have been found. Criticism is at the core of what we know from critical thinking.

6) Creating

This cognitive process involves putting elements together to form a coherent or functional whole; that is reorganizing elements into a new pattern of structure. To achieve this goal, many students create in a sense of synthesizing information or material to create something new. The process of creating can be divided into three cognitive processes as follows:

- a) Formulating is a divergent stage where students think of various solutions when students try to understand the task.
- b) Planning is the stage where students think convergent, students plan various methods and solutions and then turn it into an action plan.
- c) Producing is when students begin to carry out plans by constructing solutions. Remembering, understanding, and applying are in lower order thinking skills and analyzing, evaluating, and creating are considered as higher order thinking skills.

3. Implementations of Higher-Order Thinking Skill in EFL Class

Implementing higher-order thinking skills in English as a Foreign Language (EFL) classes can greatly enhance students' critical thinking, problem-solving, and analytical abilities. Here are some strategies for

incorporating higher-order thinking skills during EFL classroom (Brookfield, 2011):

- a. **Questioning Techniques:** Encourage students to engage in higher-order thinking by asking open-ended and thought-provoking questions. Avoid questions with simple factual answers and instead focus on questions that require analysis, evaluation, and synthesis.
- b. **Problem-Solving Activities:** Integrate problem-solving activities into the lesson plans. Present students with real-life scenarios or challenging tasks that require them to think critically and devise solutions using English language skills.
- c. **Collaborative Learning:** Promote collaborative learning environments where students can engage in discussions, debates, and group projects. Encourage them to express their opinions, provide evidence to support their arguments, and engage in critical analysis of different perspectives.
- d. **Project-Based Learning:** Assign students long-term projects that require higher-order thinking skills. For example, they can research a topic, analyze information, draw conclusions, and present their findings in English. This approach fosters independent thinking, research skills, and creativity.
- e. **Critical Reading and Writing:** Incorporate reading and writing activities that go beyond comprehension. Encourage students to analyze texts, evaluate arguments, and write critically about different topics. Provide opportunities for students to express their own ideas, opinions, and interpretations.
- f. **Authentic Materials and Assessment:** Incorporate authentic materials, such as news articles, videos, and interviews, that present real-world contexts and challenges. This helps students connect their language learning with practical application, fostering higher-order thinking.

Researcher indicates that The strategies which were elaborated could be formatively assessed students to achieve learning objectives and improve learning process in EFL classes.

4. Advantages and Disadvantages of Higher-Order Thinking Skill in EFL Class

The following advantages of HOTS assessment (Brookhart, 2010):

- a. Increase learning motivation. As learning material in class is often abstract and theoretical, instructors frequently fail to motivate students. Therefore, teachers should be able to relate classroom material to real-world applications. Assessment of HOTS typically in the form of cases, natural phenomena, or contextual issues in daily life that demonstrated the relevance of classroom material to the real world. Thus, students can sense that classroom instruction is highly applicable to solving real-world problems. This is anticipated to boost the motivation of students.
- b. Enhancing the achievement of learning outcomes. Learners' motivation has a significant effect on their ability to attain learning outcomes. Pupils with higher levels of learning motivation also tend to have higher academic achievement.

While the use of Higher-Order Thinking Skills (HOTS)-based formative assessments can be beneficial in an English class in Indonesia, there are also several potential disadvantages to consider:

- a. Limited focus on language skills: HOTS assessments often prioritize critical thinking, problem-solving, and application of knowledge (Gozali et al., 2021). While these skills are valuable, they may not directly address or evaluate the core language skills, such as reading, writing, listening, and speaking, which are crucial in an English class. Consequently, students may need adequate feedback on their language proficiency.
- b. Time-consuming: Designing and implementing HOTS assessments can be time-consuming for teachers. It requires careful planning and

creating tasks challenging students' higher-order thinking abilities (Dawenan, 2020). This may result in limited time for covering other essential topics or skills in the curriculum, leading to a rushed teaching and learning process.

- c. Difficulty in standardization: HOTS assessments often involve open-ended questions, projects, or real-life scenarios, making it challenging to standardize grading and assessment criteria. This subjectivity in the evaluation may need to be more consistent, making it harder to compare and rank students' performance accurately (Sumardi & Guci, 2023).
- d. Limited coverage of foundational knowledge: HOTS assessments typically focus on applying knowledge rather than assessing the foundational understanding of concepts and facts (Ginting & Kuswando, 2020). While critical thinking is essential, students must first possess a solid knowledge base. Neglecting the assessment of fundamental knowledge may result in students needing more building blocks for higher-level thinking.
- e. Language proficiency disparity: Implementing HOTS assessments assumes that all students have similar language proficiency and critical thinking abilities (Gozali et al., 2021). However, in reality, students in an English class in Indonesia may have varying English language skills, making it challenging to design appropriately challenging assessments for all students while still being fair and equitable.

Balancing HOTS assessments and other assessments focusing on foundational language skills and knowledge is crucial. Additionally, providing professional development opportunities for teachers to develop assessment strategies and align them with curriculum goals can enhance the effectiveness of HOTS-based formative assessments.

C. Previous Related Studies

Based on the sources related to this study, there are several previous kinds of research related to this research topic. The following results of some research that relate to this research topic are:

First, study was conducted by Aprilia Arnis Ginting and Paulus Kuswandono entitled *Challenges Faced by English Teachers: Implementation of Higher Order Thinking Skills (HOTS) in Designing Assignments in East Indonesia*. The main focus of this study related to the research question and objective which center around the examination of the difficulties encountered by English teachers in East Indonesia when developing tasks that promote higher-order thinking skills (HOTS). The study involved a sample of twenty English teachers who were employed at the Senior High School level on Flores Island, located in the East Nusa Tenggara province of Indonesia. The researchers constructed a set of research instruments, which included a questionnaire, class observation, Focus Group Discussion (FGD), and interviews. The data were subsequently cross-validated by comparing them with the results obtained from each instrument, in order to ensure data consistency by triangulation. The findings of this study revealed that the participants held a favorable impression towards the creation of Higher Order Thinking Skills (HOTS) assignments. Nevertheless, the participants encountered difficulties during the implementation process (Ginting & Kuswandono, 2020).

The related topics regarding this study will serve as a guiding framework for the researcher. The similarity is due to the thematic focus of the research, which aims to investigate the challenges faced by teachers in implementing Higher Order Thinking Skills (HOTS). In contrast to the aforementioned research, this study emphasizes the application of Higher Order Thinking Skills (HOTS), specifically focusing on HOTS-based formative assessment.

Second, the study was from Sumardi and Rizki Indra Guci by the title *HOTS-based Language Assessment Literacy: Challenges and Prospects in English Language Teaching*. This research was aimed to The main focus of

this study was to represent the level of language assessment literacy among teachers in English language teaching (ELT) classes, specifically focusing on higher-order thinking skills (HOTS), following their participation in training on HOTS-based language assessment. The results indicated that English Language Teaching (ELT) instructors who participated in training acquired a fundamental understanding and grasp of Higher Order Thinking Skills (HOTS)-based language evaluation. However, the individuals' expertise and understanding do not align with their proficiency in developing test items that assess higher-order thinking abilities (HOTS) (Sumardi & Guci, 2023).

The similarity with this study comes in its central theme, which focuses on implementing HOTS in assessment in particular. The study concentrated on teachers literacy based on their experience in HOTS-Assessment training. In contrast, the differences will occur in location, subject matter, and the specific object, all of which relate completely to formative assessment. This study will additionally conduct an in-depth analysis of the strategies employed by teachers to handle the issues associated with Higher Order Thinking Skills (HOTS) through Formative Assessment.

Third, the study was entitled *Higher Order Thinking Skills Assessment* written by I Wayan Widana. It is aimed to 1) strengthen the teachers' knowledge and comprehension of the concept and characteristics of the HOTS (Higher Order Thinking Skills) assessment; and 2) improve the teachers' ability to develop the HOTS assessment. The result shows HOTS-Assessment is not routine to do, steps to compose HOTS items in assessment, and the advantages of HOTS (Widana, 2017).

Comparable to this study was the research methodology that was used to investigate the topic in depth. However, the differences between the studies centered on the exploration of teacher challenges.

Fourth, a thesis was by Novita Silta Pasutri entitled *Teachers' Strategy and Challenges in Teaching Higher-Order Thinking Skills in the Rural Area: a Case Study at Junior High School in Gaung District, Inhil, Riau*. The goals of this study was to explore the strategies and challenges faced by teacher in

teaching Higher-order thinking skill of students in rural area based on 2013 curriculum. The finding discussion of this study was the teacher used the 2013 curriculum's eight characteristics to determine learning objectives, teach through questioning, practice before assessment, and provide feedback to develop students' higher-order thinking skills. The study observed that the instructor missed review, revise, and enhance since she didn't get student input. Further research revealed that rural areas face challenges in teaching higher-order thinking skills due to low teacher knowledge and ability, passive students, low English proficiency, limited school facilities, and lack of resources (Novita Silta Pasutri, 2020).

In line with this previous study, the current study will explore what challenges teachers face when implementing the HOTS policy in accordance with the 2013 curriculum. However, the emphasis of this study will be on formative assessment in English as a Foreign Language instruction. In addition, the limitations of this research and the location utilized differentiate this study. Moreover, only expert English teachers will be used to represent the findings of this study.

Fifth, the research was conducted by Nabila Saniya Akbary and Pupung Purnawarman entitled *Indonesian EFL Teachers' Challenges in Assessing Students' Higher-Order Thinking Skills (HOTS)*. This study explores EFL teachers' strategies for evaluating students' HOTS, as well as the challenges involved. The research employed a qualitative approach, specifically a descriptive study, with questionnaires and interviews used to collect data on how instructors evaluate students' HOTS and its challenges. The majority of the strategies used by 22 EFL teacher to evaluate students' HOTS were summative assessment and authentic assessment. In addition, instructors never created HOTS questions due to a lack of comprehension of the HOTS assessment. This implied that assessing students' HOTS posed challenges for instructors.

In addition, this research does not investigate as many types of evaluation as the previous study. This study will only examine formative evaluation. This

study's findings will not be generalised, but will be the subject of in-depth discussion by English teachers.



CHAPTER III

METHODOLOGY

This chapter provides a brief summary of the research methodology employed in the study. The study's methodology, which includes the types of research, data sources, data collection and analysis techniques, were the main topic of this chapter.

A. Research Design

This study aims to acquire an in-depth understanding and investigate the challenges encountered by English teachers in developing HOTS-Formative assessment in the context of EFL instruction. This research used a descriptive qualitative methodology to address the research questions. Qualitative study was claimed as the most suitable approach for examining the challenges encountered while implementing HOTS-Formative assessment in English as a Foreign Language (EFL) classroom. Furthermore, the English teachers were expected to support and cooperation in this project. Descriptive-qualitative research was utilized in order to explore the data descriptively and the findings were presented in the form of text (Miles & Huberman, 1994). Due to the clear significance of the issue discovered in this study, a comprehensive investigation is necessary to determine the problem's underlying significance. The primary objective of qualitative inquiry is to comprehensively explore and understand phenomena, rather than to make generalizations about entire populations (Creswell, 2009). Through the use of this method, it was hoped that data collection can be more complete, in-depth, and meaningful so that the objectives of this study will be achieved.

B. Data Sources

1. Location of the Research

This research was conducted at SMP N 1 Banjarnegara, Banjarnegara Regency, Central Java, Indonesia. According to Data on the kemendikbud site and the preliminary research which was done, SMP N 1 Banjarnegara has implemented curriculum 2013 and Merdeka curriculum. SMP N 1

Banjarnegara was chosen because it has English teachers with more than ten years of teaching experience, making it possible to obtain various data due to this teachers' experience. Because of the limitation of time, this study scheduled from August-September 2023.

2. Subject of the research

The aims of this study were to find out the challenges that faced by the English teachers and explored the strategies which they used. So that, To obtain in-depth data with deeper understanding, purposive sampling was used in order to save time on existing limitations. The subject to be considered in this study are four English teachers from SMP N 01 Banjarnegara. They were: 1) Mr. Tuswadi, S.Pd., M.Ed., Ph. D in Ed. (known as Dr Tus) is an ASN (civil servant)-English teacher, scientist, and writer born in Banjarnegara, Central Java. Dr Tus is the only teacher in the country appointed as a member of the Indonesian Young Academy of Sciences (ALMI). Dr Tus is usually invited to campus or to schools to give public lectures or motivational classes to improve the quality of lecturers/teachers and students. 2) Mrs. Priyani S.Pd., she started to teach English in SMP N 1 Banjarnegara at 1999. She is active at MGMP for Englis teacher and joined several training. 3). Mrs. Haryani Tri Pangestuti, SPd. was born in Banjarnegara, 28 Oktober 1988. She started her teaching experiences in Karang Kobar, Banjarnegara, and she is a civil servant. She experienced at many teachers' training. For last activities in training were HOTS training, involved in IKM training at MGMP Banjarnegara. 4) Mrs. Diah Anisa Ismawati, S.Pd. was the youngest teacher in experienced as English teacher at SMP N 01 Banjarnegara. She was born in Cilacap, 20 Agustus 1974. The last training she joined were 2013 curricullum and IKM training.

All English teachers at SMP N 01 Banjarnegara was considered as subject because of their experiences on Education field. They also develop their own sources of learning at SMP N 01 Banjarnegara based on Merdeka

Curriculum. The experiences of their teaching were varied and they were all professional teacher which were taught more than ten years.

No	Name of teacher	Experiences in teaching	Code
1	Mr. Tuswadi, S.Pd., M.Ed., Ph. D in Ed.	24 years	Teacher 1
2	Mrs. Priyani, S.Pd.	24 years	Teacher 2
3	Mrs. Haryani Tri Pangestuti, SPd.	24 years	Teacher 3
4	Mrs. Diah Anisa Ismawati, S.Pd.	12 years	Teacher 4

Table 1. Name of Subjects

3. Object of the Research

The English teachers' challenges and the strategies of the implementation of HOTS-Based formative Assessment for Junior High School level is the object of this research.

C. Data Collection Techniques

Qualitative researchers acquire data through primary sources such as document analysis, participant interviews, and observation of behavior. While a protocol or data collection instrument may be employed, the researchers themselves are responsible for gathering the information (Creswell, 2009). The followings were the steps of researcher's data collection technique was according to Sugiyono (2010), various methods of data collection include observation, interviews, questionnaires, documentation, and combinations of it. in this research, the data collection techniques were interview and observation.

1. Interview

Interview was to gain deeper information about teacher's challenges in developing HOTS-Based formative assesment. The interview was conducted teachers' challenges of using HOTS-based formative assesment in the EFL Class. An interview is a conversation between two persons in order to exchanges information or idea through

question and responses. According to Sugiyono there are 3 ways to conduct an interview, namely; structured interview, semi structure interview, and unstructured interview (Sugiyono, 2010). Semi-structured interviews were conducted in this research due to the researcher's need for the interview questions to remain relevant. Interview guidelines were used as a foundation during the interview. An outline of the themes the respondent questioned was prepared in advance, but when some intriguing replies surface, certain issues are investigated in further detail. This type of interview was used in a shared way, in the sense that the interview was carried out by the researcher itself in a natural setting. Through the creation of an outline of the main questions asked in the interview process (Creswell, 2009). This method used to interview all the English teachers about understanding and experiences include challenges in the use of HOTS-Formative assessment at SMP Negeri 01 Banjarnegara and recorded it by voice recorder.

Interviews were conducted with 4 teachers at different times, and the questions were developed according to each teacher's answers. Interviews were conducted twice for two teachers and once for two teachers. This was done because of the limited time for teachers and researchers. So this interview was conducted in one meeting for four teachers for 1 hour each, and the second interview was conducted without time limits before and after conducting the observations.

2. Observation

One of the characteristics of qualitative design was used interview and observation to explore the topic. Then the researcher reviewed all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources (Creswell, 2009). Observation was used by the researcher after gain the deep information from interviews. Observation was used by researcher to observe how English teachers provide HOTS formative assessment instructions. The observation chosen was non-participant observation where the researcher only observed

without disturbing the teacher's learning process. Observation itself involves paying close attention. In the context of research, observation is defined as a technique for methodically recording behavior by directly observing the individual or group being investigated (Rahmadi, 2011). In this study, researcher only chose two teachers as representative of HOTS-Formative assessment in EFL Class in order to complement the data. The classes observed were classes 9 A and 7 H taught by Mr. Tuswadi for class 7 and Mrs. Priyani for class 9.

During the data collection process, observation checklist and field notes were used as the instruments in order to checking the activities of formative assesment and to sincronize teachers' ideas with their implementations.

D. Technique of Data Analysis

Following the data gathering, the next step involved examining and analyzing the interview data. In order to examine the obtained data, the researcher employed a descriptive qualitative approach, which involved articulating the data through verbal descriptions. This study employed the theoretical framework proposed by Miles and Huberman for qualitative data analysis, which involved three simultaneous processes: data reduction, data display, and deriving conclusions or verification. (Miles & Huberman, 1994).

1. Data Reduction

Data reduction was a method of data analysis aimed at deriving conclusive findings that can be substantiated by the processes of refining, categorizing, eliminating, and structuring data in a systematic way. After obtaining the data, the quantity of information acquired from the interviews were numerous, therefore it was essential to carefully and comprehensively document it. Not all of the facts uncovered throughout the course of the inquiry had equal significance. It implied that it was necessary to extract the relevant data while disregarding the irrelevant content.

Data reduction was carried out by transcription of all recorded interviews obtained from the four English teachers. Classification and

sorting of answers that were relevant to existing theory was carried out to create a classification based on theory and the similarity of answers as facts from the teacher. During the data reduction phase, the intentional decisions were conducted to choose, concentrate on, and clarify the data of interviews and observation. In this particular case, the researcher selectively omitted substance obtained during the interview if it became unnecessary or failed to substantiate the facts required by the researcher. This reduction step was taken from every answers of interview results and the observation field notes from the teachers of SMP N 01 Banjarnegara. Data reduction requires the longest time for repeated reading and analyzing the teacher's answers for interpretation

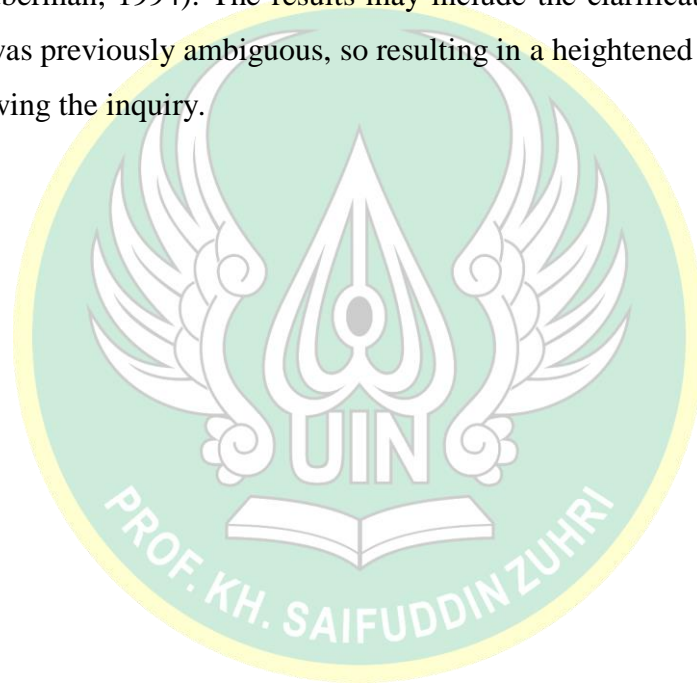
2. Data display

Data display refers to the process of presenting the findings derived from data analysis through the organization, summarization, simplification, and transformation of the data. This phase involved the organization of information, description, or narrative in order to derive conclusions and convey significant facts that support those conclusions. Data visualization was the systematic procedure of presenting gathered data via textual representations, such as words, phrases, and narratives, as well as visual representations, such as tables and graphics. This practice aimed to facilitate a comprehensive understanding of the data, serving as a fundamental basis for arriving at accurate conclusions. This research used a narrative text structure to facilitate the interpretation of the collected data (Sugiyono, 2010). In this research, the data was presented by descriptively written which in several parts were added tables to give information in a coherent and easily accessible form. The data display was refer to the method of study used, specifically the qualitative descriptive approach. It was drawn from research conducted by researchers in the field.

3. Drawing conclusion or Verification

The last stage of data analysis involves the formulation of a conclusion or the process of verification. The procedure of drawing

conclusions involves the identification of underlying meanings, recognition of frequent themes and patterns, and the formulation of explanations. This process includes integrating the whole of the collected data in order to generate a preliminary judgment. During this phase, the preliminary findings that have been offered were subject to change since they were provisional. These conclusions will be revised if there is insufficient evidence to warrant the subsequent step of data collecting. However, if the conclusion is supported by accurate and consistent evidence, the provided conclusion might be considered trustworthy (Miles & Huberman, 1994). The results may include the clarification of an item that was previously ambiguous, so resulting in a heightened level of clarity following the inquiry.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the data analysis and discussion to answer research questions which have been collected from the interview and observation. The important point of this chapter was to analyze the teachers' challenges of the developing HOTS-based Formative Assessment and to explore the strategies which they used in facing the challenges of the developing HOTS-based Formative Assessment in EFL class at SMP Negeri 1 Banjarnegara.

A. English Teachers' Challenges on the Developing of HOTS-Based Formative Assessment

According to the data which was conducted, the research has presented the data about teachers' perceptions on the challenges in the use of HOTS Formative Assessment in EFL class. In this part, this study also discussed the findings about teachers' challenges on the developing of HOTS-Based Formative Assessment in EFL class. These findings were classified based on the results of interviews conducted with four English teachers at SMP N 01 Banjarnegara and integrated with the previous studies. It classified into several major challenges categories, namely: teachers' knowledge, time-consuming, limited focused on language skill, and students' differences background. The main points will be discussed in detail in order to elaborate on the challenges faced by English teachers' experience in using HOTS-based formative assessment.

1. Teachers' Knowledge

Teachers are required to demonstrate professional competence according to *UU Guru dan Dosen*, one of the components of which is professional competence, which states that teachers are expected to have a comprehensive understanding of the subject matter that they are teaching as well as complete mastery of the subject matter that they are taught. According to the results of the interviews, the four teachers expressed their

comprehension of the Higher Order Thinking Skills (HOTS) concept and how they implemented it as formative assessments.

The Higher Order Thinking Skills (HOTS) curriculum covers the higher-level educational goals of analyzing, evaluating, and creating (Anderson et al., 2001). This refers to learners cognitive skills that are able to be gained through the learning process. Higher-order thinking skills (HOTS) can be defined as critical thinking, logical thinking, reflective thinking, metacognitive thinking, and creative thinking. People will develop this ability when they are confronted with challenges that are foreign to them, unknown, or involve a new occurrence that calls for answers that have never been attempted before (King et al., 1998). The results of the four teachers interviewed, they had diverse understandings of the HOTS idea. The following are the results of an interview discussing the topic of HOTS concept.

Teacher 1 describes Higher-Order thinking skills as:

“So, when we talk about higher order thinking skills, this mindset is applied to all subjects. In each lesson the teacher must teach both knowledge and skills based on HOTS. Now for English itself, as a teacher who teaches sometimes grade 7, grade 8, grade 9, I have to know the gradations of skills which is taught at junior high school level. I have to really understand that what is called HOTS is tiered, from the simplest to the medium and the most complex. when the learning process is not just discussing students' worksheets, working on questions, but here it invites children to think critically, so that this criticality in English, for example, can later be implemented in everyday life.” –translated to English (august 29th 2023)

Teacher 1 is an English teacher's senior, and he stated that while discussing higher-order thinking skills, the purpose was not only employed in learning the English language but also in critical and contextual thinking so that it could potentially applied in students' daily lives. From these answers, teacher 1 did not directly mention HOTS as a student ability. However, teacher 1 said that Higher-order thinking skill of students were encouraged to think critically. It was in line with the

explanation from Barahal. S, (2008), that Higher-order thinking skills are defined as pupils' ability to relate their learning to aspects other than those with which they were trained to associate it. Then there's critical thinking, which is reasoning, questioning or inquiry, observing and describing, comparing and connecting, discovering complexity, and exploring different points of view.

From teacher 1's explanation, it can be said that higher-order thinking skills are a general and broad discussion which can not be learned in such a short time. Then, when it was associated to English subject, teacher 1 said that English learning tends to be contextualized in the form of knowledge and skills in English. He mentioned that as the teacher, he must understand that HOTS is tiered and that teacher learning does not only use student worksheets, and it was become a crucial problem year by year because the teachers' lack of knowledge. Meanwhile, the role of teachers were crucial to decided the process of educational process. It was also suggested by Sulistyono at Abkary & Purnawarman (2020) that since English is studied in the classroom, the role of the teacher in EFL becomes critical. As a result, teachers serve as the primary source and facilitator of language knowledge and abilities. Teacher 1 also said that Indonesian culture is quite low in literacy. As a teacher, he believes that many misunderstandings of the HOTS in the Indonesian curriculum occur due to low teacher literacy.

Teacher 2 explained:

“For HOTS, that's a good question, because there is an analysis level, then a conclusion level, which is the highest. Analyzing, concluding, and problem solving. So we should be heading in that direction for children's learning. Because, in the past, we were still memorizing. It was just about knowledge, there was no problem solving, no analysis of a problem. So children tend to memorize, remember, memorize, and so on. I don't think that's needed nowadays. Because we already have cellphones, we already have technology that can remember, take notes, memorize, and so on. Actually, we need to find a solution, how to analyze a situation, right?. Summarize, so we can find a solution. and may be

most of teachers have no good understanding at students' wants nowadays. ” –translated to English (august 29th 2023)

Teacher 2's statement indicates that HOTS is an essential component of the contemporary educational process. Since improvements in the 21st century, where access is readily available, turn traditional educational approaches irrelevant. Teacher 2 said that she sometimes did not think what the students think about. Moreover, the teacher can not deliver the right way as the students want to know because of students' habits with social media. Meanwhile, as mentioned in the Indonesian education curriculum beginning with the 2013 academic year, critical thinking, collaboration, communication, and creativity are required components. Furthermore, it was elaborated that teachers should integrate knowledge and abilities into the learning process, conduct assessments based on higher-order thinking skills (HOTS), and assess the results of the learning practice (*Peraturan Sekretaris Jenderal Kementerian Pendidikan dan Kebudayaan Nomor 7 Tahun 2018 tentang Pedoman Pelatihan Kurikulum 2013 bagi GTK Tahun 2018*). Moreover, the statement from Syafrudin et al., (2021) that Higher-Order Thinking Skills (HOTS) is the ability to think that puts forward the way a person expresses ideas, whether in the form of questions, statements, or other matters critically, rationally, creatively, metacognitively, and reflectively.

As in the previous research found that the influential challenges which is faced in the HOTS context is about teacher's understanding. It was stated in previous research that HOTS always appear in teacher training activities and socialization of Curriculum 2013, teachers cannot understand its concept (Abkary & Purnawarman, 2020) (Giri, 2021). It was indicated that teachers should think beyond to caught students higher-order thinking skill. Another response from the interview result is about the urgency of HOTS which would be a challenge for teacher to encourages their knowledge. It was said by teacher 2:

“I can no longer just give knowledge, no problem solving, no analysis of a problem, like that. So children only tend to memorize, remember, memorize, and so on. I don't think that's needed nowadays. And it is sometimes difficult to know what students' think and want” –translated to English (august 29th 2023)

From this statement, the teacher felt that he had to continue to upgrade his knowledge to find solutions in the process of delivering assesment. What Teacher 2 said that in this era, there can be not only transfer of knowledge, but students are expected to be responsive and can be applicative to the lessons given. It is in line with the characteristics of assessment at 21st century skills which stated that Assessment should emphasizes useful feedback on student performance that is embedded into everyday learning (Partnership for 21st, 2015). It was also conveyed by what Susan Brookhart argued that HOTS capabilities could be defines into three categories: (1) Transfer concept into another concept, (2) critical thinking (3) ability of problem solving (Brookhart, 2010).

It is not possible to assess the higher-order thinking abilities of students merely through knowledge transfer. The mentioned discussion indicates that teachers participate in discussions regarding HOTS, which are associated with problem-solving and contextualization. only teacher 3 said that HOTS is the level of students in receiving questions based on text.

Furthermore, the challenges of teachers' knowledge towards HOTS concept were supported by the lack of teacher training program in regional level or national. it was found at interview session that since Covid-19 the training was focus on Merdeka curriculum. Moreover, HOTS as training content was very rarely done and was only done with socialization and information notification (Interview of teacher 2).

Besides, the application of this formative assessment requires teachers to be more careful about the activities provided because it would cause discrepancies in achieving learning objectives.

Another statement was from teacher 2 who said that:

“I started by looking for or creating questions that were HOTS. There are already texts, it's a matter of English if it was standing alone without text, without graphics, without pictures. Probably now we have to give more questions about analysis and problems. Teacher is required to comprehend it and develop the question, it must be careful to design the form of assesment.” – translated to English (august 29th 2023)

The statement from teacher 2 showed the opinion of the implementation of this HOTS-formative assessment. Where according to her, English learning is closely related to HOTS, because questions in EFL lessons never stand alone. It is requires teachers to be able to provide activities and questions that lead to analysis and problem solving. It was related to the research from Widana that HOTS assesment must looking for connection of a variety of information that was different. This was a challenge itself for teachers, so that sometimes they are not optimal in carrying out formative assessments. Moreover, teacher 2 said that in a semester, there would be several chapter, and formative asesments were usually done at least three times in the semester according to the chapter which was taught.

2. Time-Consuming

In developing this hots-formative assessment, one of the data found was that implementation and preparation for using this HOTS-assessment took time. It was because higher-order thinking skills contain meaningful questions and require full of focused thought on its' implementation. Although Formative assessments are still carried out by the teachers, but it did not always in HOTS-Assessment form.

It was stated by teacher's 4 who said:

“I only carry out 3 to 4 daily tests or formative assessments depending on the difficulty of the material. Teachers are also busy with a lot of administration, sis.” –Translated into English. (August, 29th 2023)

From this statement, the assessment was carried out depending on the material that was presented in each chapter. The large amount of

preparation used mean that sometimes teachers did not make assessment tools perfectly or only took them from books that were already available. As stated by (Moss & Brookhart, 2009) that the formative assessment process, like any other reframing of what happens in classrooms, will take time to grow and develop. Keep in mind that it is a learning process for all learners in the school—the students, the teachers, and the administration. It was also argued by teacher's 3 who tried to prepare the assessments well:

“The preparation starts from drawing up a lesson plan, from the achievement indicators, I design the assessment materials and instruments that will be used. usually I make it myself or take it from a book. Then, in applying it, I adjust it to the extent to which students understand the material. for just one material it usually requires more meetings.”- translated into English (August 29th 2023)

It can be seen that the stages in implementing an assessment, especially a HOTS-based assessment, require persistence and thoroughness in using it. Because carrying out formative assessment starts from determining student needs analysis, to re-determining the need analysis to improve learning process in gaining the objectives (Moss & Brookhart, 2009). Because the purpose of HOTS-assessment was to make students think critically, of course it took a lot of time to get students to become critical and get used to thinking critically about a problem. This requires consistent and sustainable treatment. Teacher 2 also stated that this HOTS-assessment required more effort.

“Sometimes it takes extra energy and effort to prepare and make students interested in what will be done that day in learning activities or assessments. ...” - translated into English (August 29th 2023)

This statement was proven when observations were carried out in grade 9. Children tend to be silent and must be encouraged first to speak up. It was because designing and implementing HOTS assessments can be time-consuming for teachers. Moreover, It requires careful planning and creating tasks challenging students' higher-order thinking abilities (Dawenan, 2020). It of course reduces learning time and result in limited

time for covering other essential topics or skills in the curriculum, leading to a rushed teaching and learning process.

3. Limited Focus on Language Skills

Teachers emphasize achieving a level of four English Skill in abilities rather than considering contextual relevance when assessing the tested skills. This is also the explanation behind the limited success of HOTS-based assessments in diverse educational environments. On the other hand, Remember that formative assessment is a complex process. It was not a strategy or a technique, and doing it well means implementing the process elements together, with consistency and quality. To do this, teachers learn new ways to think by unlearning what they believed to be true about how students learn and how quality teaching supports that learning. The results of interview stated:

Teacher's 1 stated that:

“English learning is definitely based on those 4 skills, so I want students to at least be able to pronounce it correctly. my name is Tuswadi, if that's the case the skill is zero. I prioritize skills, even though all teachers need to be aware of HOTS. but Hots often appear in the field of science, in language, those four skills.” – translated to English (august 29th 2023)

It can be interpreted that in language learning and assesment were more focused on developing language skill. Meanwhile, HOTS assessments often prioritize critical thinking, problem-solving, and application of knowledge (Gozali et al., 2021). While these skills are valuable, they may not directly address or evaluate the core language skills, such as reading, writing, listening, and speaking, which are crucial in an English class. Consequently, students may need adequate feedback on their language proficiency. Another teacher added that HOTS assesment in English Language subject was only related to writing or listening skill which was passive skill. It was stated by teacher's 2:

“HOTS in English automatically uses text, then from that text, students make their own conclusions. So the focus is on text analysis, and from the beginning the focus has been on that knowledge, in

writing and reading. Or actually listening is also possible, but it's rare, right? If the speaking test is more focused on skill.” –translated to English (august 29th 2023)

Teacher’s 3 and 4 argument added that HOTS assesment was difficult to measure students’ higher-order thinking skill:

“HOTS only measures knowledge. HOTS is usually me with multiple choices. Moreover, to measure HOTS, it must start from learning which must also be HOTS-based.” –translated to English (august 29th 2023)

Teacher’s 4:

“This HOTS is just being used for material that has texts, for example at junior high school level it's descriptive, so we look for things that relate to their lives. So it's true that you don't get used to those four language skills.” –translated to English (august 29th 2023)

It was stated by expert that sometimes teacher think they assess HOTS to students, however it was only lower-thinking skill, because language learning was more focused to develop students’ language skill. Teachers who put together tests quickly, or who use published tests without reviewing them to see what thinking skills are required, are likely to end up asking fewer higher-order thinking skill (Brookhart, 2010).

Additional result was conducted to Teacher 3 who said:

“This assessment is more suited to writing competency, HOTS is more about how children are presented in the form of questions, they are able to analyze. for example, Formative test questions, or exams in the form of writing. Actually, for language learning itself, we focus more on how students are able to communicate in English, both written and spoken language. Meanwhile, the questions in HOTS are more questions that are only intended to test students' cognitive abilities.” –translated to English (august 29th 2023)

In its application, teacher 3 said that HOTS-formative assessment is more inclined to writing competence, where students are provided with stimulants and questions to be further analyzed. Although basically English focuses on 4 language skills, namely speaking, listening, writing, and reading. That means English learning assessed using HOTS-formative

will not be maximal to all skills. Meanwhile Bruner stated that there was no specific definition for writing- formative assessment however there was writing assessment in EFL (Burner, 2016). it indicates that the maximum use of HOTS questions in formative assessment has not been achieved, which includes all four skills.

In line with this, Teacher 4 stated:

“English language learning and assessment is usually often presented with text, often presented with lots of text, so that they get used to the text, can absorb information from the text, then can draw conclusions and draw their own conclusions using their own language which is different from the text they get. For its application, it means asking questions implied by the text, not only taken from the text, but implied in relation to other information. Which is outside the text.” –translated to English (august 29th 2023)

Language learning and text cannot be separated. This is because one of the learning sources is text which contains information to be studied. Teacher 4 had almost the same opinion as teacher 3, that language assessment, in this case formative assessment, tends to be more about writing and reading skills where students' cognitive abilities were tested and used as a reflection to determine the level of student achievement in learning. However, in the previous research found that language writing assessment carried summative assessment rather than formative assessment (Lee, 2011). It supported by Black and William as cited in Lee (2011) who emphasize that writing assessment is to have a stronger impact on student learning, much has to be done to change the existing summative focus to formative focus. It was a need for teachers to enhance and enrich their feedback practices, including error correction.

From the results of the interview, it was confirmed by the observations made that if the teacher had used text, the students were asked to analyze it in the book, and there was no instruction not to open the dictionary. This can be indicated that if students use analysis, they can

answer it but their language skills are still lacking because they are free to access Google Translate to answer the analysis questions.

4. Students' Differences Intellectual Background

Based on the results of interviews, aspects of students were challenges that greatly influence the implementation of formative assessments. Each teacher show the answer about students intellectual background as challenges. Followings were the results:

Teacher 1:

“There is a significant amount of moral degradation going on right now, Ms. Maulida. For instance, we are having a conversation, but they (students) are busy with something on their phone. Possibly also while a speech is given by the president or a minister. That is a really negative thing, and they are going to become used to it. When their pal come forward in front of class, they had fun with their phone. At this moment, it's possible that we as teachers lack control. And finally, It normalizes till adulthood.”
—translated to English (august 29th 2023)

From teacher 1's statement, it can be seen that the role of teachers were also highly demanded to accommodate these problems. Because in the future, to face the challenges of the 21st century, students must have sensitivity to others by thinking critically, one of which can be generated from this HOTS assessment in learning.

Teacher 1 also add that the challenge that teacher 1 have to face, especially in public schools now is the diverse intellectual abilities of students. He said that:

“With the zoning school system, Now students are more heterogeneous. This is a challenge for us, to be able to teach so that children with low IQ with high are equally accommodated.” – translated to English (august 29th 2023)

The statement was conveyed by teacher 1 was also said by teacher 4, that children with various different backgrounds will make this HOTS-based formative assessment more difficult to do. In addition to the teacher must equalize the perception of students, the teacher must also provide more stimulation to these students.

Teacher 4:

“Students who lack excitement, students from diverse learning backgrounds, and those who frequently remain passive and unaware present a challenge. Additionally, there are students who frequently engage in truancy behavior, which includes missing lessons and failing to participate in the learning process. This is a common situation; many learners miss class.” –translated to English (august 29th 2023)

That statement was related to the Abkary & Purnawarman (2020) which found the same aspect that the teacher had to manage students' various backgrounds and characteristics in the classroom. The new school admission system in Indonesia, known as the school zoning policy, made the class heterogeneous. The impact is the teacher would have to be able to adjust their teaching to suit the students' different learning abilities. Moreover, students' aspect which teacher found was also stated by teacher 2:

“It's hard for students nowadays to ask questions. Especially if it's English lessons. They are afraid of being wrong. they are now beyond our expectations. When I was in middle school, I didn't think as far as they thought because they used social media. they are also difficult to focus on lessons. So the challenge is that we have to be able to provide more interesting learning material from cellphones.” – translated to English (august 29th 2023)

Teacher 2 said that eliciting student feedback was difficult. They tend to be quiet, so teacher must carefully prepared the stimulation process and the assessments that would be carried out. In fact, HOTS-formative assessment aims to see the extent to which students understand and used it to improve the learning process (Moss & Brookhart, 2009). Moreover, another purpose of higher-order thinking skill in formative assesseent was to help students appraise the quality of their explanations of a problem solving question. Each response from students were not evaluated as score, however it became a source for teacher to give students feedback both the correctness of the answer or the explanation given.

Student inactivity, especially due to disinterest, will cause students to be unable to grasp the assessment given by the teacher, Students did not

get a chance to process the information from their formative assessment performance.

On another side, the last teacher who was interviewed talk about reading abilities. It also influenced teacher's instruction in giving HOTS-based formative assesement.

Teacher 3:

“Today's digital students tend to be interested in literacy in the form of Google. Because they are digital children, they are more interested in things that are digital. But the challenge, however, has its drawbacks. So today's children have low reading abilities. And that really requires extraordinary habits” –translated to English (august 29th 2023)

Students' interest in cyberspace cannot be denied, teacher 3 said that students' tendency to use social media cannot be eliminated. Therefore, it is necessary to use digital media in the HOTS assessment.

Based on the presentations from the interview, the teacher saw that the classroom situation varied greatly because it was filled with diverse students. This also causes formative assessment to be carried out to straighten out their perception of learning. In line with the observations, most of the grade 9 students at first were silent when not asked and the teacher only gave an explanation, in contrast to when the teacher actively asked questions. Throughout grade 7 observations, students demonstrate high levels of engagement from the start of class due to the teacher's proactive questioning techniques. Despite the fact that only a small number of pupils have the courage to openly express the answer. Whereas, student self-motivation was a major part of conducting interactive formative assessments (Janah et al., 2022).

The issue of student inactivity affects the efficient implementation of this HOTS-formative assessment activity, requiring more effort from the teacher to promote engagement. It was because of one the characteristic of HOTS-Formative assesement which was collaborative, that means teachers and students acquire a clear understanding of their goals,

comprehend the learning requirements, and utilize assessment data as feedback to direct and adjust their actions in order to fulfill those needs (Moss & Brookhart, 2009). In order to successfully carry out the assessment process using HOTS-formative assessment, it is essential to provide the appropriate technique for addressing all teachers concerns.

B. English Teachers' Strategies to Face the Challenges of Using HOTS-Based Formative Assessment

Students can benefit from the optimal application of higher-order thinking skills. Moodley (2015) in Abkary & Purnawarman, (2020) suggest that HOTS in the classroom assesment is associated with teacher's quaility in order to develop a good assesment. It can be conclude that the teacher's understanding of HOTS concept become fundamental aspects of teachers. Here are the answer of the teacher's strategies to face the challanges which they get.

To enhance teachers' comprehension and implementation of the HOTS-formative assessment concept, teachers at SMP 1 Banjarnegara utilize strategies that involve integrating interview and observation findings with established theories. The outcomes of these discussions are as follows:

1. Teachers' training

Early implementation of teacher training is crucial to enhance teachers' knowledge capacity and enhance the efficacy of their teaching strategies. This was stated by teachers 2, 3, and 4, who believed that increased participation in training would lead to a greater expansion of the teachers experience. teachers 1 and 2 emphasized the importance of continuous education for teachers in order to enhance their skills and knowledge, which will enable them to effectively address inquiries. Teacher's 4 said that:

“From teacher training, more or less added information and ideas for developing assessments, especially in HOTS.” – translated to English (august 29th 2023)

Outstanding inquiries from pupils who require the ability to proficiently acquire these advanced cognitive abilities or named Higher-

order thinking skill. Teacher training is mandated by law number 20 of 2003, which governs the national education system. According to section 40, verse 2, point c of this law, career development must align with the requirements for quality improvement (*UU Sisdiknas tahun 2003*). It was essential for all stakeholders, including both the central government and current educational units, to do this task. It was in line by the statement from teacher 1 who said that:

“Being a teacher, I think I need to keep learning. With this teacher association, we can share especially regarding assessments. From these trainings we know what the government wants, what the curriculum wants, and we try to integrate it with the students' situation.” –translated to English (august 29th 2023)

Teachers are responsible for structuring all the opportunities to learn in their classroom, and that includes opportunities for student self-assessment. It was argued that there is plenty of need for teachers' professional skills, too, as evidenced by the fact that we have seen as many poorly constructed, ineffective checklists as good ones (Brookhart, 2010). Brookhart in her book also said that teachers who administer assessments must continue to look for ways to make the assessments truly interesting for students.

2. Build a schema

McCarty argues that the process of learning includes the creation of meaning, meaning created connections, finally connection was built the concept. These connections, in essence, are the concepts that form the basis of understanding (McCarthy, 2017). Put simply, to acquire knowledge, students must initially grasp the significance by establishing connections between fresh ideas and previous ones. A schema refers to a cognitive framework or mental structure that stores an individual's knowledge and aids in the comprehension of new information. Incorporating this into classes that promote higher-order thinking will

enable students to draw informed conclusions by utilizing the knowledge they have already collected.

In engaging student's higher thinking skills, it is necessary to have a framework that can integrate and organize information in a way that matches with the teacher's objectives and the current curriculum goals. It can facilitate the acquisition of knowledge and the development of critical thinking abilities in the English language for students. In order to accommodate the concepts' of learning or assessment, teachers in SMP N 1 Banjarnegara create an english book for their students to help students easily comprehend because of the consideration of culture. The mentor of this project was teacher 1 as the main writer of the book. He said that:

“Yes, this book was created to make it easier for teachers to assess students according to culture at SMP 1 Banjarnegara which is quite close to literacy development.” –translated to English (august 29th 2023)

The scheme is an alternative for teachers to continue to develop themselves in the internal school environment. This published book was the work of the four English teachers at SMP N 1 Banjarnegara.

3. Questioning

Incorporating questioning techniques is a technique that can be employed to assess pupils' higher-order thinking skills in a formative approach (Moss & Brookhart, 2009). One effective approach for communicating learning objectives is to ask questions while engaging in focused conversation. The strategies used might vary in simplicity or complexity, depending on the individual learner and the particular subject matter. Teachers commonly perceive questioning as a basic inquiry, but excellent inquiries must be aimed at the teacher to encourage higher-order thinking abilities and cultivate students' ability to think critically about the challenges they encounter (Brookhart, 2010). Developing the skill of strategic questioning requires deliberate planning

and thorough teacher observation over an extended period. Therefore, it is essential to adequately prepare every well-formulated questions.

Here are the responses were given by teachers during the learning process.

Teacher 1:

“So, for example, in grade 7 of junior high school, every student should be able to introduce themselves clearly and well in English by the end of grade 7. In the framework of HOTS, when one student comes forward to introduce themselves, they must consider, “oh there is a students who is coming forward.” I'll question the other students about the topic, the content of what he said, once a guy or a girl steps up and presents himself in extremely fine English. Previously, analysis meant that students evaluated information before creating, creating, and creating.” – translated to English (august 29th 2023)

Teacher 1 thought that in HOTS, which was used as an assessment, in this case formative assessment, the things must be changed was the mindset. Mindset about how students should not only showed their skills in English, students must also be able to think about how to listen to their friends who were presenting and then pay attention and make the activity reflective for the students. As stated by Brookhart who argue that Formative assessment is a progressive and purposeful educational process where the teacher and students collaborate to consistently and systematically collect evidence of learning with the specific aim of enhancing student performance. (Moss & Brookhart, 2009) (Bereiter & Scardamalia, 1989). It is because formative assessment aims to improve student performance and evaluate the extent to which students understand and think about a problem or question or assignment.

Teacher 2:

“Depending on the student, providing problems is also possible. problems close to them. For example, sis, for example, I am explaining about agreement and disagreement. I will ask for example. In your opinion, do you agree or not if the school forbids you from bringing your cell phone to school? well that's very close to them. surely they can answer. and I would say there

are no wrong or right answers, everything is accepted.” – translated to English (august 29th 2023)

From teacher 2's statement, asking questions about opinions can be used as a formative step in the second stage of assessment, after collecting data by take action in form of questioning (Bell & Cowie, 2001). In this case, students were mostly interested in technology and social media, then the teacher assess their alignment with the existing problems by evaluating them. students here express their opinions on the problems given, and they have the right to decide whether they agree or not. It was in line with the results of observation of teacher 2 that asking students about muslims' obligation. And some students' reflect about it.

The presence of various situations causes challenges for teachers in ensuring appropriate assessment of students. By implementing formative assessment, the application of higher-order thinking Skills (HOTS) can be pursued to enhance the student learning process. Bell & Cowie (2001) stated that teachers have to demonstrate quick responses to the results of student analysis in the process of formative assessment. The assessment is carried out based on the teacher's response. The observation data indicate that not all pupils expressed an interest in the offered instructional strategies. Taking this into consideration, teachers at SMP N 1 Banjarnegara employ questioning as a formative assessment strategy. Researchers also grouped questioning strategies based on the types of questions used by teachers at SMP N 1 Banjarnegara, namely as follows:

a. Written Questioning

Below was the table which showed the use of written question in formative form:

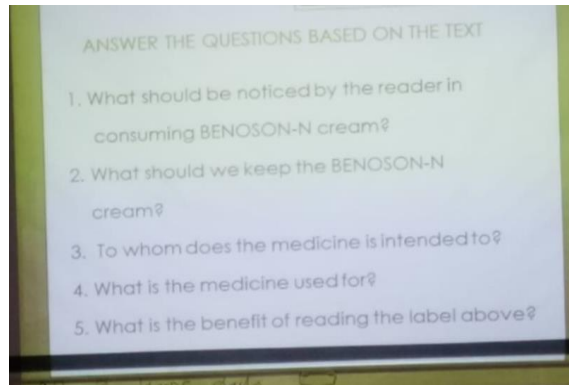


Figure 4. written questions English formative assessments

No	HOTS classification	Questions
1.	Analyze	1. What should be noticed by the reader in consuming Benoson-N cream? 2. What should we keep the Benoson-N cream? 3. To whom does the medicine is intended to? 4. What is the benefit of reading the label above?
2.	Evaluate	-
3.	Create	-

Table 2. HOTS-based formative assessments of grade 9 A

The table was taken from the observation of grade 9 A with teacher 2.

Based on the result above, it can be said that The questions on “analyze” column were meant to examining the information related to Benoson-N cream. Teacher asked about what the students should notice, where to keep the cream, the intended audience, and the benefits of reading the label. These questions require a thoughtful and detailed examination of the information.

In using formative assessment, teachers must offer feedback that students can obtain during the learning process. The intent was to enhance the learning process to attain educational objectives. It was argued by Brookhart, (2010) that essay questions for formative assessment may be given feedback in the form of comments

entirely, feedback in the form of both comments and scores, or serve as input for paired discussions and revision.

It can be said that the use of written questions is only a trigger, the assessment process as stated by McCarthy, (2017), namely the formative assessment cycle, is up to teacher and student feedback to carry out actions to implement the assessment.

b. Oral Questioning

The results of observations were also showed the usage of questioning orally by teachers to cultivate students' higher-order thinking skill by the intention of formative assesments. The results were as follows:

No	HOTS classification	Questions	L.O
1	Analyze	<ol style="list-style-type: none"> 1. Ask students one by one how to use each "to be" (is, am, are) <i>"jika subjectnya adalah bapak joko, maka kita pakai apa?"</i> 2. Organizing the structure of sentences <i>"coba, kalimat mr. Joko is a teacher, kalau kamu ubah jadi kalimat tanya dengan meanyakan ke pak tus, bagaimana cara kamu menanyakannya dengan benar?"</i> 	<ol style="list-style-type: none"> 1. students can understand the content of a text about someone's self-introduction 2. students can compose a short passage about their self-introduction and present it orally in front of class
2	Evaluate	<ol style="list-style-type: none"> 1. Students were given to ask questions to a guest <i>"tanyakan satu pertanyaan kepada kakak di depan menggunakan pertanyaan yang sudah dipelajari tadi"</i> 2. Asking for reason <i>"why did we use "is"? kenapa kita pakai "is" untuk kalimat ini?"</i> 	

3	Create	1. Create the sentences spontaneously by answer the questions on the book <i>“lengkapi kalimat yang ada di buku, sesuaikan dengan keadaan diri kalian, dan ubah menjadi pertanyaan”</i>	
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Table 3. HOTS-Based formative assesement of grade 7 H

According to the above table, questions were used to assess the level of student engagement, by specific learning goals. In this class (7 H) students were engaged in active learning, with the teacher consistently facilitating interaction and discussion. Teacher told students about the learning objectives. Moreover, the intention to use this strategy was stated by teacher 1 that :

“It is a challenge for us to provide equitable accommodations for teaching students with both low and high IQs. I must acknowledge that I am not instructing only the highly talented learners. When dealing with a rebellious or slow youngster, it is important for me to recognize that I have to provide them with adequate motivation to achieve the same standards as their peers.” –translated to English (august 29th 2023)

Based on the observations, and interview’s response it was evident that this strategy was used in order to respond to the varied demands of pupils.

4. Collaborative discussions

Collaborative discussions involve students engaging in conversation and sharing their thoughts, ideas, and perspectives with each other. In the context of formative assessment, which is an ongoing process used to monitor and provide feedback on learning, collaborative discussions can be used to assess higher-order thinking skills in English (Brookfield, 2011). Assessing these discussions can be part of the formative assessment process, allowing teachers to gauge

not only students' understanding of English content but also their ability to think critically, articulate ideas, and engage in meaningful dialogue.

According to the teachers 3 and 4, the discussions as an active learning could become formatively assessed students' higher-order thinking skill. As the statements of interviews from teacher 3 and teacher 4:

Teacher 3:

"I said that actually to learn English, there is a lot of English on YouTube. There are lots on Google. What do you want to talk about? Lots on Google. It's still there, just look for it. This means I can get closer to their digital literacy. Why digital? Because kids today are digital kids. Like it or not, I can't deny that they, their friends are now gadgets. To throw it away is not common. Yes, it's just a matter of how I can use the gadget to become a medium or source for their learning. I said I would invite them to browse, maybe certain applications that they could use to learn English. There are a lot of them now, right? Yes, it's more about increasing literacy through digital media."
–translated to English (August 29th, 2023)

Teacher 4:

"In class, I don't have a kind of strategy, but that's what I said earlier, I want to use the existing material, I try to make every material possible for students to have a work ethic, have enthusiasm for learning, enthusiasm for trying to process information, so it tends to make students more active by... what is that? to honing their skills, such as group assignments, which can also be group assignments, later they discuss in groups to create assignments, for example making videos, conversation videos, or maybe creating something, if currently what's popular is making vlogs, so they create projects or products. like that," –translated to English (August 29th 2023)

Both answers from teachers 3 and 4 also indicate the use of digital platforms to process assessments. Moreover, the answers also highlight student engagement. The use of digital media in assessment was also argued in the previous research which said that the activities in implementing audio-visual media promoted the students' motivational intensity. The students were guided to be more active in joining the

activities in the class. They were guided to observe, ask, analyze and communicate their findings of the task (As Sabiq, 2018).

The first talks about inviting students to browse and explore digital resources, indicating a desire to make learning interesting and interactive. The second reinforces this by emphasizing the use of various assignments and projects, including creating videos and participating in group discussions, to actively involve students in the learning process. It could be used to assess higher-order thinking skill of students as in the file from education ministry, that discussion was effective to gain students' engagement (Pusat Pengembangan Pendidikan Kemendikbudristek, 2019). It can be said that collaborative discussions are used to test students' high-level thinking abilities in learning in a formative way.

Moreover, teachers and their students actively and deliberately participate in the formative assessment process when they collaborate to accomplish the objectives (Moss & Brookhart, 2009). In another statement, Brookhart said that directly observing and engaging in discussions about student reasoning can be a powerful method for assessing students' higher-order thinking and using it for formative purposes. e.g. in dialogue engagement with students regarding their reasoning or providing substantial written feedback (Brookhart, 2010). It indicates that HOTS-Formative assessment must be prepared for students who have gained sufficient knowledge, and can answer the evaluation from the teacher. Because in formative assessment, teachers must also evaluate the way learning is carried out.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of three sections: conclusion, study limitation, and suggestion. Firstly, the section provides the researcher's conclusion derived from the collected data. Furthermore, this part outlines the limitations of the research. Finally, this section contains the study's suggestions for the teacher and possible topics of further research.

A. Conclusion

Based on the research questions presented, which are regarding teacher challenges in implementing HOTS-based formative assessment at EFL classes and what strategies were used to face these challenges. From the data obtained and the results of discussions, researcher concluded this study as follows:

The challenges faced by teachers were found in four classifications, namely challenges in understanding the HOTS-formative assesment concept, challenges because of time-consuming aspect, limited focus on language skills, and students' difference intellection background. The results of this discussion explored the four teachers' point of view of the challenges were they faced.

Secondly, the strategies that were used to face the challenges were conducting teacher training and building schemes for challenges related to teachers' understanding of the HOTS-formative assessment in EFL concept. Moreover, the teacher used a strategy of asking questions both orally and written questioning. In addition, the collaborative discussion also become the strategy that was used by teachers.

B. Limitation of Study

The researcher acknowledge the presence of limitations in this study. Even though it has been obtained and processed carefully, the process of collecting research data is limited, especially in terms of time. It is difficult to arrange the schedule due to the busy activities at the school. The last, in the

discussion of this research there are limitations to the results of the discussion due to the difficulty of finding references related to previous research.

C. Suggestion

By conducting this study, researcher suggests:

1. For teachers

The HOTS-based formative assessment is rather time-consuming for English teachers; therefore, it is important to prepare the necessary time and knowledge in order to make students consciously pleased while they are learning English. Moreover, teacher should increase strategies in implementing all forms of assessment or learning processes to achieve educational goals. and strategies that can be used to assess students' HOTS with formative assessment are: 1) asking students to write essays or analytical papers that require them to analyze information, evaluate arguments, and support their opinions with evidence. 2) and apply their knowledge and skills in practical situations through authentic assessment.

2. For the next researchers

Suggestions for the next researchers in investigating a similar topic is to utilize a variety of instruments that have broader area to establish generalizable and concret conclusions. In addition, next researchers can also conduct studies based on the perspectives of students in order to fill the gap in the problems that are associated with this topic. Future researchers can also carry out comparative studies on the subject matter and assess the effectiveness of the strategies that are utilized.

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APPENDIX 1
DOCUMENTATIONS

1. Interview



2. Observation



APPENDIX 2

TRANSCRIPT OF INTERVIEW

Interviewee: Teacher 1

Date: Tuesday, 29 August 2023

00:03 - 00:31] Oke, saya Dr. Tuswadi, saya mengajar, seperti Bu Ariyandi, kita satu angkatan sudah 25 SMA, kemudian kemudian kemarin saya memimpin Politeknik, sekarang di SMP 1 Banjar. Saya sekarang mengajar kelas 7 dan 8.

1. Pengalaman dan Pemahaman Mengenai HOTS:

[00:45 - 01:01] Jadi kalau kita ngomongin tentang higher order thinking skill ya, di situ kan, mohon maaf, pOlah pikirnya ini berlaku untuk semua MAPEL, kalau dalam berkuliahan semua mata kuliah.

[01:01 - 01:23] Bahwa setiap MAPEL itu guru harus mengajarkan pengetahuan maupun keterampilan berdasarkan tadi HOTS. Nah untuk bahasa Inggris sendiri, saya sebagai guru yang mengajar kadang kelas 7, kelas 8, kelas 9, ini saya harus paham betul bahwa

[01:24 - 01:42] yang namanya HOTS itu berjenjang, dari hal yang paling sederhana sampai yang medium sama yang paling kompleks. Sehingga di sini ketika pembelajaran bahasa Inggris, saya lebih cenderung bahwa anak itu tidak hanya, mohon maaf,

[01:43 - 02:02] ketika proses pembelajaran itu cuma membahas LKS, mengerjakan soal-soal, tapi di sini mengajak anak untuk berpikir kritis, sehingga kekritisannya ini dalam MAPEL bahasa Inggris misalnya, itu nanti bisa diimplementasikan dalam kehidupan sehari-hari.

[02:03 - 02:32] Itu pemahaman saya tentang HOTS. Ya itu ketika kita ngobrol tentang HOTS, kita harus tahu gradasi atau gradasi ya, gradasi skill yang diajarkan di tingkat SMP.

[02:32 - 02:50] Jadi misalnya untuk kelas 7 SMP ya, setiap anak itu menurut saya itu di akhir kelas 7 mereka harus sudah mampu ya memperkenalkan diri secara elegan, secara bagus dalam bahasa Inggris.

[02:50 - 03:10] Nah keterampilan-keterampilan ini pun nanti akan kita ajak anak itu juga selain mampu memperkenalkan diri, jadi mereka juga mampu menghormati atau mendengar performance atau penampilan anak yang lain ketika mereka memperkenalkan diri gitu.

[03:10 - 03:27] Karena banyak guru yang mungkin ya fokus ke anak sudah maju selesai gitu. Tapi saya ingin ketika satu anak maju memperkenalkan diri yang namanya HOTS itu ya, ini anak harus punya berpikir, oh ada anak sedang maju.

[03:27 - 03:45] Dia lagi mengatakan sesuatu, pasti they have something to catch. Mereka pasti memiliki sesuatu yang untuk kita katakalkan, listening ya. Sehingga ketika saya mengajarkan self-introduction, anak itu memperkenalkan diri, saya tidak cuma, oke setelah selesai silahkan kembali.

[03:46 - 04:21] Setelah seorang lelaki atau seorang perempuan berdiri dan mengajarkan diri dalam bahasa Inggris yang sangat bagus, saya akan bertanya kepada pelajar lain tentang kontennya, kontennya apa yang dia katakan. Tadi analisis berarti anak menganalisis informasi, kemudian men-create, men-kreasi.

[04:21 - 04:43] Selain anak lisan, memproduksi self-introduction dengan struktur dari saya, mereka juga menghasilkan karangan, baik itu dalam bentuk writing maupun mereka bikin video, disertai mohon maaf slide deskripsi misalnya, well my name is Tuswadi, my father is Mr. Jokowi.

[04:43 - 05:02] Karena di lip ada gambarnya Pak Jokowi. Jadi disini saya mengajarkan belajar bahasa Inggris itu harus ditegrasikan dengan muatan-muatan yang lain, termasuk IT. Mereka bikin video, bikin film gitu ya, yang berdasarkan tadi topik atau tema yang kita ajarkan, begitu.

[05:11 - 05:30] Ya, saya kira bagus dan hots ini kebanyakan itu menempel di bidang sains ya, di bidang matematika, IPA gitu ya. Tapi sebetulnya ini belintas MAPL, jadi semua MAPL memang normalnya harus mengaktifkan hots skills ini ya.

[05:30 - 05:47] Karena keterampilan menganalisis, mengevaluasi, men-kreasi itu mohon maaf menjadi satu kesatuan yang tidak dipisahkan dari apa yang dipelajari oleh siswa gitu. Meskipun tadi penerapannya beda-beda, dalam bahasa Inggris seperti ini, dalam matematika seperti itu, dalam bahasa Indonesia seperti itu gitu.

[05:48 - 06:12] Jadi ini menurut saya sesuatu yang sangat kontekstual atau sangat apa ya, kenisayaan lah ya, bahwa hots ini harus bisa dimengerti, dipahami oleh semua guru dan diperlentaskan dalam pembelajaran.

2. Penerapan Asesmen Formatif Berbasis HOTS:

[06:12 - 06:29] Yang pertama bagaimana pemahaman Bapak mengenai assessment di bahasa Inggris?

Iya, kalau dalam bahasa Inggris kan kita tidak lepas dari 4 skills ya, 4 English skills ya, dari listening, speaking, writing, and reading gitu ya. Jadi keempat skill ini ketika kita padukan dalam bentuk tes formatif ya,

[06:30 - 06:50] keempat-empat ini harus mengaplikasikan tadi hots tadi itu, untuk reading misalnya. Kelas tujuh, temanya tentang schools and family gitu ya, maka disini saya harus bisa membuat anak bahwa ketika kita belajar tentang keluarga,

[06:51 - 07:09] ya anak-anak itu harus mampu berpikir. Oh, ketika-ketika membahas tentang keluarga, ternyata kita harus paham family tree ya, family tree itu ya, ya itu dari pakek nenek, ayah ibu, kemudian paman bibi gitu, seperti itu.

[07:09 - 07:26] Kalau itu bisa membuat anak itu mudeng, maka hasilnya di rumah ya, dia akan mikir, oh ternyata ayahku asli sini, ibuku asli sana, ayahku asli berwarunjak, ibuku asli belajar, oh ternyata ayahku kayak gini cara hidupnya ya, ibuku kok kayak gini,

[07:26 - 07:44] oh ternyata perbedaan kota bisa menyebabkan perbedaan pola hidup kayak gitu. Itu namanya kita membawa anak ke hot skills ya, dimana pelajaran itu bisa membuat mereka berpikir ke konteks di rumah, di sekolah, dan sebagainya gitu.

[07:44 - 08:03] Itu baru reading ya, belum lagi speaking, writing, dan yang lainnya gitu. Berarti pentingnya mengintegrasikan hot skill dalam assessment itu tadi? Iya betul, jangan cuma fokus ke mapel ya, tapi fokus ke bagaimana anak itu bisa berpikir kritis,

[08:03 - 08:20] berpikir kritis, critical thinking itu kan one of the core ya, thing in the hot skill itu. Bagaimana Bapak saat ini menerangkan assessment di dalam pembelajaran? Iya, kalau Pak Tusi untuk yang bahasa Inggris memang,

[08:20 - 08:35] saya memang mengajar itu ingin based on product, maksudnya based on skill, skill English teaching approach lah ya, pembelajaran bahasa Inggris berbasis skill.

[08:35 - 08:53] Jadi kalau anak cuma bisa menghasilkan nilai 10, 5, tapi my name are Tuswadi, I am Sadi, ya gak bisa, itu berarti skillnya masih sangat rendah, meskipun testnya 10.

[08:53 - 09:11] Tapi saya ingin pembelajaran bahasa Inggris itu kita bawa ke skill based teaching, jadi anak itu harus bisa 4 keterampilan yang sudah dituntut oleh curriculum itu, seperti itu. Berarti jenis strategi itu tadi, jenis strategi yang digunakan?

[09:11 - 09:30] Jenis strategi yang digunakan, ya itu, jadi Pak Tus ketika mengajarkan reading, saya harus paham bahwa selain anak itu memahami content reading itu, dia harus bisa menghubungkan ke konteks kehidupan sehari-hari, seperti itu.

[09:37 - 10:00] One of the key, one of the essence of students learning kan, they can live much more better than their parents. Jadi salah satu esensi pendidikan atau pengajaran itu, anak-anak memiliki nilai-nilai, ya maupun keterampilan, maupun pengetahuan untuk membuat hidupnya itu lebih baik, gitu kan.

[10:00 - 10:22] Nah, inilah yang harus kita sadari bahwa ketika mengajarkan bahasa Inggris itu bukan melulu urusan belajar bahasa Inggris, tapi kedepannya mereka mau jadi apa, mau seperti apa, itu bisa kita olah dari proses KBM-nya, gitu. Bagaimana menerapkan asesmen?

[10:23 - 10:41] ketika mau membuat soal formatif, soal sumatif, itu yang pertama kita kan sesuai dengan CP ya. CP tahu capaian belajar ya, itu harus kita pegang, gitu kan, supaya tidak melenceng dari kurikulum, gitu.

[10:41 - 10:57] Kemudian masalah pemberian pembuatan soal budiran IC atau mungkin multiple choice, ya kita, mohon maaf, sangat hati-hati kita sesuaikan dengan apa yang sudah kita ajarkan. Kita nggak boleh memberi tes sesuatu yang kita tidak ajarin, itu namanya zalim.

[10:58 - 11:17] Ya, mau diajarin aja anak bulu, tentu 100 nilainya, apalagi kalau soalnya itu melenceng, gitu. Makanya di kurikulum pendidikan sekarang, guru kan diberi kebebasan untuk mengajar pakai materinya sendiri, menilai pakai materinya sendiri. Kalau dulu, mungkin zaman Molinda kan, kalau tes ulangan umum, soalnya sebejar atau sepuah kertok KBM-nya.

[11:17 - 11:35] Padahal guru-guru pengajarnya kan juga beda, caranya beda, metodenya beda. Akhirnya anak-anak kan jadi tidak melakukan pekerjaan yang mereka lakukan setiap hari, gitu. Terus? Jadi mengukur, menganalisis, mengevaluasi, mengeresis, sudah dijawab.

[11:35 - 11:55] Selanjutnya, bagaimana Bapak merangsang diskusi atau kolaborasi antar siswa dalam tes ini? Merangsang diskusi atau kolaborasi? Oke, kalau dalam pembelajaran Bahasa Inggris, ya, disini saya melatihnya yang paling basic itu adalah listen.

[11:56 - 12:14] Listen to each person who is speaking. Jadi setiap kali ada anak ngomong di depan kelas, tampil, semuanya harus dengerin. Jadi cerita ini kan, Tok Jewel, ya, karena apa? Ini adalah basic skill untuk menjadi orang atau warga negara yang baik, gitu.

[12:14 - 12:33] Sekarang kan banyak degradasi moral, Mbak Maulidah. Kita lagi ngobrol, malah dia sibuk dengan HP-nya. Mungkin ada presiden atau menteri lagi memberi sambutan. Itu kan sesuatu yang sangat jelek dan ini bisa terbiasa karena di sekolah.

[12:33 - 12:51] Temannya lagi maju, dia sibukin HP-nya. Sementara kita sebagai guru mungkin kurang kontrol, ya. Akhirnya jadi biasa sampai dewasa. Jadi, saya untuk membangun kolaborasi yang pertama adalah respect what other people speaking. Setelah itu, ini dibiasakan, baru nanti grup.

[12:51 - 13:08] Misalnya saya punya lembar kerja siswa, di mana anak-anak harus melakukan seolah-olah, yang dilakukan bersama-sama. Silakan, make in a group of five, gitu. Buat kelompok lima anak, nanti siapa ketuanya, siapa sekretarisnya, kemudian mereka bekerja sama,

[13:08 - 13:28] mengerjakan tugas, presentasi, dan sebagainya. Jadi, melalui kegiatan-kegiatan yang, mohon maaf, tidak berjauhan dengan topik yang sudah kita bahas. Namun demikian tadi, the key adalah listening to others. Kalau itu belum, anak-anak lagi presentasi, kelompok, maupun individu, mereka ngomong sendiri.

[13:29 - 13:47] Mereka cuma dengan saya presentasinya, sementara yang lain pada pating gimana, gitu. Dan itu menurut saya, hal yang harus kita antisipasi, apalagi kita sudah memakai hots itu, seperti itu. Pertanyaan dari penonton

[13:52 - 14:11] Sebetulnya, berpengaruh apa tidak, itu sebetulnya tinggal guru itu punya tujuan apa enggak. Kalau gurunya itu punya tujuan yang bagus, dan tujuannya itu dijelaskan ke siswa, maka nanti siswa dengan sendirinya akan termotivasi, seperti itu ya.

[14:11 - 14:32] Misalnya, hari ini kita akan mendengarkan presentasi terkait, apa ya, describing a city ya. Describing of Banjaregara city, gitu. Poin yang pertama yang harus kalian pegang adalah, kamu sudah bekerjasama untuk membuat presentasi yang bagus.

[14:32 - 14:50] Masukkan dari A, dari B, sudah kalian masukkan dalam bentuk slide presentasi. Sekali yang tidak, kalau pentingnya, ini kamu baru tahap sekolah. Besok ke depan, someday maybe you will be in Europe, in Africa, in Japan, ya.

[14:50 - 15:10] And you have to, apa ini, to explain the condition of your home town, misalnya. Silahkan, ilmu hari ini yang kamu lakukan, bisa kamu gunakan untuk the future, gitu. Akhirnya dengan begitu, anak-anak jadi, ya ya, ternyata belajar bahasa Inggris tidak cuma untuk hari ini.

[15:10 - 15:31] Siapa tau besok saya jadi duta besar, siapa tau besok saya jadi sekretaris jenderal, siapa tau besok saya jadi diploma. Akhirnya mereka akan lebih kuat motivasinya dalam belajar sesuatu termasuk bahasa Inggris, gitu. Apakah kamu melihat perubahan dalam tingkat keterlibatan siswa dalam SSN?

[15:32 - 15:52] Keterlibatan siswa maksudnya gimana? Misalnya, apakah sebelum Bapak menerapkan Hots ini, siswa tidak tertarik, lain-lain, setelah Bapak menerapkan ini? Kalau Pak Tus, apa, bahkan sebelum Hots itu demam di seluruh Indonesia, Pak Tus sudah memakai itu.

[15:52 - 16:08] Itu jadi ya, anak-anak sudah tidak kaget lagi. Makanya ya anak-anak kadang juga niteni gitu. Kalau nggak cek kok kayak gini ya, aku yang semula pemalu, aku yang semula, bahasa Inggris apa sih, kuda apa sih, sulit-sulit gitu.

sebelum Hots itu difokuskan di seluruh Indonesia, Pak Tus sudah memakai itu, dengan menggunakan HOTS-asesmen, setelah diajarkan mereka jadi punya pondasi, punya objektif gitu loh bahwa kamu besok jadi dokter, jadi polisi, jadi tentara. Tapi kalau kamu, punya skill in English, you can be anybody.

[16:09 - 16:24] Tapi setelah saya ajar, mereka jadi punya pondasi, punya objektif gitu loh bahwa kamu besok jadi dokter, jadi polisi, jadi tentara. Tapi kalau kamu, mohon maaf, punya skill in English, you can be anybody.

[16:25 - 16:40] Seperti itu. Jadi dalam pembelajaran tingkat putar nifadanya sudah aktif. Iya, iya. Maulidah bisa melihat, kalau Pak Tus ngajar gimana muridnya, besok-besok kamu bisa observasi.

3. Tantangan dalam Penerapan:

[16:40 - 16:55] Apa saja hambatan utama yang Anda hadapi ketika mencoba menerapkan asesmen formatif berbasis HOTS di kelas EFL?

[16:56 - 17:12] Hots itu kan idealnya sih untuk anak-anak yang homogen. Tingkat IQ-nya sama gitu ya. Tinggi, menengah ke atas gitu ya. Tapi kalau di kelas yang heterogen, ada yang IQ-nya sedang, rendah, dan tinggi, inilah tugas kita untuk teaching for all lah.

[17:13 - 17:29] Anak yang IQ-nya tinggi juga tidak merasa, ini kok lamban teman. Si proses ini, ini aku sudah bisa, ini si kecil. Akhirnya dia menyepelekan apa yang sedang kita ajarkan. Kemudian yang, mohon maaf, IQ-nya rendah. Gimana kok cepat banget, aku rambut dulu, aku ini, ini, gitu.

[17:29 - 17:46] Akhirnya saya mengambil jalan tengah. Saya tetap bisa mengakomodir anak-anak yang low achievement itu, kemudian yang high achievement, mereka juga tidak merasa terhambat ya belajarnya karena harus menunggu-nunggu yang low achievement ini.

[17:46 - 18:04] Ini kan salah satu dampak zona sih, Mbak Maulidah. Dulu SMP 1 Banjar itu, IQ-nya menengah ke atas semua karena pilihan. Sekarang kan yang, rumahnya yang dekat. Dan rumah yang dekat kan belum tentu pintar. Ya ada yang mohon maaf seharusnya masuk ke SMP 10, SMP Sokro, atau Mbak Madia gitu ya.

[18:05 - 18:28] dengan adanya sistem zonasi, Sekarang ke sini semua. Ini tantangan buat kita, untuk bisa mengajar supaya anak yang rendah dengan yang tinggi itu sama-sama terakomodir, gitu. Bagaimana Bapak mengatasi tantangannya? Mengatasi tantangannya ya, salah satu yang pertama, Pak Tus itu harus sadar

[18:28 - 18:49] bahwa saya mengajar bukan anak-anak pintar semua gitu. Jadi ketika ada anak yang berkulah, atau anak yang lamban, ya saya harus sadar bahwa ini salah satu

tanggung jawab saya untuk bisa membuat dia itu punya motivasi yang standar, yang lebih, supaya mereka itu bisa mengikuti yang lainnya.

[18:49 - 19:10] Kalau yang anak pinter sih mudah, tinggal memberikan tugas yang lebih sulit atau gimana. Tapi kalau yang under-under ini kan, kalau nggak kita akomodir, ngantuklah, bikin ulah, rame, ya. Seperti itu, sehingga mengganggu yang lain. Bagaimana Bapak memastikan asesmen ini itu benar-benar mendorong si siswa ini untuk membuat hayati?

[19:11 - 19:28] Iya, yang pertama kita lihat hasilnya. Kalau hasilnya itu mohon maaf terlalu rendah, berarti di situ Pak Tus punya asumsi soal-soal atau alat evaluasi yang Pak Tus bikin itu terlalu sulit.

[19:29 - 19:46] Sehingga perlu dilowerkan dikit gitu. Nanti kalau dilowerkan kok anak-anak nilainya itu standar lah ya, yang mungkin AKM dulu kan adanya ya, AKM. Itu memenuhi kesana semua, ya itu berarti saya sudah berhasil.

[19:46 - 20:04] Jadi di sini ketika nilai anak-anak itu cenderung rendah, berarti asumsi saya yang pertama, oh ini terlalu sulit buat anak. Maka saya harus mengambil perbaikan di somatif yang berikutnya. Atau ketika tadi Bapak maaf satu kelas kok hair semua,

[20:04 - 20:20] saya akan membuat soal-soal ulangan, maksudnya soal mengulang. Ini kalian hair semua, besok tes lagi saya akan membuat yang lebih rendah. Silahkan kamu pelajari ini, ini untuk tes mengulang kalian. Coba saya lihat hasilnya.

[20:20 - 20:36] Oh ternyata ada perubahan, berarti di situ memang soal yang kemarin terlalu sulit, seperti itu. Lalu bagaimana Bapak merespon hasil asesmennya itu khususnya untuk anak-anak yang menunjukkan kesulitan? Menunjukkan kesulitan ya.

[20:36 - 20:53] Kalau anak-anak yang menunjukkan kesulitan, di sini patut sesuai dengan tidak jauh dengan kebijakan sekolah ya. Mereka harus kita beri perlakuan remedial berulang-ulang. Ya baik itu tugas, terus mengulang tes.

[20:53 - 21:10] Pokoknya jangan membiarkan anak itu nyaman dengan nilai yang rendah. Mereka ingin raportnya bagus, maka mereka harus kerja keras gitu. Ketika nilai tesnya itu di bawah standar, ada konsekuensi. Mereka harus melakukan ini, melakukan itu, dan sebagainya.

[21:10 - 21:29] Dan ketika anak itu mampu atau bersedia melakukan apa yang harus mereka lakukan, karena nilai yang rendah ya, berarti di situ sudah lebih dari cukup bahwa mereka itu sudah punya pikiran nalar. Bahwa, oh aku ingin nilai bagus, tapi kalau nilai aku jelek terus.

[21:29 - 21:49] Maka, boleh-boleh kerjakan tugas dan mereka akan sadar, oh karena saya tidak bisa, karena kemarin nilai ku 5 lagi, 5 lagi. Maka ini, ini, ini. Akhirnya nanti ketika nilainya sudah 6 atau 6,5 gitu, yaudah ini kami sudah hebat 65, tapi ya besok kelas 8 jangan 65 lah.

[21:49 - 22:09] 70 kek, 80 kek, dan sebagainya. Seperti itu. Jadi di sini saya tidak pernah ngomong, kami itu kok beberapa orang tuh masih misalnya enggak. Tapi seperti tadi, kamu sekarang sudah bisa 65, jadi 50. Itu sudah ada peningkatan. Tapi kalau kamu nanti belajarlah di kelas 8, lebih semangat lagi, mungkin jadi 70, jadi 80.

[22:09 - 22:28] Seperti itu. Poin yang selanjutnya itu tentang strategi. Ini apakah Bapak pernah mengembangkan atau mengadopsi strategi khusus dalam mengatasi tantangan ini? Salah satu esensi mengajar mapel apapun, termasuk bahasa Inggris,

[22:29 - 22:45] kita harus satu, menunjukkan gratitude. Gratitude itu rasa terima kasih, ya. Jadi saya itu selalu, apa ya, semua banget ketika anak-anak itu sangat fokus, sangat konsentrasi,

[22:45 - 23:02] di situ saya langsung bilang, hari ini kalian kok hebat, teman-teman. Kalian itu hari ini kok manis, teman-teman. Fokus, diberi pertanyaan yang mudah, dibegini yang kamu kerjain, kamu kok hebat, teman-teman. Semoga hari ini itu jangan berubah.

[23:02 - 23:18] Besok kamu juga harus seperti ini. Itu yang pertama. Kemudian yang kedua, tiap kali ada anak yang tampil, baik itu jelek, sedang walaupun bagus, saya selalu, good, well done. Keren, joss. Meskipun tadi ada satu yang ngantuk,

[23:18 - 23:34] tapi kamu sudah bagus. Besok kamu bagus lagi. Jadi, apa ya, selain gratitude juga, pujian apa pujian? Appreciation atau pujian. Prize ya, prize itu penting. Gratitude dan prize itu sangat penting.

[23:34 - 23:50] Terus yang tidak lupa, saya juga mengingatkan pada diri sendiri, bahwa ketika kita berusaha belajar, apalagi berdasarkan visi mata anak-anak, juga ada yang merasa sulit, berdoa pada Allah, hari ini saya akan mengajar, sehingga anak-anak dijaga dari ngantuk, dijaga dari relang,

[23:50 - 24:05] dijaga dari ini, ini, Bismillah. Dan sebelum mengajar, saya juga mengajak anak-anak berdoa. Setelah selesai mengajar, saya juga mengajak anak-anak berdoa. Yang mungkin, kadang ada atau tidak tahu,

[24:05 - 24:21] di sekolah mana itu, dulu dilupa. Habis, lain bulan, anak-anak langsung keluar. Karena ada penutup. Saya selalu, mungkin besok malam, bisa kamu jadi budi. Iya, sebelum pulang, berdoa dulu, supaya Allah selalu menjaga kita.

[24:22 - 24:37] Berdoa pula, Ya Allah, sesungguhnya kami menikmati ilmu yang telah belajarkan kepada kami, kepada-Mu, dan kembalikan lagi saat kebutuhannya. Dan janganlah kau melakukannya, amin. Itu ada di Rasulullah. Supaya ilmu kita itu tidak lupa,

[24:38 - 24:55] sewaktu-waktu butuh, dikembalikan lagi oleh Allah. Seperti itu. Sehingga, kalau doa ini diucapkan dengan terus-penerus, setelah kita belajar, Mbak Moli, bisa jadi kamu baca buku sekarang.

[24:56 - 25:12] Tapi, 5 tahun berikutnya, kamu ikut tes CPNS, kamu masih ingat. Kamu bacanya waktu SMP. Tapi, ilmunya disimpan oleh Allah, untuk 5 tahun berikutnya,

[25:12 - 25:28] kamu harus tes ASN. Di situ ada sejarah kan? Kamu bisa jawab. Itu fungsi doa, sehabis belajar atau mengajar, yang menurut saya memang setidaknya diamalkan oleh siapapun ilmu. Ilmu disimpan, dititipkan kepada Allah,

[25:29 - 25:44] kemudian bisa dikembalikan ketika kita lagi... Ada contoh hasil positif yang bisa Bapak bagikan dalam menerapkan asesmen? Hasil positifnya,

[25:45 - 26:00] anak-anak tidak ada yang takut belajar bahasa Inggris, tidak ada yang trauma, mendapatkan nilai yang rendah, gitu ya. Karena mereka sudah paham. Kamu bahasa Inggrisnya berapa sih? 78.

[26:01 - 26:16] Padahal 78 paling rendah. Tapi, dia tetap yakin bahwa 78 itu hasil kejahatan rakyat. Bola baliher, bola bali tugas, bola bali apa. Sementara yang lain itu sudah 80, 90, bahkan ada yang 99 gitu.

[26:16 - 26:34] Jadi, di sini output yang paling saya saksikan, anak-anak tidak takut belajar bahasa Inggris dan mereka mengapresiasi hasil belajarnya karena betul-betul hasil kerja keras mereka, gitu. Baik itu rendah, sedang, walaupun tinggi, gitu.

4. Pengaruh Karakteristik Guru:

[26:36 - 26:55] Lalu, poin yang selanjutnya pengaruh guru. Yang pertama mungkin Pelatihan HOTS yang pernah diikuti? saya kan mohon maaf bertahun-tahun tidak hidup di Indonesia, Maulidah. Saya itu terdidik di Jepang, sekeluarga. Saya baru pulang dari Jepang itu 2007 sampai 2016.

[26:56 - 27:13] Jadi, saya di sini baru 4 tahun plus berapa ini, 2 tahun ya. Baru 6 tahun. 4 tahun saya langsung kemarin memimpin politik banegara. Ini tahun kedua di sini. Jadi, saya belum pernah mengikuti satu kalipun Hots teaching, gitu ya.

[27:14 - 27:32] Tapi, karena saya belajar di sana, di Jepang kan negara maju. Hots itu sudah lama sekali di mana pembelajaran lintas mapel, baik di tingkat SD maupun SMP di sana, itu sudah menuju ke situ. Sehingga saya paham anak-anak saya itu kan semua terdidik di sana ya,

[27:32 - 27:52] dari PAUD sampai SMP ya. Jadi, saya tahu, oh kayak gini, oh kayak gini, oh belajar IPA kayak gini. Mengajak anak untuk berpikir ini. Jadi, making the student think itu juga tidak bisa terpisahkan dari esensi kita mengajar dan mendidik.

[27:53 - 28:11] Kenapa sih patuh, kok gini? Kenapa sih, ini kayak gini? Anak langsung berpikir. Kalau gak berpikir, kita gagal dalam mendidik. Seperti itu. Lalu, bagaimana, mungkin tadi Bapak sudah mengatakan, walaupun tidak mengikuti latihan,

[28:11 - 28:35] tapi bagaimana pengalaman Bapak itu? Bagaimana Bapak mengajar selama ini? Dengan ilmu yang Bapak peroleh, mempengaruhi pendekatan Bapak dalam mengatasi tantangan khususnya di asisten Bapak? Ya, Pak Tus ketika melihat hasil-hasil tes formatif, tes sumatif, gitu ya.

[28:36 - 28:57] Pak Tus kadang berpikir kayak gini, ini kok sumatifnya kayak gini. Tes terakhir, tes formatif, tes sumatif, ya. Yang apa ini, akhir semester kok kayak gini. Ketika saya harus, mohon maaf Mbak Maulidah, menorekan nilai ke rapat anak,

[28:58 - 29:20] saya tidak cuma fokus ke nilai formatif dan sumatif. Saya langsung ingat. Maulidah, kalau dikelas ngapain aja sih? Kalau diajar. Maulidah, saya gak peduli ketika nilaimu itu lima, gitu ya.

[29:20 - 29:43] Tapi, I will focus on what you are doing during the learning, teaching process. Sehingga saya tidak pernah, mohon maaf, memberikan nilai yang ya itu tadi. Lima ya lima, enam ya enam, gitu. Tapi, saya akan mengingat kembali. Nilai enam, harus gak buat seorang Maulidah disuruh begini ngerjain?

[29:43 - 30:02] Tapi, dia gak bisa sih ya. Tapi, dia sudah berusaha. Ya, akhirnya saya mengambil jalan. Saya akan flashback ke what our students doing during the process. Ketika harus melihat nilai sumatif dan formatifnya rendah misalnya.

[30:02 - 30:18] Selain tadi dengan memberikan pendugasan-pendugasan. Jadi, ya itu. Kita didilikan prosesnya. Kita gak sekolah setahun pun gak apa-apa. Terus ikut ujian apa itu, kejar maket. Dapat nilai. Tapi, kita gak ada prosesnya.

[30:18 - 30:36] Tapi, proses ini yang penting justru. Seperti itu. Untung yang terakhir ini, rekomendasi dan saran yang bisa Bapak bagikan. Tertaik, pengembangan metode pelajaran atau pelatihan guru. Yang Bapak harapkan, khususnya dalam penerapan kursi.

[30:39 - 30:57] Sebetulnya, salah satu masalah terbesar yang diinginkan adalah kemampuan untuk mengapresiasi orang lain. Salah satu indikasinya adalah kita terlalu sulit untuk mendengarkan orang lain

[30:57 - 31:12] ketika sedang berbicara. Ini penting dan itu perlu diajarkan sejak dari BAU, TK, SD, SMP, SMA sampai berkuranti. Itu yang pertama. Kemudian yang kedua, tingkat literasi yang warna tidak terlalu tinggi. Indonesia kan literasinya rendah.

[31:13 - 31:28] Hasil pisahnya juga rendah. Kenapa? Karena kita memang kebudayaannya instan. Kita baru membaca judulnya saja langsung share. Ternyata judul dengan isinya beda. Ini juga penting. Sehingga dalam pembelajaran novel apapun,

[31:28 - 31:51] saya ingin semua guru itu mengajarkan dua ketambilan tadi. Yang pertama adalah appreciating others. Memperhatikan, menghormati orang lain. Apalagi ketika sedang berbicara. Kemudian yang kedua, daya nalar penyitirasi dengan banyak pembaca.

[31:51 - 32:06] Sehingga tidak seperti katak dalam temburung. Orang yang katak dalam temburung itu cenderung bicaranya banyak, tapi esensinya tidak ada. Ini saya tidak mau. Sehingga saya berusaha untuk mengajak murid-murid saya juga seperti tadi.

[32:06 - 32:21] Satu, sedang berbicara. Ketika kamu lagi berbicara, temanmu berbicara sendiri, kamu marah tidak? Marah kan? Lalu dia lagi berbicara dengan patung, dengan ini.

[32:22 - 32:40] Diam. Setiap hari saya seperti itu. Kemudian yang kedua, saya banyak memberikan tugas pakai jejak sekarang. Silahkan kamu klik link yang sudah tertutup.

[32:40 - 32:58] Itu adalah latihan tentang simple presentation. Sehingga dia paham, oh ternyata belajar bahasa Inggris, tidak hanya dengan kotak-kotak, banyak link-link, banyak sumber belajar. Iya, silahkan kamu google di Youtube. Basic English Conversation. Sehingga saya mengharapakan bahasa Inggris kamu itu

[32:58 - 33:17] jauh lebih faksi dari taktus. Taktus kan bahasa Inggrisnya, bahasa Inggris panjang. Sebenarnya sudah laku di Amerika, di mana. Tapi kan bahasa Inggris taktus, apa? Tapi kalau kamu belajar bahasa Inggris melalui Youtube kamu bisa faksi. Kalau saya kan, good morning, ladies and gentlemen.

[33:18 - 33:35] Kalau kamu belajar dengan Youtube akan faksi. Sehingga saya banyak menemukan anak-anak yang punya keterampilan English speaking skill-nya itu bukan dari yang saya ajarin. Tapi mereka belajar dari media sosial. Jadi itu tadi ya,

[33:35 - 33:51] dua, appreciation skills dan literasi. PR buat kita sebagai guru di sekolah maupun kita sebagai orang tua di rumah. Banyak membaca. Banyak membaca, bukan banyak nonton.

[33:51 - 34:07] Kalau nonton kan pasif, diem kita. Tapi kalau membaca, kita jadi punya fantasi, punya imajinasi gitu loh. Nah, ini Amerika pokoknya gini ya. Besok saya berarti bisa begini.

[34:08 - 34:27] Jadi intinya itu tadi. How to appreciate others dan how to develop our literasi. Gitu, mbak Woneja. Cukup, sudah sampaikan semuanya. Terima kasih atas waktu dan kekerjaan.

[34:27 - 34:47] Saya ingin nanti apabila data yang saya perlukan ada tambahan dan lain sebagainya, saya akan hubungi. Mungkin minggu depan.

Interviewee: Teacher 2

Date: Tuesday, 29 August 2023

[00:10 - 00:33] pertama perkenalan dulu bu. Ya, Saya Bu Priyani, alamat saya di Karangtengah,

[00:34 - 00:53] RT 2 RW 3. Kemudian, apa lagi Mbak? Oh iya, saya mengajar di sini sejak 1999. Jadi, sudah lumayan lama, sekitar 25 tahun. Ya, 25 tahun ya.

[00:53 - 01:21] Oh, saya lulus tahun 1997. Kemudian tahun 1998, saya di Wiata. Tahun 1999,

1. Pengalaman dan Pemahaman Mengenai HOTS:

[01:21 - 01:36] Kalau pemahaman saya sendiri untuk HOT, itu kan memang, pertanyaan HOT itu kan memang bagus, karena disitu ada tingkat menganalisa, ya kan? Kemudian tingkat menyimpulkan, kan itu yang paling tinggi?

[01:37 - 01:52] Menganalisa, menyimpulkan, dan problem solving. Mecahkan masalah. Jadi memang seharusnya kita sudah mengarah ke situ untuk pembelajaran anak. Karena, kalau dulu kita kan masih memorizing, ya kan?

[01:53 - 02:10] Mengenai pengetahuan saja, tidak ada problem solving, tidak ada analisa dalam sebuah soal, gitu. Jadi anak cenderung memorize, mengingat, mengapalkan, dan sebagainya. Saya kira itu sudah tidak dibutuhkan di zaman sekarang.

[02:10 - 02:27] Karena kita sudah punya HP, sudah punya teknologi yang bisa mengingat, ya kan? Mencatat, mengingat, dan sebagainya. Sebenarnya kita butuh bagaimana mencari solusi, bagaimana menganalisa suatu keadaan, kan? Seperti itu. Menyimpulkan, sehingga bisa

[02:27 - 02:44] mencari sebuah solusi. Kalau menurut saya, sebetulnya bahasa Inggris sendiri selama ini sebetulnya sudah dekat dengan hot,

[02:44 - 02:59] ya kan? Kenapa? Karena dari ciri-ciri soal hot sendiri, itu kan harus ada stimulus, ya kan? Harus ada teks, atau grafik, atau apa, gitu. Bahasa Inggris kan sudah seperti itu. Tidak serta-merta

[02:59 - 03:15] menanyakan definisi, tidak serta-merta menanyakan sebab akibat, tapi sudah menyajikan sebuah teks, menyajikan sebuah apa istilahnya? Problem nyata,

[03:16 - 03:31] kemudian anak-anak disuruh menganalisa, menyimpulkan, bahkan problem solving. Kalau bahasa Inggris, menurut saya sudah selama ini dekat dengan hot, gitu. Hanya mungkin lebih dipertajam lagi untuk problem

[03:31 - 03:49] solving dan analisisnya. Karena bentuknya bacaan. Bagaimana Ibu menanggapi itu?

[03:52 - 04:08] Kalau menurut saya itu, saya setuju sekali. Jadi memang anak-anak sekarang harus dilatih bagaimana mereka untuk berpikir kritis, ya kan? Salah satunya, cara kita berpikir kritis adalah dengan membiasakan anak-anak untuk menjawab

[04:08 - 04:24] soal-soal hot, gitu. Tidak hanya memorizing, tidak hanya menghafal, ya kan, menyebutkan definisi dan sebagainya. Tapi sudah saatnya mereka diajak untuk berpikir, menganalisa, mencari kesimpulan dan mencari solusi

[04:24 - 04:53] dari sebuah masalah, sehingga itu bisa diperlakukan dalam kehidupan mereka sehari-hari. Setuju sekali saya. Yang hot itu tadi. Nah itu tadi sudah

[04:53 - 05:11] saya jawab bahwa untuk pertanyaan hot itu memang sekarang sudah seharusnya, selayaknya, bahkan mungkin seharusnya 10 tahun yang dulu ya, biar kita tidak tertinggal dari negara lain, ya kan? Itu diterapkan karena memang dengan soal

[05:11 - 05:27] hot itu, kemampuan berpikir kritis anak diasah, seperti itu. Jadi itu, manfaatnya itu. Mengasah kemampuan berpikir kritis anak, menganalisa, mencari solusi, problem solving.

[05:37 - 05:53] Saya memulai dengan mencari atau membuat soal-soal yang memang hot. Seperti yang saya katakan tadi, bahasa Inggris sebetulnya sudah dekat dengan hot. Sudah dekat dengan hot, karena sudah ada stimulan, sudah ada

[05:53 - 06:08] teks, tidak pernah bahasa Inggris soal berdiri sendiri tanpa ada teks, tanpa ada grafik, tanpa ada gambar, tidak pernah. Itu kan ciri-ciri soal hot seperti itu. Hanya saja mungkin sekarang kita lebih memperbanyak soal-soal tentang analisa dan problem.

2. Penerapan Asesmen Formatif Berbasis HOTS:

[06:08 - 06:25] Bagaimana ibu menerapkan strategi di pembelajaran bahasa Inggris untuk hots-formative asesmen?

[06:25 - 06:42] Strategi apa? Dalam anak menjawab soal atau saya memberikan soal ke anak? Untuk asesmen formatif. Itu tadi strategi asesmen formatif.

[06:47 - 07:02] Untuk yang formatif hot itu, kita menggunakan otomatis karena masih berbasis sangra. Saya pengajarnya masih berbasis sangra. Jadi saya

[07:02 - 07:20] lebih mengutamakan kepada analisis teks. Analisis teks, kemudian dari teks itu, anak membuat sebuah kesimpulan, kesimpulan sendiri. Kemudian dari teks

[07:20 - 07:36] itu, anak diajak untuk menerapkannya dalam kehidupan sehari-hari. Artinya itu dirapkan dalam kehidupan sehari-hari, sehingga anak-anak bisa berusaha untuk mencari solusi

[07:36 - 07:58] dari apa yang dihadapi sehari-hari, berdasarkan dari bacaan yang sudah ada. Kalau dari

[07:58 - 08:15] listening, reading, speaking, otomatis, ketika ada sebuah teks, kita mengawali dari membaca. Membaca baik itu membaca keras maupun membaca secara pemahaman. Saya tidak akan pernah lupa

[08:15 - 08:31] anak-anak selalu saya ajarin untuk membaca keras, artinya reading a lot. Jadi anak-anak akan berusaha untuk mengasah speaking mereka. Kemudian untuk listening, biasanya nanti ada beberapa materi-materi yang

[08:31 - 08:47] memang kita sediakan secara audio maupun visual. Contohnya teks naratif, misalnya saya akan menampilkan sebuah video, cocktail atau apa, dari negara mana gitu. Nanti akan saya memberikan pertanyaan-pertanyaan

[08:47 - 09:03] hot setelah anak menyaksikan video itu. Biasanya pertanyaannya dalam bentuk isi, tentang siapa tokoh yang ada di situ, apa yang permasalahan apa yang dihadapi oleh peran utama dari

[09:03 - 09:18] cerita itu, kemudian problem solvingnya apa di situ. Permasalahannya, solusinya apa dari permasalahan itu. Kemudian apa yang bisa kamu pelajaran yang kamu ambil dari cerita itu.

[09:21 - 09:37] Kemudian tadi sudah reading, speaking, kemudian untuk writing. Untuk writing nanti untuk genre-genre tertentu yang memang pas untuk anak SMP. Kalau anak SMP berfantasi membuat naratif, kayaknya masih terlalu kesulitan. Biasanya saya

[09:37 - 09:55] writingnya itu memakai recount. Ceritakan pengalaman pribadi. Jadi anak punya pengalaman pribadi, kemudian kita tuangkan dalam sebuah cerita, writing. Tapi sebelumnya anak dibekali simple pasteling, gak pernah lepas dari itu.

[10:00 - 10:16] Kalau perencanaannya biasanya kalau mengajar, itu kan harusnya dari yang mudah ke yang sulit. Seperti itu juga dengan genre. Ada yang dianggap mudah, kemudian ada yang dianggap sulit.

[10:16 - 10:32] Untuk tingkat SMP yang paling sulit itu report text. Kemudian yang paling mudah ya deskripsi. Deskripsi kan di Bahasa Indonesia ada. Kita biasanya perencanaannya seperti itu.

[10:32 - 10:56] Jadi ketika mengajarkan anak itu dari hal yang mudah dulu, baru menuju ke hal yang lebih kompleks. Kalau menganalisis tadi,

[10:56 - 11:11] kita lewat soal-soal itu, bisa pilihan ganda, Kemudian yang kedua evaluasi. Evaluasi, berarti nanti kita bisa memberikan soal-soal ya berdasarkan

[11:11 - 11:27] tetap masih dengan pakai teks, genre tetap masih pakai itu. Nanti kita memberikan soal-soal terhubungan dengan evaluasi itu. Kemudian kreatif, ya mengkreasi lah tadi itu, writing bisa dengan membuat

[11:28 - 11:49] misalnya recount. Pertama saya kasih dia cerita dulu tentang pengalaman seorang. Setelah memberikan pengalaman seorang, anak memahami, dia disuruh cerita. Itukan namanya mengkreaitif. Iya, betul. Biasanya

[11:49 - 12:05] saya itu memberikan pertanyaan. Karena anak-anak sekarang disuruh pertanyaan itu susah. Apalagi kalau pelajaran bahasa Inggris. Mereka takut salah. Biasanya saya memberikan beberapa alternatif pertanyaan supaya anak-anak bisa

[12:05 - 12:21] nanti berdiskusi. Itu No, it's okay. Oh ya.

[12:24 - 12:39] Nggak enak lah kalau disini. Ya, nggak enak. Oh ya, yang tadi ya. Ya, berangung siswa begitu. Dengan

[12:39 - 12:56] memberikan permasalahan juga bisa. Permasalahan yang dekat dengan memberikan permasalahan-permasalahan

[12:56 - 13:12] yang dekat dengan mereka. Contoh ya mbak, misalnya saya sedang menjelaskan tentang agreement dan disagreement. Setuju dan tidak setuju. Saya akan menanyakan misalnya, menurut kamu setuju nggak kalau sekolah

[13:12 - 13:28] itu melarang kamu membawa HP ke sekolah? Nah, itu kan sangat dekat dengan dunia mereka. Jadi pasti mereka bisa menjawab. Dan saya akan mengatakan tidak ada jawaban yang salah, tidak ada jawaban yang betul. Semua accepted.

[13:28 - 13:43] Semua bisa diterima. Baik itu yang menolak maupun yang atau mungkin begini. Kalau menurut kamu setuju nggak sih anak seusia kamu kelas 8 SMP kok punya pacar? Itu kan problem mereka sekarang.

[13:44 - 14:09] Itu kan sangat menarik buat mereka untuk diskusi. Biasanya saya seperti itu. Masalah yang dekat dengan dunia mereka. Yang hot itu tadi ya.

3. Tantangan dalam Penerapan:

[14:10 - 14:27] penerapan tomatis sangat berpengaruh. Apalagi mbak, saya merasa bahwa anak sekarang itu kan dengan adanya sosial media, ternyata ilmu mereka, background knowledge

[14:27 - 14:43] mereka itu di luar dugaan kita. Di luar dugaan kita. Saya dulu waktu SMP belum sejauh mereka pemikirannya karena mereka bersosmed. Dengan bersosmed mereka

[14:43 - 14:59] mendapatkan banyak informasi-informasi ya otomatis positif dan negatif. Tapi kita cari yang, kita fokus ke yang positif. Kita fokus ke yang positif. Itu sering di luar dugaan saya.

[14:59 - 15:17] Mereka luar biasa. Saya melihat seperti itu. Dengan adanya pertanyaan-pertanyaan hot seperti itu saya sangat merasa terbantu. Artinya memang anak-anak jadi terlatih untuk berpikir kritis. Apalagi menghadapi dunia

[15:17 - 15:32] sekarang, bersosmed dan sebagainya, mereka harus berpikir kritis. Mana yang baik buat mereka, mana yang tidak baik buat mereka. Salah satunya dengan memberikan problem solving. Beranalisa, mengevaluasi, kemudian

[15:33 - 15:50] mencari solusi. Ya, otomatis

[15:52 - 16:07] ketika anak diberi pertanyaan yang menantang, khususnya untuk kita berbisara, anak-anak yang aktif lah ya, anak-anak yang pasif sih, mereka saya yakin punya masalah sendiri.

[16:07 - 16:23] Kita berbisara dengan anak-anak yang aktif. Mereka itu sangat antusias. Sangat antusias. Apalagi ketika mereka kita sodori dengan masalah-masalah yang berkadungan dunia mereka.

[16:23 - 16:39] Dan betul-betul mereka hadapi. Saya merasa ya itu memang pas diterapkan gitu. Ada lagi?

[16:41 - 16:56] Hambatan. Kalau menurut saya hambatannya itu anak sekarang banyak sekali yang karena

[16:57 - 17:13] smartphone, mereka susah fokus. Susah diajak fokus gitu mbak. Susah diajak fokus untuk fokus terhadap pelajaran. Jadi kadang-kadang kita

[17:13 - 17:28] butuh tenaga effort, usaha ekstra untuk membuat mereka tertarik kepada apa yang kita bahas. Karena mereka cenderung, apalagi sekarang kan karena kita pembelajaran juga pakai HP, anak kan

[17:28 - 17:44] boleh pakai HP. Kadang-kadang itu sangat mengganggu proses pembelajaran. Jadi tantangannya ya kita harus bisa lebih memberikan materi pembelajaran yang lebih menarik dari HP.

[17:47 - 18:02] Berusaha untuk memberikan materi-materi sesuai dengan dunia mereka. Jadi, misalnya mereka suka Youtube. Kita cari materi-materi lewat Youtube, biar anak-anak

[18:02 - 18:19] senang. Terus TikTok. Kita cari materi-materi bahasa Inggris melalui TikTok. Kan sekarang banyak seperti itu. Ya, seperti itulah. Kita jadi berusaha cukup effort juga sih.

[18:19 - 18:34] Apalagi seperti saya. Saya kan generasi X ya, bukan generasi Z. Untuk menyajikan materi-materi yang sesuai dengan generasi Z sekarang, saya harus effort yang luar biasa.

[18:35 - 18:52] Saya harus tahu Youtube, saya harus tahu TikTok, saya harus mencari browsing sama sini. Materi-materi yang menarik untuk anak-anak. Menurut saya, challenge-nya itu. Iya. Iya, betul. Pembelajaran

[18:52 - 19:14] menyesuaikan dengan tingkat ketertarikan anak zaman sekarang. Berdasarkan dari

[19:15 - 19:32] hasil ya, analisis hasil assessment ya, hasil penilaian itu, saya merasa bahwa sekarang kan soal hot itu

[19:32 - 19:48] lebih ke soal terbuka. Soal terbuka, bukan soal tertutup. Ketika soal terbuka, anak itu lebih leluasa untuk mencurahkan apa yang ada

[19:48 - 20:03] dalam pikiran mereka. Daripadanya sekadar milih A, B, C, D yang sudah ditentukan oleh guru. Kadang-kadang mungkin A, B, C, D yang kita sajikan belum memenuhi apa yang mereka

[20:03 - 20:19] ada dalam pikiran mereka. Karena A, B, C, D itu kan terbatas. Banyak empat. Tapi kalau soal-soal terbuka, itu kan mereka lebih diberi ruang. Lebih diberi ruang untuk bereksplorasi.

[20:30 - 20:47] Otomatis ketika anak mengalami kesulitan, kita akan ada program remedial. Kita melakukan program remedial. Remedial itu bisa berupa kita memberikan soal yang sama, atau kita bisa memberikan remedial

[20:47 - 21:03] teaching. Jadi diajari lagi anaknya dengan hal-hal yang mungkin lebih pas untuk mereka. Mungkin yang kemarin saya sajikan kurang menarik buat mereka. Mereka gagal paham dan sebagainya.

[21:04 - 21:38] Jadi akan saya beri remedial teaching maupun remedial test. Kalau dibutuhkan, remedial teaching. Kalau tidak dibutuhkan, remedial test saja. Kalau secara khusus, saya tidak punya.

[21:38 - 21:56] Saya cenderung adopt. Meng-adopsi. Meng-adopsi apa-apa yang sudah ada di sosial media. Contoh misalnya, saya sekarang sudah sering menggunakan google form untuk ulangan.

[21:57 - 22:12] Kemudian quizzes. Jadi saya tidak create sendiri, tapi saya adapt yang sudah ada supaya lebih menarik. Karena anak itu kan digital generation.

[22:14 - 22:29] Mereka lebih suka pakai google form, lebih suka pakai quizzes daripada pakai paper and pen. Selain quizzes, google

[22:29 - 22:45] form, apalagi. Itu sementara baru itu. Itu untuk pembelajaran. Saya pakai Youtube, TikTok.

[22:47 - 23:02] Atau mungkin saya sering real juga. Real anak-anak, suruh ke lingkungan, mengobservasi. Mengobservasi lingkungan, kemudian mereka create a sentence.

[23:04 - 23:20] Contohnya description. Saya tunjuk satu ruangan dibuat kelompok. Oke, kelompok ini kamu ke ruang dulu. Kelompok ini kamu ke laboratipa. Kelompok ini kamu ke perbustakaan. Anak mengamati.

[23:22 - 23:38] Mereka disuruh mendeskripsikan. Perbustakaan kita seperti apa. Apa yang ada di sana. Saya merasa bahwa

[23:38 - 23:54] anak-anak jadi lebih berpikir kritis, lebih bisa berpikir kritis. Kemudian lebih pekal terhadap masalah-masalah yang terjadi di lingkungan. Karena sudah dihubungkan dengan pelajaran.

[23:54 - 24:11] Jadi mereka dengan mudah bisa menerapkan apa yang mereka pelajari di sekolah dalam lingkungannya. Tidak sebaliknya antara pelajaran dengan lingkungan hal yang terpisah. Kalau dulu kan seperti itu. Kita belajar seperti terpisah dengan dunia nyata.

[24:13 - 24:34] Kalau sekarang kan. Aplikatif lah. Lebih aplikatif.

4. Pengaruh Karakteristik Guru:

[24:34 - 24:52] Pelatihan apa yang pernah diikuti?

[24:53 - 25:09] Di MGMP Basing pernah. Kemudian lewat Zoom juga pernah. Yang mengadakan kalau kabupaten ya MGMP. Biasanya MGMP kabupaten bekerja sama dengan

[25:09 - 25:30] dosen. Biasanya dosen-dosen dari UMP kemarin.

[25:31 - 25:48] Orang kan tidak berhenti belajar. Ketika kita sudah menjadi guru, bukan berarti kita maha. Maha segalanya. Maha ilmu. Ilmu itu berkembang. Iya kan Pak? Ilmu itu berkembang. Dan zaman itu juga

[25:48 - 26:04] berkembang. Jadi kita sebagai guru juga harus aktif. Harus aktif untuk mengikuti perkembangan zaman. Harus terus belajar, belajar dan belajar. Sehingga kita bisa memberikan pembelajaran yang sesuai dengan zaman anaknya.

[26:04 - 26:20] Katanya, ajarilah anakmu sesuai dengan zaman. Berpengaruh sekali. Karena memang kita harus banyak belajar. Harus banyak kumpul-kumpul. Lalu saringan seperti itu.

[26:21 - 26:36] Supaya kita menambah ilmu. Pengembangannya itu pembelajaran. Apakah pengelari pelatihan

[26:36 - 26:53] yang bermanfaat untuk guru? Kalau memang ada satu hal yang dibutuhkan oleh guru sekarang adalah bagaimana membiasakan guru untuk membuat soal khut. Iya kan?

[26:54 - 27:12] Dan menggunakan soal khut itu kepada anak-anak. Kemudian anak-anak juga harus banyak berlatih soal. Kan dari gurunya dulu. Guru buat soal khut. Latihan dulu bikin soal khut.

[27:13 - 27:29] Baru nanti menurutnya dikasih soal khut. Muridnya banyak berlatih soal. Dia jadi pintar. Kritis. Problem solving dan sebagainya. Butuh banyak pelatihan membuat soal HOTS untuk guru

[27:29 - 27:37] Itu saja. Terima kasih.

Interviewee: Teacher 3

Date: Tuesday, 29 August 2023

Speaker1 (00:04):

Saya ingin mengetahui dulu biodata dari bu guru Haryani.

Speaker2 (00:12):

Nama saya Haryani, dari Pangestuti. Saya guru bahasa Inggris, desa bersatu di negara. Kebetulan tahun ini saya diberi tugas untuk mengajar di Kas Mwila.

Speaker1 (00:28):

Sudah berapa lama menjadi guru bahasa Inggris?

Speaker2 (00:35):

Sudah 24 tahunan. Sudah pindah-pindah di Karangobar 10 tahun, kemudian di Malam 2, di Sigaluh, baru kemudian ke SMP 1

Speaker1 (00:57):

Mungkin sebelum saya bertanya mengenai pemahaman tena kor, saya ingin mengatakan mungkin pelatihan guru yang pernah diikuti

Speaker2 (01:09):

Banyak banget ya. Terakhir, dengan perubahan kurikulum yang baru, kurikulum Merdeka, kami, guru bahasa Inggris, ikut dalam forum NKMP Kapupaten untuk membahas tentang kainanya kurikulum, implementasi kurikulum Merdeka.

Speaker1 (01:34):

Sama pelatihan tentang Hots?

Speaker2 (01:37):

Hots sudah berapa waktu yang lalu ya? Sudah cukup lama sebelum kurikulum Merdeka ini. Sudah pernah.

Speaker1 (01:50):

Jadi pernah mengikuti pelatihan Hots?

Speaker 2 (01:53):

Iya.

1. **Pengalaman dan Pemahaman Mengenai HOTS:**

Speaker1 (01:57):

Untuk poin pertama, saya ingin tahu terkait pengalaman dan pemahaman mengenai Hots. Pertama, mungkin bagaimana ibu hari ini memahami konsep higher of speaking? Ya, higher of speaking itu sebetulnya kan penguasaan kognitif siswa di level tertentu ya.

Speaker2 (02:18):

Jadi harapannya itu soal Hots itu siswa tidak hanya mencapai level kognitif pada C1, C2, C3, jadi harapannya sudah sampai kepada C4 dan C5, yaitu untuk menganalisis sampai dengan memproduk segala hasil kompetensi yang diberikan oleh Ibu.

Speaker2 (02:46):

Setelah itu bagaimana menurut Ibu? Pengetahuan konsep higher order thinkng skill. Biasanya identik dengan segala segala yang ada, jika diterapkan di asesmen bahasa inggris. Implementasinya menurut Ibu bagaimana?

Speaker2 (03:02):

Ya, mungkin untuk assessment ini lebih cocok kepada kompetensi writing ya, lebih bagaimana anak-anak itu disajikan menjadi dalam bentuk soal, maaf soal ulangan harian gitu, atau ujian yang bentuknya writing. Yang sebetulnya untuk di pembelajaran bahasa sendiri itu kan, ya kita lebih menitik beratkan kepada bagaimana anak mampu untuk berkomunikasi dalam bahasa Inggris, baik itu bahasa tulisan maupun bahasa lisan. Sedangkan soal-soal dalam Hots ini lebih kepada soal-soal yang sifatnya hanya untuk menguji kognitif siswa. Tidak begitu, mungkin ya sebetulnya ada begitu ya relevansi dengan ketrampilannya ya, kompetensi ketrampilannya, ketrampilan berbahasa anak itu kadang ya sedikit tidak signifikan apa ya. Sedangkan misalkan anak-anak yang pandai dalam, artinya yang memiliki score tertinggi dalam tesnya, tes tertulisnya, belum tentu itu relevansi dengan kemampuan berbicaranya atau di skill yang lainnya. Terus ke tes tertulisnya. Ya sejauh ini kami berusaha untuk artinya memenuhi harapan yang ada di Kurikulum 2013 bahwa anak-anak sekarang itu diharapkan memiliki kompetensi, literasi, dan numerasi yang baik. Dari sana mungkin sebagai guru bahasa, apalagi guru bahasa Inggris, kami berusaha untuk membiasakan anak-anak atau memperkaya anak-anak dengan literasinya yaitu dengan berbagai teks yang tidak hanya diambil dari satu sumber atau anak dipahamkan hanya memahami satu teks, tapi lebih kepada kita membiasakan anak-anak untuk mengenal multi teks. Biasanya soal-soal hanya disajikan teks yang bentuknya tunggal, sekarang anak-anak sudah kami biasakan mulai untuk mengidentifikasi, menganalisis teks yang multi, tidak hanya satu atau lebih dari satu. Harapannya itu juga kami berikan dalam bentuk soal-soal yang lebih menantang lagi, tidak hanya untuk pertanyaan-pertanyaan yang tersurat di dalam teks, tapi juga pertanyaan-pertanyaan yang tersirat dari teks tersebut yang butuh analisis dan pemahaman anak-anak dari multi teks yang kami berikan. Untuk ke skill writing ya? Ya, reading bahkan ya, reading.

2. Penerapan Asesmen Formatif Berbasis HOTS:

Speaker1 (06:44):

Untuk pemahaman hotsnya mungkin cukup bu, ya, ke readingnya.

bagaimana pemahaman bu Har ini mengenai asesmen formatif berbasis HOTS?

Speaker2 (07:06):

Ya, ini lebih melukut kepada kognitif siswa ya, lebih ke readingnya, lebih kepada readingnya kalau teks yang berbentuk tulis. Yang mana tadi tidak hanya di dalam formatif saja, artinya di dalam pembelajaran pun kami mulai membiasakan anak-anak dengan multi teks ya, tidak hanya satu yang dianalisis tapi dari satu, minimal dua. Dari dua teks itu anak-anak bisa memahami dan compare, membandingkan antara isi yang ada di teks satu dengan isi yang ada di teks dua. Dengan memberikan pertanyaan-pertanyaan yang level kognitifnya tidak hanya di level satu, dua atau tiga. Kami harapannya mencoba memberikan anak-anak untuk di level kognitif empat dan lima. Mulai dari menganalisis kemudian sampai dengan mengkomunikasikan, kalau di bahasa Inggris kan mengkomunikasikan atau memperdak. Memperdaknya bisa berupa tulisan ataupun bisa berupa spoken ya. Terus menurut Ibu apa pendency HOTS ini di dalam SES? Sebaiknya HOTS ini diberikan kepada peserta didik itu agar anak-anak kita latih untuk berpikir kritis, tidak hanya kontekstual apa yang ada di dalam teks saja. Tapi anak mampu untuk menganalisa sebuah informasi yang ada di dalam teks. Sampai dengan dari informasi itu anak-anak diharapkan mampu menggunakan informasi yang dia dapatkan untuk dikomunikasikan. Kemudian memperdaknya menjadi suatu moda yang mereka inginkan. Ibu menarapkannya, ini contoh kenapa? Contohnya di awal di tahapan

eksplorasi. Saya biasanya mengenalkan sebuah materi melalui beberapa titik teks. Ada teks yang berkontur tulisan, misalkan monolog atau dialog. Kemudian ada teks yang berkontur audiovisual. Saya ambilkan video-video contoh percakapan yang ada di video, kami tayangkan. Lalu dari sana anak kita minta untuk mengamati dari teks yang kita berikan, baik untuk tulisan atau dialog video tadi, untuk menemukan, mengidentifikasi sebuah konsep dari materi yang akan kita berikan. Kita mau menganalisis tentang umpapan agreement atau disagreement. Mana umpannya yang ada di dalam video atau dari teks tulis yang kita berikan? Itu di tahapan eksplorasinya. Lalu dari sana, karena kita minta untuk menjawab, membuat konsep, main-mappingnya, mereka menemukan bahwa O ini umpapan A, O ini umpapan B. Setelah anak memahami, menemukan atau mengidentifikasi itu, harapannya di akhir pembelajaran anak bisa memperdak, mengkomunikasikan. Misalkan kita minta anak untuk membuat sebuah dialog,

Speaker2 (10:58):

baik itu secara tertulis, mengantahapannya melalui melengkapi dialog dulu,

Speaker2 (11:04):

kemudian mereka mulai konstruk dialog sendiri, sampai dengan mempraktikkan dialog yang sudah dibuat secara berpasangan atau secara berlaku. Alasannya, yang pertama kenapa tadi saya di tahapan elaborasi itu menyajikan beberapa jenis bentuk teks. Kita tahu bahwa anak-anak itu memiliki tipe pembelajar yang bermacam-macam. Ada yang audio, ada yang visual, ada yang audio visual. Yang harapannya dari sana anak-anak dikenalkan juga bermacam-macam teks yang tidak hanya mungkin berupa tulisan, tapi juga dikenalkan dalam bentuk video. Ini juga di bahasa Inggris atau di pembelajaran bahasa juga melatih ketanya dengan listening mereka. Tentu saja listening mereka mungkin kurang, sehingga kita sejujurnya teks-tek karya yang berbentuk di video.

Speaker1 (12:21):

Untuk saya tadi Ibu lebih menggunakan kepada menganalisis. Untuk itu kan ada menganalisis, mengevaluasi, menkreasi atau memproduksi itu tadi. Bisa dicontohkan bagaimana Ibu mengupurnya?

Speaker 1 (12:35):

Bagi yang evaluasi atau mengkreasi?

Speaker2 (12:41):

Dari proses awal pada saat anak mengidentifikasi, anak mulai mengenal misalkan kepetensi A, kepetensi X. Dari mengenal itu ketika anak bisa mengidentifikasi atau menemukan, anak kemudian mampu menggunakan informasi yang dia dapatkan dari mengidentifikasi itu untuk tahapan berikutnya. Misalkan di bahasa Inggris sebelum kepada writing-nya, anak diminta untuk menjawab pertanyaan tentang bacaan. Kemudian dari menjawab pertanyaan bacaan, anak diminta untuk matching. Misalkan ungkapan tertentu, responnya seperti apa, ada diberikan situasi tertentu, anak bisa membuat ungkapan yang digunakan. Kemudian juga bisa jambel paragraf, jambel dialog, anak diminta melengkapi dialog, biasakan ungkapan yang diberikan atau yang sesuai. Kemudian di tahapan A, baru anak bisa memproduksi sendiri, memcreate sendiri. Jadi tahapan itu harus kita lalui terlebih dahulu agar anak itu tidak kesulitan untuk produk.

Setelah dia tahu, sudah punya konsep yang baik tentang sebuah materi, insyaallah, dia akan bisa mengkomunikasikan dalam bentuk yang mereka inginkan. Misalkan seperti di siswa-siswa SMP1, banyak negara atau anak-anak sekarang itu kan anak-anak yang digital, mereka itu digital native. Maka biasanya perdak-perdak itu mereka akan lebih aware, lebih percaya diri, lebih confident. Itu ketika perdak yang saya minta itu dituangkan mereka dalam bentuk video. Anak-anak lebih percaya diri ketika berada di dalam on the screen, on the camera. Daripada ketika bentuk-bentuk, misalkan roleplay secara langsung, mereka lebih senang ketika bisa ditugas roleplay tapi bentuknya video. Memang sekolah kami juga mengarah ke sana, sekolah kami adalah sekolah digital.

Speaker1 (15:16):

Setelah itu, perencanaan dari implementasi itu, kan dari kelihatan itu menjelaskan, melalui langkah-langkahnya mulai dari awal kegiatan, akurasi sampai percapsi. Bagaimana perencanaan itu?

Speaker2 (15:31):

Yang pertama tentunya saya menyusun lesson plan yang saya kenakan hari itu. Saya tekan tujuan pembelajarannya, kemudian sampai indikator ketercapaiannya seperti apa. Lalu setelah itu, saya mendesain, menyiapkan kaitannya dengan bahan ajar yang akan saya gunakan. Misalkan saya harus mencari video yang sesuai dengan materi yang akan saya sampaikan. Kemudian mencari text-text yang kontekstual dengan kehidupan anak. Lalu saya selanjutnya menyiapkan kaitannya dengan instrumen assessment yang akan saya gunakan. Kemudian dari indikator ketercapaian pembelajarannya yang saya raih di hari itu, saya ubuk dengan apapun yang tersebut.

Speaker2 (16:28):

Saya tadi menyebutkan indikator assessment yang ingin dicapai. Mungkin saya bisa jelaskan jenis, atau mungkin saya akan menggunakan ambil dari buku atau membuat sendiri.

Speaker2 (16:43):

Di samping kita melihat dari setiap topik, kita mengembangkan menjadi tujuan pembelajaran kita. Yang mana kita bagi hari itu kita sampai tahapan mana? Misalkan di dua jam pelajaran tujuan saya hanya baru sampai kepada anak mampu untuk mengidentifikasi tentang kompetensi tertentu. Makanya assessment yang saya berikan, saya sesuaikan dengan sejauh mana anak mampu untuk mengidentifikasi sebuah text atau sebuah text yang kita berikan kepada anak untuk mengidentifikasi materi yang akan dilaksanakan. Jadi intinya, capaian atau indikator keberhasilan di setiap pertemuan di pembelajaran itu, kita sesuaikan dengan indikator yang akan dikasih hari itu. Mungkin untuk tahapan sampai dengan mengkomunikasikan itu biasanya pada tahapan ke pertemuan ketiga atau keempat tergantung pada kompleksitas materi.

Speaker2 (18:29):

Sudah tentunya, rancangan assessment itu sudah kita siapkan dari awal. Dari setiap pertemuan, pembelajaran itu kan ada pembelajaran proses, ada pembelajaran informatif. Untuk pembelajaran informatif itu kan diakhir sebuah hadiah kita selesaikan. Sehingga dari akhir pembelajaran di chapter itu, kita harapannya lengkap. Anak mulai dari

mengidentifikasi, kemudian menganalisis, kemudian mengembangkan, sampai dengan mengkomunikasikan itu kami tuangkan dalam bentuk informatif itu. Soalnya misalkan untuk kelihatan soal-soal yang hanya mengukur terkait dengan kognitif pemahaman sebuah materi, biasanya saya tuangkan dalam bentuk pilihan ganda atau multiple choice. Walaupun memang di multiple choice juga bisa kita berikan soal-soal yang sudah sifatnya menganalisis dari beberapa... Jadi saya katakan kita memberikan multi-tech, tidak hanya satu tech. Multi-tech karena bisa menganalisis dari... Kemudian untuk skill-skill yang lebih tinggi lagi, biasanya kita ada tahapan matching, kemudian completion, lengkapi, sampai dengan isi yang telah kami create.

3. Tantangan dalam Penerapan:

Speaker1 (20:07):

selanjutnya terkait dampak terhadap siswa ini. Pertama, di sini bagaimana penerapan informatif ini mempengaruhi motivasi belajar siswa, khususnya di kelas 7.

Speaker2 (20:24):

Yang saya amati anak-anak itu jadi lebih teliti dan mengerjakan anak-anak untuk berpikir kritis. Teliti dan kritis. Artinya kalau dulu mungkin anak-anak mengerjakan soal-soal itu mungkin tidak hanya di bahasa Inggris, tapi di bahasa bedasan yang lainnya. Kadang-kadang gambling, dia hanya casing saja. Menempatkan balik ke soal yang bentuknya pilihan ganda. Sekarang tidak bisa seperti itu, anak-anak mulai terbiasa untuk itu tadi. Saya katakan, kepetensi literasi mereka sedikit-sedikit mulai menipis. Jadi anak mau tidak mau, sekarang harus membaca dari tech yang diperiksa. Tidak hanya di pembelajaran bahasa. Sekarang contohnya di pembelajaran matematika pun sekarang harus sudah tidak ada lagi soal yang satu sama satu sama dengan dua. Anak-anak diberikan disajikan dalam bentuk tech literasi. Ada diskripsi, ada narasi untuk soal bacaannya. Ini jangkaknya anak-anak lebih lebih lebih lagi, kemudian kepetensi membacanya mungkin anak-anak lebih lebih bagus daripada sebelumnya.

Speaker1 (22:04):

Apakah Ibu melihat perubahan dalam tingkat keterlampaian siswa?

Speaker2 (22:12):

Otomatis, iya. Guru saat ini dibuka sebagai sumber ilmu satu-satunya. Tapi sekarang tidak. Artinya anak-anak bisa mencari jenis text-text itu di media-media yang mereka kenal. Misalkan seperti saya, ketika pada saat saya memberikan tugas untuk membuat sebuah tech, membuat sebuah dialog, sebuah tulisan, anak-anak bisa eksplor diri mereka sendiri itu melalui gadget yang mereka gunakan. Mereka mencari di YouTube, mencari di Google. Yang otomatis kita selalu menaruh mengarahkan. Leader-nya itu mengarahkan anak-anak jangan sampai anak-anak menjadi pelagiat. Terjadi pelagiat namanya. Bahasa kan biasanya menciptakan sebuah teknisnya pelagiat itu tinggi. Itu kita arahkan bahwa sumber-sumber yang bisa mereka dapatkan di Google itu bisa mereka gunakan sebagai referensi. Bukan untuk di jiplak, bukan diambil begitu saja.

Speaker2 (23:37):

Ini tantangan untuk menerapkan. Yang pertama, hamba-sambut pertama. Sambatan yang dihadapi ketika mencoba menerapkan assessment. Hambatannya adalah kaitannya dengan

kemiasaan literasi amat. Anak-anak sekarang digital mereka kecenderungannya tidak tertarik dengan literasi-literasi yang berbentuk Google. Karena mereka anak-anak yang digital, mereka lebih tertarik dengan sesuatu yang sifatnya digital. Tapi tantangannya, namun ada kelemahannya. Jadi anak-anak sekarang itu kekuatan membacanya itu rendah. Dan itu memang butuh kebiasaannya luar biasa di program literasi sekolah. Dan anak-anak itu tetap suka membaca buku. Berarti terkait dengan bahasa Inggris ya, kita multi language, ya ESL. Tantangannya mungkin terkait dengan sarana-sarana yang ada di sekolah, belum banyak sumber-sumber bahasa Inggris yang tersedia di sekolah. Misalkan novel, bacaan-bacaan yang menarik untuk siswa yang berasal Inggris itu belum banyak. Jadi memang jadi daya kita, memang tak mau ya anak, paling kita arahkan untuk mencari literatur atau sumber-sumber bacaan di internet.

Speaker2 (25:32):

Saya mau coba untuk mengetes pembelajaran saya itu di kegiatan elaborasi itu. Karena saya ajak untuk ayo kita cari bacaan-bacaan untuk menonton video. Saya mengatakan bahwa sebenarnya untuk belajar bahasa Inggris itu, bahasa Inggris itu di YouTube banyak. Di Google banyak. Kamu mau cerita tentang apa? Banyak di Google. Masih ada kamu cari aja. Berarti saya lebih mendekatnya kepada literasi digital mereka. Kenapa saya digital? Karena anak-anak sekarang anak-anak digital. Yang mau tidak mau, saya tidak bisa menolak bahwa mereka, teman mereka sekarang adalah widget. Untuk membuangnya tidak umumkan hal yang tidak umumkan. Ya, bagaimana saya bisa memanfaatkan widget itu untuk menjadi media atau sumber belajar mereka? Saya katakan saya ajak untuk browsing, mungkin aplikasi-aplikasi tertentu yang bisa mereka gunakan untuk belajar bahasa Inggris. Sekarang

Speaker3 (27:08):

Kalau dari tantangannya dihadapi dan cara ibu menghadapi itu, bagaimana ibu memastikan bahwa asesmen yang ibu gunakan ini benar-benar mendorong si seorang kepikiran di higher order thinking?

Speaker2 (27:27):

Memastikan ya? Memastikan. Ya, kita melihat dari hasil asesmennya ya. Asesmen itu baik asesmen yang berbentuk writing, misalkan dari hasil ulang anak-anak, kemudian asesmen yang bersifat dari skill. Dan di sana kita lihat bahwa anak-anak yang mampu berliterasi dengan baik, tidak akan mendapatkan kesulitan. Kita diberikan tukis sebuah produk yang kita harapkan. Kemudian variasi-variasi produk yang mereka menghasilkan juga tentunya berbeda dengan anak-anak yang tidak mau berliterasi, baik itu secara digital, beda kok anak-anak yang literasinya bagus dengan anak-anak yang literasinya tidak bagus itu, ya hasilnya berbeda, hasilnya berbeda. Skill-nya pun akan berbeda, kayak tulisannya, kompetensitas di tulisan yang dia hasilkan, itu berbeda dengan anak-anak yang memang berliterasi dengan baik.

Speaker1 (28:50):

Respon ibu terhadap hasil siswa itu mungkin dari yang rendah ke yang tinggi, mungkin yang rendah khususnya ya? Respon ibu bagaimana mungkin?

Speaker2 (29:01):

Ya, biasanya saya di kegiatan reflexi, saya selalu menunjukkan ke anak-anak bahwa saya mengapresiasi dulu, terima kasih anak-anak yang sudah kalian buat, misalnya video kalian bagus, karena ada anak-anak kadang dari teknis videonya yang memang bagus, tapi kontennya kurang, malah masalah digital anak-anak kita tidak memuai, saya sebegitu memuaskannya anak-anak mereka, IT-nya lebih jago daripada kita kadang-kadang, karena video kamu bagus, video kamu menarik, kalau saya selipkan, tapi video kamu akan lebih bagus begitu, akan lebih bagus kalau kontennya kurang mengenai, konten di materi tersebut, kalau kita sudah bicara tentang materi ini, maka tolong videomu, kalau kamu belum masuk di video, silahkan ke depan, dan motivasi dibuat lebih bagus lagi, kadang-kadang juga saya berikan lebih apresiasi untuk hasil-hasil yang sudah bagus, kita pertontonkan kepada teman-temannya, mereka sangat senang, dan bahkan kalau saya ketika anak-anak itu hasil produknya, saya gunakan sebagai status WA saya, anak-anak cukup senang sekali, saya memiliki, mungkin semua produk itu saya sudah suka, hanya beberapa status yang bagus itu saya jadikan di status WA saya, karena mereka senang,

Speaker 1 (30:49):

mereka akan mengamati,

Speaker2 (30:51):

oh iya, punya saya masuk tidak di status-nya Bulariani, kalau tidak masuk, tapi punya saya tidak bagus begitu.,

Speaker1 (31:20):

namun disini yang saya tanyakan, apakah kumparan ini mengembangkan atau mengadopsi strategi khusus terkait penarapan?

Speaker2 (31:32):

Tidak sih, kalau khususnya kami hanya secara tahapkan itu, kita di bahasa Inggris bukan biasa PR itu, anak-anak itu kita bawa dulu untuk ditahapkan, jadi kolaborasi, koordinasi, disambung dengan itu kan sama itu, artinya itu aturan yang ada di buruk-buruk 13 ya, kita punya 5M tahapan, 5M yang kita berikan ke anak-anak untuk melihat, kemudian dengan dedikasi, kemudian asosiasi, sampai dengan mengkomunikasikan itu juga,

Speaker 1 (32:15):

dari tahapan-tahapan yang biasa saya lakukan untuk mengerjakan dengan anak-anak.

Speaker2 (32:21):

Untuk hasil positif tadi juga sudah disebutkan ya,

4. Pengaruh Karakteristik Guru:

Speaker1 (32:24):

Selanjutnya, pengaruh karakteristik buruk, yang pertama mungkin tadi kan ibu sudah menyampaikan pernah mengikuti pelatihan, bagaimana dari pengalaman-pengalaman ibu dan juga pelatihan yang ibu peroleh itu, memengaruhi pendekatan ibu terhadap, bagaimana ibu mengatasi tantangan dalam penarapan asosiasi?

Speaker2 (32:48):

Ya, dari pelatihan itu kan kita, apa sih sebetulnya, assessment itu yang diinginkan itu seperti apa? Dari sana, kita tidak hanya langsung kepada mengkonstruksi instrumen pengalihannya, tapi ya, menurut saya, tahapan dari pembelajaran itu menjadi hal yang penting untuk keberhasilan dari hot assessment itu sendiri. Kalau anak tidak terbiasa dengan hot di pembelajarannya, apa hot assessmentnya? Mestahil apa? Pembelajarannya juga harus hot dulu baru assessmentnya hot. Tahapan pembelajarannya ya? Ya.

Speaker1 (33:39):

Sebenarnya sudah cukup dari pertanyaan-pertanyaan yang saya berikan.

Speaker1 (33:46):

Selanjutnya, mungkin rekomendasi atung dikasih dari beberapa pertanyaan

Berapanya di sini, kontribusi terhadap pengembangan metode pembelajaran, khususnya di pelatihan ibu. Harapan ibu?

Speaker2 (34:02):

Harapan saya hot assessment itu tidak hanya dituangkan dalam bentuk teks tertulis saja yang hanya mengunci kepada sisi kognitif peserta didik. Tapi harapannya hot itu ya sampai dengan terimplementasi kepada bagaimana anak-anak itu mampu mengkomunikasikan, mengkoneksikan hasil belajarnya dalam kehidupan mereka sehari-hari. Berbedaannya secara pengetahuan, tapi juga dari sisi keterangkulannya. Kemudian dari sisi aspek afektifnya pun juga bisa dari sisi sikap ya. Karakternya juga hot. Dan, ya tadi selain kualitas pembelajaran yang ada di dalam bus menjadi hal penting untuk perhasilnya hot assessment, juga mungkin ketrampilan tadi, ketrampilan literasi anak, potensi literasi anak menjadi hal yang utama yang harus dimiliki oleh sisi katering. Dan sebagai guru bagaimana kita mampu untuk meningkatkan atau mengembangkan potensi literasi anak dan sisi keterangkulannya.

HOTS C3, C4 dan C5, yaitu untuk menganalisis sampai dengan memproduksi segala hasil kompetensi yang diberikan sebagai indikator penguasaan kognitif siswa di level tertentu ya.

Interviewee: Teacher 4

Date: Tuesday, 29 August 2023

(00:12):

saya, Diah Ismawati, saya mengajar bahasa Inggris di sekolah ini sejak 2016, berarti sekitar sudah 7 tahun. Saya mengajar kelas 7.

1. Pengalaman dan Pemahaman Mengenai HOTS:

Kalau menurut saya higher order thinking skill itu adalah cara siswa belajar dengan menggunakan dan menanggapi suatu teks, baik yang tertulis maupun diperdengarkan kemudian mengolah informasi tersebut menjadi data yang dapat mereka gunakan di kehidupan nyata

(01:44):

Yang mana jawabannya itu berasal dari jawaban yang tidak hanya tekstual pada teks, misalnya teks dari teks tersebut, tapi lebih tersirat dari satu teks yang sudah disajikan. Jadi hal itu kemudian bisa berkorelasi dengan hal yang lain. Jadi tidak hanya tersirat tekstual pada teks tersebut.

(02:28):

Penerapan HOTS asesmen formatif di dalam pembelajaran bahasa Inggris. Bagaimana ibu dia ini menanggapi relevance atau hubungan itu?

(02:45):

Pembelajaran bahasa Inggris biasanya sering disajikan teks, sering disajikan banyak teks, sehingga mereka terbiasa dengan adanya teks, dapat menyerap informasi dari dalam teks, kemudian bisa menarik kesimpulan dan menyimpulkan sendiri dengan bahasa mereka sendiri yang berbeda dari teks yang mereka dapat. Untuk aplikasinya berarti diberikan pertanyaan-pertanyaan yang tersirat dari teks tersebut, tidak hanya diambil dari teks tersebut, tapi tersirat berkaitan dengan informasi-informasi yang lain. Yang di luar teks tersebut.

(03:54):

Bagaimana kita mengetahui di sesuatu kebijakan, di teksologi dan di teks pojanya, kelarapan Hots ini dan itu sudah untuk dilakukan akar. Bagaimana ibu melihat kebijakan Hots, khususnya dalam pendelain bahasa Inggris?

(04:11):

Dalam penilain bahasa Inggris sudah lumayan sering digunakan. Anak-anak mulai terbiasa dengan pertanyaan-pertanyaan Hots dibadikan dengan yang sebelumnya, penerapan itu kan sangat sederhana sekali. Jadi Hots kan yang lebih kompleks, anak-anak bisa lebih, dalam penerapannya mereka lebih terbiasa. Karena teksnya itu mereka sering jumpai, lalu mereka dipaksa untuk berpikir, mengembangkan pikirannya, tidak hanya dari satu hal tersebut. Mereka jadi terbiasa untuk mencari tahu dari sumber-sumber yang lain yang berkaitan, yang mengacu dari informasi inti yang ada.

(05:18):

Selanjutnya, point B itu terkait penerapannya. Jadi mungkin sudah diketahui, untuk selanjutnya terkait penerapan-penerapan. Yang pertama, tadi mungkin pemahaman Hots Assessment sudah cukup diterjemahkan, yang sudah dilakukan di sini pentingnya. Menurut Ibu apa pentingnya untuk integrasikan soal-soal Hots Assessment? Itu jelas penting sekali,

(05:44):

karena itu melatih siswa agak lebih kritis dalam menangkap satu teks. Jadi tidak hanya membaca sekilas, tapi mereka akan lebih kritis lagi, ketika menangkap satu teks, dikorelasikan dengan kenyataan-kenyataan di luar itu. Kenyataan-kenyataan yang ada. Jadi dengan adanya itu, siswa juga butuh informasi-informasi tambahan untuk menambah pemahamannya terhadap satu teks. Jadi tidak hanya melulu itu, mereka akan lebih bisa mengembangkan pengetahuan. Pada bahasa Inggris ada beberapa aspek reading, speaking, listening, dan writing. Kalau dari aspek listening, siswa akan lebih tahu dari

listening, contohnya lagu itu ya. Lagu yang biasa anak-anak terjengarkan hanya kata-kata itu saja. Tapi ketika dibawa ke dalam satu pelajaran, di dalam kegiatan pembelajaran di kelas, itu kan dengan adanya lagu, maka siswa akan tahu, ternyata satu lagu itu punya arti tersendiri. Jadi tidak hanya melulu kata-kata, misalnya lagu dalam bahasa Inggris ya Mbak, itu mereka ketika satu lagu dimasukkan dalam kegiatan pembelajaran, maka siswa akan jadi tahu makna sebuah lagu. Tidak hanya mereka menyanyikan, memahami sekedar kata, tapi mereka bisa mengartikan, parafrasa kata-kata dalam lagu, dalam bahasa Inggris. Kemudian itu teks yang tadi, kemudian kalau writing, mereka bisa mengekspresikan diri sesuai pengalaman apa yang pernah mereka alami, kemudian mereka diberi space, diberi kesempatan seluas-luasnya untuk mengekspresikan ide pikirannya dalam sebuah teks tertulis, mungkin itu dari sebuah contoh yang paling singkat, perkenalan diri. Itu kan jelas sumbernya dari identitas diri sendiri ya, jelas semua itu sudah ada. Kemudian kalau name, kemudian kalau misalnya memperkenalkan diri, itu kan bisa bervariasi. Nanti jadi tidak cuma nama, keluas, nomer absen, tapi itu nanti ada lagi ayah saya, ibu saya, kemudian berkembang lagi, data mengenangi saya, misalnya saya pernah bekerja, dan lain-lain, menceritakan tentang pengalamannya. Akhirnya banyak informasi yang mereka sampaikan, tidak hanya pada satu bentuk,

2. Penerapan Asesmen Formatif Berbasis HOTS:

(10:04):

satu variasi saja. Lalu selanjutnya mungkin, mengenai pengarangannya, bagaimana ibu saat ini menerapkan HOTS based formative asesmen untuk pembelajaran bahasa inggris?

(10:20):

Kalau saya di kelas biasanya melatih anak-anak untuk belajar sendiri ya, karena tidak mungkin satu kelas yang berdiri dari puluhan siswa, itu saya padu satu per satu untuk belajar secara hot. Tidak hanya banyak berfikir, tapi mereka dituntut harus bisa mandiri. Contohnya seperti ketika saya pemberian tugas, dengan pemberian tugas saja, tidak hanya pertanyaan yang memberikan pertanyaan, yang mana jawabannya jelas satu, tapi memberikan pertanyaan dengan jawaban yang bervariasi. Contohnya pemberian tugas, apapun itu materinya, maka tugasnya saya usahakan mereka mempunyai jawaban mereka tersendiri. Jadi tidak hanya misalnya untuk meminimalisir, jadi mereka tidak akan bisa nyontek, ibaratnya nyontek tidak bisa, mereka pasti akan punya jawaban mereka sendiri, yang mana itu berasal dari pengalaman mereka sendiri dan punya jawaban. Contohnya dari teks mengenai pengalaman pribadi, membuat teks tentang pengalaman pribadi, tidak mengerjakan soal berdasarkan teks, tapi lebih ke, misalnya sekalian membuat teks berdasarkan pengalaman kamu. Jadi mereka dituntut untuk mengeksplor pikiran mereka, mengeksplor pengetahuan mereka, mungkin yang tidak punya pengetahuan berarti belum banyak pengetahuan, mereka dituntut untuk mengeksplor pengalaman, kreativitasnya itu lebih diasah lagi agar mereka menemukan, kalau ternyata juga setiap siswa itu mempunyai kemampuan untuk mencipta, menyerap informasi, mengolah dan kembali mengkomunikasikan informasi yang telah mereka dapat.

(12:59):

Ada saja yang pernah diterapkan strategi assessment formatif, yang telah diterapkan dalam belajar persiksaan? Strategi apa saja?

(13:10):

Kalau saya sih di kelas tidak punya nama strateginya apa, namun ya seperti itu yang tadi saya sampaikan, maunya dari materi yang ada, setiap materi saya berusaha bagaimana untuk siswa itu punya etos kerja, punya semangat belajar, semangat berusaha untuk mengolah informasi, jadi itu cenderung apa ya namanya ya pak? Membuat siswa itu lebih aktif dengan mengasah keterampilan mereka, seperti tugas berkelompok itu juga bisa tugas berkelompok, nanti mereka diskusi berkelompok membuat tugas misalnya membuat video, video percakapan, atau mungkin membuat sebuah, kalau sekarang yang sedang hit itu membuat vlog, jadi mereka mencipta proyek atau produk gitu, jadi mereka punya sesuatu untuk dipumpusnya sudah mengumpulkan video, mengumpulkan text, tapi nanti textnya itu diolah dalam bentuk misalnya text yang bagus ya, misalnya text greeting card misalnya, greeting card itu kan kartu ucapan, kartu ucapan tidak selalu ditulis di kartu ya, tapi bisa secara elektronik, jadi mereka nanti mendesain gratisnya bagaimana, nanti seandainya tidak bisa dengan apa, dengan keterbatasan fasilitas yang mereka memiliki, mereka mungkin nanti ada kebijakan terbolehkan menggunakan yang apa yang fisik, bukan elektronik ya, bukan itu di menggunakan secara digital, tapi mereka bisa menggambar, membuat variasi misalnya greeting card, nanti dibuat apa namanya, sesuai dengan amplok, diberhiasan, sticker atau apa, kemudian kata-katanya mereka buat sendiri seperti berdasarkan pengalaman yang mereka alami, seperti kartu ucapan, get well card atau wedding card, mereka mengkresikan sendiri dan tidak hanya kata-kata itu, tapi mereka membuat fisiknya, kalau mau elektronik secara digital ya, berarti mereka membuat desain grafisnya bagaimana, atau kalau misalnya mau langsung dibuat itu, secara fisik pakai kertas, berarti mereka harus bisa mengkreasikan, mengkreasikan dekorasi sebuah layaknya greeting card itu seperti apasih.

(16:34):

Menanyakan alasan menerapkan, dari strategi mungkin yang sudah dibilang, alasan ini menerapkan?

(16:41):

Ya, karena sekarang kan sudah eranya anak-anak tidak menuluh hanya satu pengetahuan, misalnya seperti bahasa Inggris dengan pengetahuan monoton seperti itu yang tidak bisa digunakan, dan sekarang ilmu itu kan harus diamalkan, harus diamalkan ya, seperti contohnya ya lagu misalnya ya lagu ya, ya sekarang belajar bahasa Inggris, cuma belajar timesy saja ya itu memang tabah pinter, tapi kan daya gunanya itu dalam kehidupan ya, kita juga harus tahu kapan-kapan dalam lagu, ucapan-ucapan dalam greeting card, dalam text-text jargon,

(17:42):

apa yang ada biasanya dengan kata-kata apa ya, kata yang sekarang sedang hits banyak digunakan, mungkin yang sudah kata-kata yang tidak apa ya, kata-kata yang tidak jarak-jaraknya, yang sering digunakan di sosial media, biasanya kan itu anak-anak juga harus tahu, jangan sampai tidak tahu, ternyata ini artinya ini, dan apa ya namanya ya, dan dengan keabjauan era digital sekarang, anak-anak kan juga banyak menerima banyak informasi, tidak mungkin kalau belajar siswa itu pergaulannya ya, caranya-caranya bermainnya, itu sudah sampai menggunakan gadget sosial media, ibarat sudah merambah seluruh dunia, tapi kok belajarnya masih itu-itu saja, kan mereka jadinya tidak bersemangat, ketika diberikan lalu pelajaran bahasa Inggris, sebagai pekaulan mereka dalam pergaulan-pergaulan mereka, kehidupan mereka kan penuh dengan kegiatan di HP, nah mereka harus tahu, misalnya gini, congrats ya, harus tahu congrats itu apa, oh

ternyata seperti ini, nah mereka harus bisa mengembangkan pengetahuan dasar, yang dulu misalnya seperti tensis, oke mereka tahu itu, tapi kan mereka juga harus tahu, misalnya nanti penggunaannya dalam teks, harus terbiasa membaca teks, teks yang panjang, misalnya dalam novel ya, novel mereka, kepingin baca novel pun mereka butuh ilmu, bahasa Inggris kok nggak ada, novel yang menggunakan bahasa Inggris kok, kata-katanya saya jarang ketemu, oh ternyata mereka pelajari itu adalah ilmu yang, ibarat sudah jadul, sudah jadulannya ilmu dasar, enggak relevannya dengan keadaan yang sekarang, itulah mengapa saya menerapkan itu biar anak-anak tahu, oh sebenarnya misalnya name, kita ada kata-kata name, nama, nama ya harus apa ya namanya, itu tidak melulu digunakan ketika apa, name itu my name is, nggak selalu my name is, name itu, kata-kata name itu bisa digunakan dalam pembelajaran memperkenalkan diri, bagaimana aplikasinya ketika berbicara dengan apa, orang asing menggunakan bahasa Inggris seperti apa, tidak hanya komunikasi satu arah, tapi dua arah bagaimana, jadi tidak hanya my name is, tapi bisa juga what's your name, my father's name, my friend's name, jadi itu lebih berdaya guna, lebih berdaya guna bagi kehidupan mereka, yang lebih bisa siap pakai untuk kehidupan mereka biar tidak ketinggal di era mereka sekarang.

(21:16):

Setelah itu saya ingin tahu, bagaimana Ibu merencanakan strategi implementasi yang tadi Ibu juga?

(21:24):

Kalau saya, perencanaannya, perencanaannya jelas dengan melihat materi yang akan diajarkan apa, mempersiapkan rencana pembelajaran, kemudian dari rencana pembelajaran itu dilihat waktunya, karena saya itu biasanya sekitar 3 jam, 3 jam maka nanti dalam 3 jam itu harus ada anak-anak mengenal sama persepsi terhadap materi yang akan diajarkan, yang akan mereka pelajari apa, persepsi kemudian sedikit membuat mereka tertarik dari materi yang akan mereka pelajari, mereka dibuat tertarik dulu, kemudian dari materi yang mereka rasa dibuat apa, mereka tertarik ya, itu kemudian pelan-pelan bagaimana caranya biar mereka secara tidak sadar, secara tidak sadar itu ternyata mereka itu masuk ke dalam, mereka sedang belajar sebuah materi, contohnya karena saya, saya banyak dengar tentang ini ya, memperkenalkan diri karena sekarang saya pas materinya,

(22:40):

kebetulan baru saja tentang introduction, ditanya kamu pernah gak memperkenalkan diri, coba kalau memperkenalkan diri itu apa saja, tidak langsung teks, informasinya ini, terus bagaimana sih cara ini, mereka itu seperti ngobrol dengan anak-anak, kemudian saya mencoba bagaimana anak-anak itu merasa sedang dipaksa, tapi mereka itu kepingin mencoba, kepingin mencoba dan melihat hasil kerja mereka, mereka akan tersemangat dan penasaran dengan kemampuan mereka, sehingga mereka mau mencoba dan mereka bisa melihat, oh ternyata saya bisa, dari yang tidak bisa itu, kemarin saya mencoba, jadi kelas 7 kan banyak sekali anak-anak yang SD-nya kan masih tidak ada bahasa Inggris, saya lihat ternyata mereka bisa, yang satu kelas itu ada yang hampir setengah itu tidak mendapatkan pelajaran bahasa Inggris di SD, tapi ketika di coba itu mereka maju, entah itu ibaratnya apa, pengucapannya pojol pacel gitu ya, tapi yang penting mereka berani dulu untuk proses, yang penting mereka punya semangat, punya semangat agar tampil semangat dulu, kesalahan nanti dan saya itu ingin sekali untuk anak-anak, biar ketika kelas 7 kan ada kesalahan, ketika mereka salah, ada kesalahan, tidak langsung tutup tur,

tapi, oh mungkin seperti ini, lebih baik seperti ini, jadi mereka, oh iya iya, secara tidak sadar, oh ternyata seperti ini, lebih enjoy dalam belajar, apa ya namanya, mereka lebih senang, lebih senang saja dalam belajar,

(25:15):

dan juga tadi ada beberapa cara ibu mengenai mantasita MODS, kan MODS itu mungkin ada tiga jenis, ada menganalisis, mengevaluasi, dan juga mengereaksi, ini sesuai teori yang ada, ada menganalisis, mengevaluasi, bagaimana ibu pengukuran, kemampuan menganalisis, dan mengevaluasi, itu ada yang mengereaksi? Kalau kemampuan, tadi kan menganalisis, mengevaluasi, dan mengereaksi, itu mungkin yang mencipta itu. Menganalisis ya dari itu, siswa itu kan pertama-tama jelas diadakan test kognitif, test kognitif diagnostik, test diagnostik kognitif yang berdasarkan dengan pengetahuan yang mereka miliki. Setelah itu, dari situ, ditarik bersama-sama, didrill bersama-sama, tentunya dari situ dilihat, itu anak-anak yang sebagian besar itu seperti apa, maka yang diberikan pelayanan yang seperti itu. Misalnya kan ada yang slow, ada yang medium, ada yang lebih fast. Kalau yang, saya ambilnya yang tengah-tengah, yang terbanyak, biasanya yang terbanyak itu, mereka seperti apa keadaannya, saya lebih condong, atau lebih pro dengan yang sebagian besar di situ, lalu kemudian dalam mengevaluasi juga saya, tidak hanya apa ya namanya ya, secara objektif, tapi melihat anak-anak itu, kalau bagaimana perkembangannya dari pengetahuan yang mereka miliki, misalnya 0 kok ke 10 gitu ya, 0 kok jadi 7 dibanding 7 ke 8 kan, lebih baik dari 0 ke 7 gitu. Nah kemudian untuk yang, tadi apa mengevaluasi, lalu yang apa, yang mengkreasi, mencipta ya jelas saya, anak-anak itu dibuat, melakukan sebuah apa ya, karya apapun itu, agar mereka itu tahu hasil, hasil dari yang mereka pelajari, oh itu sih dari belajar ini, aku jadi tahu, ternyata aku jadi bisa seperti ini, dengan setelah saya belajar, saya jadi bisa seperti ini, dibandingkan ketika sebelum belajar. Saya buat apa, buat mereka berkelompok, tapi saya juga tidak memaksakan, mereka berkelompoknya itu, sesuai dengan apa ya, kadang saya bebaskan, mau berkelompok, silahkan poinnya terdiri dari, saya tentukan, cuma mereka saya bebaskan, mau dengan siapa saja, silahkan. Jadi diskusi ya, nanti saya, kemudian dari situ, saya berikan satu topik, setiap kelompok itu dengan topik yang berbeda, agar cenderung ketika presentasi, setelah diskusi ada presentasi, presentasi mereka akan mempresentasikan hal yang berbeda, bisa untuk feedback antar kelompok.

(29:26):

Selanjutnya mengenai dampak terhadap siswa. Pertama, saya ingin mengetahui bagaimana menurut Ibu, penerapan assessment HOTS ini memengaruhi motivasi siswa, harusnya di pembelajaran bahasa Inggris.

(29:48):

Pengaruhnya sih... Beda-beda ya. Kalau anak itu kan punya level apa ya? Level apa namanya? Asalnya punya idea yang berbeda. Kalau anak yang punya semangat belajar yang gini, mereka sendiri akan lebih semakin, semakin permotivasi, semakin senang dan bersemangat, semakin bersemangat dalam belajar, dan cenderung ingin lagi dan lagi ketahgian untuk membuat suatu tugas. Mereka akan menerima setiap tugas dari Bapak Ibu Guru dengan rasa senang. Tapi untuk anak-anak yang mungkin punya semangat belajar yang rendah, mereka cenderung akan males. Kalau setiap itu, di setiap kelas, apalagi sekarang kan zonasia, setiap kelas itu kan pasti ada, kan sudah bercampur ya, tidak semua bagus, semua tidak ada yang slow. Jadi saya tidak bisa mengatakan, semuanya berseremangat, itu tidak. Itu untuk yang semangat seperti itu, yang tidak

bersemangat, mereka akan cenderung semakin males, semakin males karena mereka dibaksa untuk, mereka disajikan dengan data yang apa ini, terus aku harus bagaimana. Males itu mereka tidak mau berfikir berkreasi, maka yang males akan semakin tidak bersemangat. Tapi kalau secara garis besar, pasti kalau yang medium, anak yang biasa itu, insyaallah akan cenderung mereka ikut terbawa untuk lebih bersemangat dalam pembelajaran. Karena itu tidak melulu pada tekstual, pada satu materi saja. Mereka akan berfikir dengan banyak hal, berarti aku ini, berarti ini, itu, itu. Jadi dikreasikan dengan banyak hal, misalnya lagu, lagu yang semangat belajar lagu, bu, kalau lagu ini boleh, lagu ini, oh ya sudah kamu cari lagu, nanti kamu lagu kesukaan kamu apa, nanti kamu ceritakan apa ya, makna dari lagu itu. Kalau yang males, lagu apa, layu, apa yang bahasa Inggris, mereka tidak akan justru, salah-salah mengerjakannya, yang dapat lagu, ya sudah. Tapi kalau yang medium itu yang antara terpantik untuk belajar biasanya yang medium itu, kalau yang medium itu biasanya penuh sedikit apa ya, penuh sedikit apa ya namanya, motivasi diputri, diputri, terus mereka yang medium itu akan, akan jadi lebih bersemangat lagi.

(32:53):

lalu apakah Ibu melihat perubahan dalam tingkat keterlibatan siswa misalnya, ketika Ibu tidak menggunakan hot, dari saat Ibu menggunakan hot itu keterlibatannya apa? Oh jelas terlihat itu kalau siswa yang ketika belum menggunakan hot, siswa itu apa, jendela apa anaknya tidak, tidak itu loh, kurang aktif, tapi ketika sudah menggunakan cara yang hot itu, anak-anak lebih suka apa ya, lebih banyak pertanyaan, mereka lebih banyak pertanyaan, karena apa, karena mereka diset apa, dibebaskan, ketika dibebaskan, berarti boleh ini Ibu, kalau ini boleh, kalau ini gimana Ibu, kalau ini nah, ketika belum memakai hot kan, anak-anak, oh ini nanti ini salah, ini berarti salah kan seperti itu ya, ketika sudah memakai cara hot itu, anak-anak lebih banyak apa ya, lebih banyak terkreasi, sehingga banyak pertanyaan lebih aktif, karena mereka banyak pertanyaan dalam penyelesaian tugas.

3. Tantangan dalam Penerapan:

(34:16):

Yang pertama yang saya tertahui, apa sih itu hambatan? Hambatannya Ibu, tapi ketika menerapkan assessment baru?

(34:28):

Hambatannya dalam penerapannya itu ya, sisiwa yang kurang bersemangat itu tadi, sisiwa yang kurang bersemangat, sisiwa yang dari latar belakang, latar belakang belajar yang berbeda, yang kurang bersemangat, dan sikap anak yang kadang bertangktungan, dan tidak mau tahu itu, itu menjadi tantangan, dan juga ada satu lagi, anak yang sering membolos, biasanya mereka akan ketinggalan pelajaran, akhirnya boroboro mengikuti pembelajaran yang hot, pemateri saja mereka sudah ketinggalan. Ini kan sering sekali ya, banyak anak yang membolos selama beberapa hari tidak berangkat, entah itu kadang sakit, kadang juga ada yang membolos, ada yang karena dispensasi ke tiada tangan lain, dan itu kadang-kadang, hambatannya di situ. Dengan cara, nanti siswanya saya panggil, kemudian saya beri, saya beri kekurangan tugasnya apa saja, kamu harus belajar, konsekuensinya ya, seperti akhirnya saya yang ngelesih, seperti ngelesih sendiri, ngelesih anak-anak, ini seperti ini, bagi anak yang semangat, ingin tahu, tapi kalau anaknya tidak tahu, cuma nantap-nantap,

(36:14):

tapi nanti mereka tidak tahu dari mana, kemudian melengkapi nilai-nilai tugasnya itu, ya seperti itu, itu pokoknya ini, pada saat itu, ketika sudah, waktu sudah bepet untuk penerimaan lapor-lapor, dan penyusunan nilai, akhirnya ya, banyak sekali anak-anak yang, akhirnya, karena mereka tidak pernah berangkat, karena pulang mereka sendiri ketika pembolos, akhirnya ya, mereka banyak ketinggalan pelajaran, banyak ilmu yang mereka lewatkan.

(37:02):

Yang sesuai dengan kurikulum, apakah itu menjadi hambatan? Maksudnya laporannya seperti apa? Laporannya seperti apa? Apakah itu cukup menjadi hambatan? Atau ini, apa namanya? Ekspektasi pemerintah?

(37:19):

Oh iya. Iya, kalau hambatannya dari antara yang kecil, di sini, di sekolah, dengan yang ekspektasi pemerintah, setiap guru punya pandangan sendiri sendiri. Ada yang menerapkan, benar-benar menerapkan,

(37:48):

ada yang tidak. Yang menerapkan, yang menerapkan, kadang ya, mereka ingin, mereka ingin benar-benar membuat anak-anak mereka, ingin sekali siswa-siswanya benar-benar berkembang, berkembang pengetahuan, maju, tidak tertinggal dengan masa-masa sekarang dengan teknologi dan perkembangan efek sekarang. Namun, kadang-kadang pemerintah kan ya, menginginkan harus seperti ini, seperti itu. Namun, kenyataannya kadang babai guru juga banyak mengalami hambatan dengan misalnya kekurangan materi, kemudian kekurangan bahan untuk itu. Lalu, apa namanya, seperti kadang-kadang buku, buku dari pemerintah yang yang kurang kadang-kadang karena tidak boleh membeli buku ya, tidak boleh membeli buku paket pemerintah mewajibkan. Ada buku pemerintah dan misalnya buku paketnya tidak boleh diwajibkan, maka kadang-kadang itu yang juga membuat mereka terhambat dari sumber belajarnya kurang.

(39:24):

lalu bagaimana Ibu memastikan dua asesman yang Ibu berikan itu benar-benar mendorong untuk pertikiran tingkat tinggi?

(39:34):

Memastikan ya, saya selalu itu, di akhir pembelajaran, saya melaksanakan di setiap ini ya, beberapa materi, melaksanakan penilaian harian, penilaian harian yang mana nanti ketika nilainya kurang, ya berarti saya remedi, terus sampai mereka benar-benar mencapai nilai yang apa, yang sesuai batas

(40:05):

Kemudian sesekali saya tanya, saya tanya, saya tanya, kalau dalam, apa ya, bahasa Inggris, sesekali saya tanya, lalu apa namanya, karena kalau di sini, karena waktunya kurang ya, di sini kan waktunya kurang, jadi singkat mungkin, kadang juga, saya malah kurang waktu untuk apa ya, untuk memastikan itu, jadi hanya sebatas dari penilaian harian saja. Penilaian harian, karena dari misalnya penilaian harian kan tidak hanya satu upap ya, hanya beberapa upap misalnya materi, treating and lift taking, apologizing,

thanking, kemudian yang introduction, kemudian dari situ saya bisa, oh ini berarti anaknya kurang paham, ya sih ini berarti dari situ saya bisa memastikan mereka paham oh gitu, ya

(41:29):

Bagaimana merespon siswa yang kurang?

saya akan merekomendasikan mereka agar mengambil pelajaran tambahan. Karena ini kan menurut saya ya Mbak ya, saya akan mereka mencari tambahan jam belajar di luar entah itu melalui les atau apa kalau tidak saya akan memberikan tips agar mereka bisa punya kamus, menginstal kamus di HPnya kemudian punya buku jakatan kecil mengenai kosakata-kosakata ibaratnya kamus mini

(42:16):

sekarang sudah enggak jamannya bahwa kamu seperti ini, jadi mereka cukup pakai HP kalau butuh kosa kata apa mereka tinggal cari pakai aplikasi ketemu cara membacanya apa biasanya bahasa Inggris kan masalahnya mengenai kosa kata makin banyak kosa kata mereka akan semangat untuk strategi tadi

(42:41):

sudah ada yang dijelaskan oleh Ibu lalu mungkin, adakah contoh hasil positif setelah Ibu menerapkan asesmen tersebut?

(42:52):

contohnya

(42:53):

hasil yang positif ya mereka mereka dapat dapat jadi punya skill skill bisa berkomunikasi dalam bahasa Inggris bisa membuat percakapan dalam bahasa Inggris mereka bisa menambah kosa katanya ketika dibebaskan untuk membuat pakarya mereka akan tambah berarti kalau mau membuat misalnya membuat satu dialog percakapan apa semacamnya mereka akan akan membutuhkan ini bahasa Inggrisnya apa mereka akan bertambah kosa katanya semakin bertambah dan kemudian akan mereka coba cara membacanya seperti apa sampai ditambah dipraktekkan di depan kelas dibuat dalam text dipraktekkan bagaimana berapa kadang dibuat apa sebuah video video untuk memenuhi jangka waktu tertentu.

4. Pengaruh Karakteristik Guru:

(44:08):

selanjutnya itu terkait pengaruh karakteristik apakah ibu mungkin pernah mengikuti pelatihan HOTS pelatihan untuk berbicara tentang implementasi HOTS?

(44:24):

belum pernah jadi kalau HOTS itu bukan pelatihan hanya informasi. Bagaimana pelatihan-pelatihan yang pernah diikuti memengaruhi pendekatan ibu terhadap penerapan asesmen formatif seberapa pengaruh? dari pelatihan apapun ya sedikit banyak

(45:46):

Menambah informasi ada tambahan ide-ide dalam pembelajaran yang mungkin oh ternyata bisa seperti ini tambahan ide dalam lalu untuk yang terakhir disini mungkin ada tanya yang ibu sampaikan terkait saran atau mungkin usulan terkait pengalaman metode pembelajaran atau mungkin pelatihan guru yang ibu ingin harapkan khususnya terkait penerapan asesmen

(46:17):

di kelas iya kalau senang melatih guru menurut saya sih namanya lebih ke keperangkaan sebenarnya gak perlu perlatihkan tiga, namanya memperkuat dalam itu MGMP sekolah kalau kalau misalnya salah satu saja yang ikut pelatihan nanti kemudian tidak harus semua ikut pelatihan aku menuliskan ilmu dalam praktekannya secara apa ya ternyata di kelas seperti apa sehingga bisa bersama-sama memadukan pembelajaran khususnya kalau saya kan pembelajaran mata pelajaran bahasa Inggris.



APPENDIX 3


OBSERVATION SHEET

FIELD NOTE	
NAMA GURU: Ibi Priyam, S.Pd	MATERI: Label
KELAS: IX A	CATATAN: 07.15 - 09.15 (8 September 2023)
OPENING - Prayers - Greet - Ask condition - checking students' homework.	
MAIN ACTIVITIES - Give explanation about label - Give student chance to ask - → the difference between ingredients composition - Giving students task activity	
CLOSING - Advice and reflection - Greeting	
ASESMEN/TASK ACTIVITY (2 label) 1. Teacher give an example of label and students analyze the different 2. Teacher give questions according to label and students answer it.	
STUDENTS RESPONSE → There are some students who active to ask → Some students checking their answer to the teacher. → Some students can answer with correct answer. → no one who ask the meaning of words. (cautiously)	
HOTS QUESTION/HOTS ACTIVITIES 1. ANALYZE Organizing, <u>finding</u> , <u>Deconstructing</u> → ask students to analyze the product label information. → Give 2 example of product and find the label information. → Give meaning of a label.	
2. EVALUATE <u>checking</u> , <u>EXPERIMENT</u> , <u>testing</u> , <u>reviewing</u> , monitor → answer the question based on the label text. - What should be noticed by the reader in concerning Benoson N cream? - What <u>What</u> should we keep? - Who <u>Who</u> whom does the medicine is intended to? - What is the medicine used for? - What is the benefit?	
3. CREATE Designing, planning, producing, inventing	

FIELD NOTE

NAMA GURU: Dr. Tusrwadi	MATERI: IS Am ARE (to be) & Basic sentence.
KELAS: (VII H)	CATATAN: 08.31 - 09.42 (4 September 2023)
OPENING - asking condition. C 30 second (10-15 min) - praise to God - reviewing	
MAIN ACTIVITIES => Introduction to new material -> basic sentence => ask student one by one to checking understanding of the material. => Repeat the task that's given (by read a word)	
CLOSING => siswa mereview pertemuan dg Tourist dari Jepang => Guru menutup dg salam & terburu-buru.	
ASESMEN/TASK ACTIVITY • checking student to analyze the use of to be • Give students a quest to practice the use of to be "is am are" • Do exercise on the book (recreate the sentences) • Students answer the question by replace the structure into their condition	
STUDENTS RESPONSE => enthusiast. => Some students active to give questions => there are some students that have difficulties and the teacher give the chance to try again	
HOTS QUESTION/HOTS ACTIVITIES	
1. ANALYZE (organizing, finding, deconstructing) => ask student one by one to use each to be (is am are) => organizing the structure of sentences => giving a meaning from the list of sentences.	
2. EVALUATE (checking, experimenting, testing, reviewing, monitor) => last week material => 1. Repeat => where is indah, student's response "indah is in the house" asking (why) 2. Why indah "is" ? => Give a quest to practicing => ask question from quest and listen	
3. CREATE (Designing, planning, producing, inventing) • answer the question by the structure that have given => I am • Create the sentence spontaneously by answer the question on the book.	

APPENDIX 4
CERTIFICATE OF HAVING CONDUCTED RESEARCH


PEMERINTAH KABUPATEN BANJARNEGARA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SMP NEGERI 1 BANJARNEGARA
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Website : www.smpn1banjarnegara.sch.id email : smpn1banjarnegara@yahoo.co.id

SURAT KETERANGAN
Nomor: 424/018/2024


Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Banjarnegara menerangkan bahwa Mahasiswa UIN PROF. KH SAIFUDDIN ZUHRI PURWOKERTO, yang tersebut di bawah ini :

NAMA : MAULIDA LINTANG PANGGAYUH
NIM : 1917404084

Telah melakukan penelitian *Teacher's Challenges on The Use of HOTS-Based Formative Assessment in EFL Class at SMP N 1 Banjarnegara*, di sekolah kami SMP Negeri 1 Banjarnegara pada bulan Agustus-September 2023

Demikian surat keterangan ini dibuat untuk menjadikan periksa.

Banjarnegara, 10 Januari 2024
Kepala SMP N 1 Banjarnegara


MOHAMAD MASDUKI RAHMAT, M.Pd.I
Pembina
NIP. 19670509 199802 1 001

APPENDIX 5
CURRICULUM VITAE

A. Identitas Diri

1. Nama Lengkap : Maulida Lintang Panggayuh
2. NIM : 1917404084
3. Tempat/Tgl. Lahir : Banjarnegara, 27 Juni 1999
4. Alamat Rumah : Pingit, RT 02 RW 01, Rakit, Banjarnegara
5. Nama Ayah : Wahyudin
6. Nama Ibu : Nurcahyati

B. Riwayat Pendidikan

1. Pendidikan Formal

- a. SD/MI, tahun lulus : MI Muhammadiyah 1 Pingit, 2012
- b. SMP/MTs, tahun lulus : SMP Muhammadiyah Rakit, 2015
- c. SMA/MA, tahun lulus : SMK Negeri 2 Bawang, 2018
- d. S1, D1, tahun masuk : UIN prof. KH. Saifuddin Zuhri Purwokerto,
2019/ Universitas Muhammadiyah
Purwokerto, 2023

2. Pendidikan Non-Formal

- a. Ponpesma Zamzam, 2019-2020

C. Pengalaman Organisasi

- a. IMM

Purwokerto, 10 Januari 2024



Maulida Lintang Panggayuh
NIM. 1917404084