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Analysis of class v Pjok teacher's learning implementation plan concerning hots-based learning (Higher order thinking skill) in state primary schools in Berbah district, Sleman district

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Abstract

This research aims to determine the analysis of class V PJOK teachers' learning implementation plans regarding HOTS-based learning (Higher Order Thinking Skills) in public elementary schools in Berbah District, Sleman Regency. This research is quantitative descriptive. The method used in this research is methodsurvey, with data collection techniques using assessment instruments or data analysis. The subjects of this research were all PJOK teachers in Berbah District, Sleman Regency, totaling 15 teachers, which was carried out on March 6 - March 15 2019 and in this research, what was researched or analyzed were the components of the Learning Implementation Plan (RPP) regarding HOTS-based learning (Higher Order Thinking Skills) that the PJOK Teacher has made. The results of the research show that the analysis of the PJOK teacher's learning implementation plan regarding HOTS-based learning (Higher Order Thinking Skills) in State Elementary Schools in Berbah District are in the "very good" category with a percentage of 40%, the "good" category with a percentage of 46.67%, the "fair" category with a percentage of 13.33%, the "poor" category with a percentage of 0% and the "very poor" category with a percentage of 0%.

Keywords: PJOK, learning, HOTS

Introduction

Education plays a very important role in national development. With education, it is hoped that it can produce students who will be the nation's successors who are competent, critical, creative, rational, independent and adhere to religious values. Education is currently seen as a conscious and planned effort for the development of humans and society as a whole. Education is also very important in its role, namely in efforts to make the nation's life more intelligent and to shape the independence of citizens. Apart from that, education must also be able to produce human resources who have competence, namely attitudes, knowledge and skills. To be able to achieve education that can produce students who have good attitudes, good knowledge and, of course, skills, it is definitely supported by something to guide it, namely the curriculum.

The curriculum is a guideline that teachers use to help the teaching process run smoothly at school. In the old view, or often also called the traditional view, the curriculum is a number of subjects that students must take to be able to get a diploma (Oemar Hamalik, 2009:3) [3].

Higher Order Thinking Skill (HOTS) one of the skills expected in the 21st century which means the ability to think at a high level is one of the approaches in learning where students will be taught to think critically, logically, reflectively, metacognitively and creatively. Currently, the theories developed about higher order thinking skills are mostly focused on how these skills are learned and developed and the relationship between intelligence and children's thinking skills. (Afandi & Sajidan, 2018: 102) [2] explain each indicator in Bloom's taxonomy (revised) as follows:

Remember: The process of remembering is retrieving the required knowledge from long-term memory.

If the goal of learning is to develop the ability to retain the same learning material as the material taught, then remembering is the appropriate cognitive category.

Understand

Understand is the process of constructing meaning from learning messages, delivered through teaching, books, or computer screens. Learners understand when they link new knowledge and old knowledge or new knowledge is combined with existing cognitive frameworks.

Apply

The cognitive process of applying involves using certain procedures to work on practice questions or solve problems. This category consists of two cognitive processes, namely executing tasks that only take the form of practice questions and implement for tasks that are unfamiliar problems.

Analyze

Analyzing involves the process of breaking down material into small parts and determining how the parts relate and the overall structure. This category of analyzing processes includes the cognitive processes of distinguishing, organizing, and attributing.

Evaluate

Evaluating is defined as making decisions based on criteria and standards. The criteria that are often used are quality, effectiveness, efficiency and consistency. Each of these criteria is determined by students. The standards used can be quantitative or qualitative. The evaluating category includes the cognitive processes of checking (Decisions taken based on internal criteria) and criticizing (Decisions taken based on external criteria).

Creating

Creating involves the process of arranging elements into a coherent or functional whole. The objectives classified in the creation process require students to create new products by reorganizing a number of elements or parts into a pattern or structure that has never existed before. The cognitive processes involved in creating are generally in line with previous learning experiences. The cognitive processes are formulating, planning and producing.

Higher order thinking skills are an important aspect of teaching and learning. Therefore, this thinking skill is associated with the learning process. At the HOTS level, it can improve the desired quality of students and be able to prepare students to be able to compete at higher levels of education and be able to compete in the world of work.

As educators who have an important role in the formation of high-level thinking skills, schools must be able to develop learning components that are not only focused on memorization skills and this can be done through designing learning implementation plans (RPP) which teachers will later use as a guide in the ongoing process. learning as stated by the Minister of Education and Culture of the Republic of Indonesia Regulation No. 81a of 2013, namely "A learning implementation plan is a learning plan that has been developed in detail by a particular main material or theme that refers to the syllabus", at the elementary school level which is still in the stage of explaining basic competencies we will not find HOTS aspects in the components but will be seen in the indicator components, learning methods used, learning activities and assessment. In these components, it can be seen

whether the teacher has implemented HOTS in the learning process or not.

Research conducted by Tri Sejati (2013) shows that teacher responses Physical education elementary schools on the PJOK learning process through the scientific approach of the 2013 curriculum in Wates District, Kulon Progo Regency showed as many 11 (68.75%) physical education teachers have good response, 5 (31.25%) had a fairly good response and 0% of physical education teachers had a bad response. These include a mean value of 35.12 teacher responses based on observing factors, 23.31 teacher responses based on questioning factors, 27.69 teacher responses based on collecting information/questioning factors, 19.06 teacher responses based on associating factors, 16.94 teacher responses based on factors communicate.

Research conducted by Nur Astuti Puspaningtyas (2014) showed that higher order thinking skills (HOTS) were increased through learning strategies to increase thinking skills (Sppkb) in class X economics learning at Muhammadiyah 1 Wates Vocational School. The type of experimental design used is pretest-posttest control group design. The samples in this study were 2 classes, each class consisting of approximately 20 students. The sample in this research was class X Marketing and X Office Administration 1 with each class numbering 18 students. In general, students experienced an increase in learning outcomes between the experimental class and the control class. The increase in the minimum score from the experimental class is 20, while the increase in the maximum score from the experimental class is 15. The increase in the minimum score from the control class is 25 while the maximum increase in value from the control class was 10.

Berbah District is one of the sub-districts in Sleman Regency, Yogyakarta Province. In Berbah District there are 15 public elementary schools. In this research, the researcher will examine elementary schools in Berbah District and have implemented the 2013 curriculum. The researcher will use lesson plans that have been made by class V PJOK teachers in these elementary schools in order to find out what kind of learning implementation is implemented by teachers in schools and will It can be seen whether it has led to HOTS to improve students' thinking skills or is it still centered on the teacher and students only observe and memorize the material because applying HOTS can produce students who are more qualified in terms of attitudes, knowledge and skills as should be the purpose of education itself and the goals from the 2013 curriculum, namely being able to think critically, being able to solve problems quickly and having the power to create. itself and can prepare students for the future era of globalization, namely having high level or critical thinking skills, but in reality, from the results of observations, there are still some PJOK teachers who do not know what HOTS itself is and its purpose and some still apply the observing system. The teacher then memorizes the material that has been given and there are several teachers who still encounter problems, namely difficulties in assessing the 2013 curriculum so that the PJOK teacher in one of the elementary schools have not implemented HOTS-based learning when teaching because they don't know HOTS itself.

Therefore, by conducting research on higher level thinking skills, it is hoped that it can provide knowledge for the world of education, especially for educators so that they do not only apply strategies, models, and learning methods that only instill memorization skills so that students can learn. Therefore, educators' habits must be changed, which only

apply strategies, models and learning methods to memorization skills, which must be directed at the process of implementing learning which leads to cognitive processes that are able to encourage and improve thinking in students.

On the basis of these descriptions and explanations, the researcher feels it is necessary to conduct research in elementary schools throughout Berbah District, Yogyakarta. The learning implementation plan that will be examined is only the big ball game material and to analyze the learning implementation plan for class V PJOK teachers regarding HOTS-based learning in elementary schools. State in Berbah District, Sleman Regency, Yogyakarta.

Research Methods

Types of research

This research uses a quantitative descriptive research design. Quantitative descriptive research is a method carried out by describing or illustrating existing data, be it scientific data or phenomena resulting from manipulation. This research aims to analyze Plan Learning Implementation (RPP) for class V PJOK subjects with big ball game material that has been prepared by State Elementary School educators in Berbah District, Sleman Regency. The research method is a survey by taking lesson plans at school for analysis.

Time and Place of Research

The research was conducted on March 6 – March 15 2019 in all public elementary schools in Berbah District, Sleman Regency.

Research Target/Subject

The subjects in this research were all class V teachers in state elementary schools in Berbah District, Sleman Regency, totaling 15 teachers. All members of the population are research subjects. The sampling technique in this research is total sampling.

Research Instrument

In quantitative descriptive research, the instrument in this research uses an assessment instrument sheet which is deliberately prepared to facilitate data collection. Validation in this instrument is through content validation (Content validity) from judgement with experts (Expert judgement). As for judgment in this research were Mrs. Dr. Sri Winarni, M.Pd and Mr. Aris Fajar Pambudi, M.Or.

Data Collection Techniques

This research uses a survey method, namely the researcher visits all state elementary schools to collect the RPP documents that will be used analysis using the RPP instrument sheet, namely with 3 assessment categories as sufficient, good and very good. The data collection technique is by analyzing the detailed indicators in the RPP with these three criteria and then calculating them to find the results for these categories.

Data analysis technique

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results will be better, in the sense of being more careful, complete and systematic so that they are easy to process (Suharsimi, 2013: 203) [6].

The data analysis technique used in this research is descriptive analysis, while the calculation uses techniques for preparing and implementing objective form learning

outcomes tests. First, the lesson plan is analyzed using existing instruments, then after the score is known, proceed to look for the test results.

Analysis descriptive the percentage of the teacher's ability to make lesson plans can be done by finding the test results using the formula:

$$\text{Nilai} = \frac{F}{N} \times 100 \%$$

(Anas Sudijono, 2014: 318) Description:

F = Raw Score

N = Number of subjects (respondents)

Meanwhile, to find out the criteria for scoring, the resulting test scores are processed and converted into standard scores.

According to Sudijono (2005: 322) processing and converting test scores into standard scores can be done based on norms or groups, often known as PAN (abbreviation for Norm Reference Assessment) or PAK (Group Reference Assessment). This value is then made into an assessment reference based on the mean (M) and standard deviation (SD) using a five scale benchmark assessment.

Table 1: Five Scale Benchmark Assessments

| Interval Shoes | Kateg OR |
|-------------------------------------|---------------|
| $Mi + 1,8 SDi < X \leq E + 3 SDi$ | Branch t OK |
| $Mi + 3 SDi < X \leq E + 3 SDi$ | Good |
| $Mi - 0,6 SDi < X \leq E + 0.6 SDi$ | Enough |
| $Mi - 1,8 SDi < X \leq E - 0.6 SDi$ | Koran g |
| $Mi - 3 SDi < X \leq E - 1.8 SDi$ | Branch t Less |

(Anas Sudijono, 2012: 43) Description:

$Mi = \text{Mean Ideal} = \frac{1}{2} (\text{Maximum Ideal} + \text{Minimum Ideal}) = \frac{1}{2} (90 + 30) = 60$

$SDi = \text{SD Ideal} = \frac{1}{6} (\text{Maximum Ideal} - \text{Minimum Ideal}) = \frac{1}{6} (90 - 30) = 10$

Results Study and Discussions

Research result

This research was conducted on March 6 - March 15 2019 with the subjects being all PJOK teachers in state elementary schools in Berbah District, totaling 15 teachers. This research is a quantitative descriptive study using a survey method and then collecting data using the RPP assessment instrument sheet. Descriptive statistical data from the results of the research that has been carried out obtained the mean, median, mode, maximum and minimum values obtained, and also the standard deviation which is presented in the following table.

Table 2: Statistical Description of Analysis of Teacher Learning Implementation Plans PJOK Class V About HOTS Based Learning (Higher Order Thinking Skills) At State Elementary Schools in Berbah District, Sleman Regency

| Statistics | |
|--------------------|------|
| N | 15 |
| Mean | 75.4 |
| Median | 76 |
| Modus | 76 |
| Minimum | 56 |
| Maximum | 83 |
| Standard Deviation | 7.52 |
| Amount | 1131 |

The data obtained from this research was converted into five categories, namely very good, good, fair, poor and very poor. Data from the normative categorization distribution table for

Implementation Plan Analysis Class V PJOK Teacher Learning about HOTS Based Learning (Higher Order Thinking Skills) In Public Elementary Schools in Berbah District, they are as follows:

Categorization of Research Results Analysis of Learning Implementation Plans. PJOK Class V Table Teacher on HOTS Based Learning (Higher Order Thinking Skills) at State Elementary Schools in Berbah District, Sleman Regency

| Interval Score | Limitation | Category | Frequency the country | % |
|-----------------------|------------------|-----------|-----------------------|--------|
| We + 1.8 | | | | |
| $SDi < X \leq We+3$ | $78 < X \leq 90$ | Very Good | 6 | 0% |
| SDi | | | | |
| We+3 | | | | |
| $SDi < X \leq We + 3$ | $66 < X \leq 78$ | Good | 7 | 46,67% |
| SDi | | | | |
| We - 0.6 | | | | |
| $SDi < X \leq We +$ | $54 < X \leq 66$ | Enough | 2 | 13,33% |
| 0,6 SDi | | | | |
| We - 1.8 | | | | |
| $SDi < X \leq We -$ | $42 < X \leq 54$ | Less | 0 | 0% |
| 0,6 SDi | | | | |
| We - 3 | | | | |
| $SDi < X \leq We -$ | $30 < X \leq 42$ | Very Less | 0 | 0% |
| 1,8 SDi | | | | |
| Total | | | 5 | 100% |

Based on the table above, you can see the analysis of the Class V PJOK Teacher Learning Implementation Plan regarding HOTS-based learning (Higher Order Thinking Skills) At State Elementary Schools in Berbah District, Sleman Regency for components namely subject identity, selection of competencies, formulation of indicators, selection of learning materials, selection of learning methods, selection of learning resources, learning activities, assessment, selection of learning media, selection of learning materials and selection of learning resources are in the "very good" category with a percentage of 40%, the "good" category with a percentage of 46.677%, the "fair" category with a percentage of 13.33%, the "poor" category with a percentage of 0% and the "very poor" category with a percentage of 0%. The following is a diagram of the results for the subject identity component:

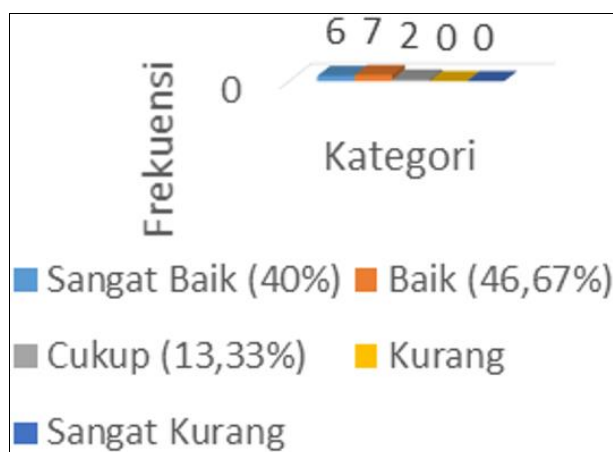


Fig 1: Diagram of Research Results Analysis of Class V PJOK Teacher Learning Implementation Plans regarding Learning Based on HOTS (Higher Order Thinking Skills) in Public Elementary Schools in Berbah District, Sleman Regency

Discussions

Based on the overall data analysis, it shows that the results of the analysis of PJOK teachers' learning implementation plans regarding HOTS-based learning (Higher Order Thinking Skills) in Public Elementary Schools in Berbah District, Sleman Regency, a total of 15 RPPs showed in the "very

good" category with a percentage of 40%, the "good" category with a percentage of 46.67%, the "fair" category with a percentage of 13.33%, the "good" category with a percentage of 46.67%, the "fair" category with a percentage of 13.33%, the "insufficient" with a percentage of 0% and the category "very poor" with a percentage of 0% which consists of various assessment components, namely subject identity components, selection of competencies, formulation of indicators, selection of learning materials, selection of learning methods, selection of learning resources, learning activities, assessment, selection of learning media, selection of learning materials and selection of learning resources.

Core competency assessment indicators, basic competencies are a number of abilities that students must master in certain subjects as a reference for preparing competency indicators in lesson units and are related to HOTS (Higher Order Thinking Skills) namely using the operational verbs C4, C5 and C6. Of the 15 RPP data on KD components and indicators, none of them contain the HOTS operational verb because KD in elementary schools has not yet reached levels C4, C5 and C6. The learning material components assess conformity with KD, suitability to student characteristics and suitability to time allocation. Learning materials must basically be based on relevant facts, concepts, principles and procedures, and written in bulleted form according to the formulation of competency achievement indicators.

The learning method component with learning method assessment indicators is used by educators to create a learning atmosphere and learning process so that students achieve KD which is adjusted to the characteristics of the students and the KD to be achieved. Selection of appropriate learning models Higher Order Thinking Skills students according to Minister of Education and Culture Regulation No. 22 of 2016 concerning Process Standards using 3 (three) learning models which are expected to shape scientific and social behavior and increase students' curiosity, namely (1) using a learning model through exposure/discovery (Discovery/Inquiry Learning), (2) problem-based learning model (Problem-based Learning/PBL), (3) Project-based learning model (Project-based Learning/PJBL).

In the component of selecting learning resources with indicators for assessing suitability with KI and KD, suitability

to student characteristics. Source selection can be in the form of books, print and electronic media, the natural environment, or other relevant learning sources.

In the learning activity component with assessment indicators, it displays the preliminary, present and closing activities clearly, conforms to the syntax of the chosen learning model, conforms the presentation to the systematics of the material, conforms the time allocation to the scope of the material and contains the core content of Higher Order Thinking Skills (HOTS), namely in the form of transferring knowledge (Transfer of Knowledge), think critically and creatively (critical thinking and creativity) and problem solving (problem solving).

In the assessment component, procedures and instruments for assessing learning processes and outcomes are adjusted to indicators of competency achievement and refer to (Critical thinking and creativity) and problem solving (Problem solving).

In the assessment component, procedures and instruments for assessing learning processes and outcomes are adjusted to indicators of competency achievement and refer to Assessment Standards. The assessment must be in accordance with authentic techniques and suitability of authentic assessment instruments. Authentic assessment includes 3 (Three), namely knowledge, attitudes and skills, however, from the results of the assessment component analysis, most do not include these three assessments and only include one assessment. Indicators of suitability of questions to the achievement of competencies related to HOTS (Higher Order Thinking Skills), suitability of the answer key to the questions and suitability of the scoring guidelines to the questions.

In the learning media component with indicators for assessing suitability to the learning material and suitability to the characteristics of students. Learning media is in the form of learning process aids to convey learning material.

In the learning material selection component, the assessment indicator is suitability to the learning material, but from the results of data analysis, only a small portion of the RPP data includes the material that will be taught, some of the RPP data does not attach the teaching material that will be delivered, only includes what material will be taught.

In the learning resource selection component with indicators for assessing suitability to the learning material and conformity with characteristics of students. The choice of learning resources must be clear, such as website addresses of learning resources that have been used or books that have been used.

Conclusions and Suggestions

A. Conclusion

Based on data analysis, it shows that the class V PJOK teacher's learning implementation plan is about HOTS-based learning (Higher Order Thinking Skills) in Public Elementary Schools in Berbah District, Sleman Regency as a whole are in the "very good" category with a percentage of 40%, the "good" category with a percentage of 46.67%, the "fair" category with a percentage of 13.33%, the "poor" category with a percentage of 0% and a "very poor" category with a percentage of 0%.

B. Saran

In connection with the results of research regarding analysis of PJOK teachers' learning implementation plans regarding HOTS-based learning (Higher Order Thinking Skills) in public elementary schools in Berbah District, Sleman

Regency, researchers put forward the following suggestions:

1. It is hoped that government institutions will hold more workshops or training on preparing RPPs and related HOTS-based learning (Higher Order Thinking Skills) so that the learning process can reach the HOTS level (Higher Order Thinking Skills) in order to improve the quality of students.
2. For Public Elementary School PJOK teachers in Berbah District, Sleman Regency, it is best to increase their understanding of several RPP components, especially the authentic assessment component, so that in the future they will be better at assessing and selecting learning materials.
3. For future researchers, these results can be used as a comparison for subsequent research and the research subjects used should be broader, so that the preparation of lesson plans can be widely identified.

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