

The Creation of The HOTS-Based Student Worksheets on The Topic of Getting to Know Each Other for Class X SMA Harapan Mekar

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Abstract: This study aims to develop student worksheets (LKS) based on Higher Order Thinking Skills (HOTS) at SMA Harapan Mekar. Development methods used in this study. The development process consisted of explaining the phases of Richey and Klein's development model. These include (i) the planning phase, (ii) the preparation phase, (iii) the evaluation phase. The data of this study are in the form of vocabulary, grammar, examples, images, texts and dialogues on the subject of getting to know each other. The source of the data of this investigation is the book "German the first contact". This examination is carried out at SMA Harapan Mekar. The result of this study is a student worksheet (LKS) based on Higher Order Thinking Skills (HOTS). This student worksheet (LKS) consists of 46 pages with materials and exercises. The result of the evaluation shows that this student worksheet (LKS) has a total of 92,8 (very good).

Keywords: Student Worksheets (LKS), Higher Order Thinking Skills (HOTS), Getting to know each other

Introduction

The process of formal education manifests itself in learning activities at school. Of course, high-quality learning activities require good teaching materials to achieve certain goals. Teaching materials are an inseparable component in the classroom. The use of teaching materials contributes to the effectiveness of the learning process and the teaching of the subject content. Teaching materials can also help students improve understanding and expand knowledge.

The positive effect of teaching materials is that teachers have plenty of time to help students with the learning process. Nowadays, self-study is very popular. Therefore, the teacher gives students a lot of exercises from the book that will be done at home. The teacher must be able to develop student worksheets. So that students can achieve learning goals. The use of student worksheets can help students practice their competencies.

Student worksheets are one of the right alternative teaching materials for students because student worksheets help students understand and master the learning materials. If the teacher teaches the material from the student worksheet, the student will listen well, then the student will ask the teacher for something that is not understood from the material. In this way, students and teachers can interact or discuss the lessons delivered.

Class X students of Harapan Mekar High School only use teaching materials in the form of textbooks and there are no other resources or books to practice their German knowledge while learning German in class. The books used only contain teaching materials for questions such as questions about the text, grammar questions and others.

The student worksheet to be created is a HOTS-based German student worksheet. Higher quality thinking skills (HOTS) are needed by students because of complex, unstructured, complicated, and new real-life problems, and require thinking skills that go beyond applying what they have learned. Students must be creative in developing solutions to problems that will arise in society. In addition, Constitution No.20 of 2003 states that one of the functions and objectives of national education is to develop the potential of students to become people of faith and fear of God Almighty, have a noble character, healthy, knowledgeable and capable, be creative, independent and become democratic and responsible citizens.

According to Nailul Restu Pamungkas (2018), technological advances in the 21st century require students to have the ability to think critically and communicate skills. In

education, it is possible to start creating a learning process in order to practice communication and thinking skills. The ideal education system should produce students who are able to think critically and solve problems. HOTS-based learning needs to be followed up, from planning to implementation.

According to Saputra (in Sofyan, 2019), Higher Order Thinking Skills (HOTS) is a thought process of students for higher cognitive levels that consists of various cognitive methods and taxonomies of learning such as problem-solving methods, taxonomy bloom, and taxonomies of learning, teaching, and learning evaluation.

Research Methods

This investigation is a development study (Research and Development). Research and development, which is used to create a particular product and test the effectiveness of that product. The extensive development of student work was carried out for German subjects, in the teaching materials of this research was made in the form of HOTS-based student worksheets with the topic "getting to know each other" for SMA Harapan Mekar class X.

1. Data and data sources

The data used in this study are qualitative data. Qualitative data is data that is not expressed in the form of numbers. Qualitative data in this study are sentences, vocabulary, means of speech about getting to know each other in books "German the first contact" (Renika Veronika, Siti Mahler, and Resti Widya Ningrum, 2018). In addition, the result of the validation of experts in German-language education and questionnaires to answer the students.

2. Research Sketches

This design is based on a research and development model from Richey & Klein. The stages carried out in this research and development are:

- a. Planning stage. According to Richey & Klein (in Sugiyono, 2016:39), planning is the activity of making a product plan or plan. This planning begins with the first search for literature. In the initial stage by analyzing the results of the questionnaire, the questionnaire was answered by class X students of Harapan Mekar High School. Student responses of 93.03% stated that students did not yet understand the topic of knowing each other. Then, 90% of students said they needed a book to practice language skills. After that, the author developed a plan to create a HOTS-based student worksheet with the topic of getting to know each other.
- b. According to Richey & Klein (in Sugiyono, 2016:39), production is an activity to create products based on previous designs. The production phase in this study is based on the steps to prepare HOTS according to Kemendikbud(2019). The steps to prepare HOTS according to Kemendikbud(2019) begin with 1) analysis of basic skills (KD); 2) Set the grid of questions; 3) Choose an appropriate and contextual stimulus; 4) write questions according to the grid of questions; 5) Create an assessment rubric and answer key
- c. Assessment level. According to Richey & Klein (in Sugiyono, 2016: 39). Evaluation is a testing activity, evaluating how the product is met with predetermined specifications. The evaluation stage in this study was carried out with a validity test. The validation test is carried out 2 times, starting from the material validation test to the design validation test. The validity test is carried out by competent expert lecturers in the field of German education.

Result and Discussion

A. Result

The content of this student worksheet (LKS) is a learning material for greetings, which is usually used to greet others. The next material is about ways to introduce oneself and ways to introduce others. Then some exercises on greetings and also introductions. How to use proper conjugation to introduce yourself and how to use the word ask to ask someone else something about the theme of "Kennenlernen".

The student worksheet (LKS) consists of 46 pages with materials and exercises. This student worksheet (LKS) contains vocabulary, grammar, examples, images, text and dialogues about getting to know each other. This student worksheet (LKS) explains how to greet others, how to ask for names, places of residence, origin, age, occupation, hobbies and phone numbers, and how to use conjugations and question words.

The exercises in this student worksheet (LKS) consist of filling in sentences, true or false, that put together words and essays. The author chooses 2 skills for creating student worksheets (LKS), namely writing skills and reading skills. These student worksheets (LKS) can help students improve their German language skills. because this student worksheet (LKS) contains two basic skills for learning German in the form of exercises.

The tasks in the student worksheet (LKS) with the theme "Kennenlernen" have forms of exercises as diverse as multiple choice, right or wrong, assignments and essays. The questions in the student worksheet (LKS) are based on Bloom's taxonomy, Higher Order Thinking Skills (HOTS). Higher Order Thinking Skills (HOTS) based on Bloom's taxonomy consists of three, namely analysis (C4), evaluation (C5), and creation (C6). The author created 23 exercises in this student worksheet (LKS), which contain on exercise 1 (C4), on exercise 2 (C5), on exercise 3 (C5), on exercise 4 (C4), on exercise 5 (C6), on exercise 6 (C4), on exercise 7 (C5), on exercise 8 (C5), on exercise 9 (C4), on exercise 10 (C5), on exercise 12 (C5), in exercise 13 (C5), in exercise 14 (C4), in exercise 15 (C6), in exercise 16 (C6), in exercise 17 (C6), in exercise 18 (C5 – C6), in exercise 19 (C6), in exercise 20 (C4 – C5), in exercise 21 (C6), in exercise 22 (C5), in exercise 23 (C6).

Material validation is carried out by German lecturers. He is Dr. Risnovita Sari, M.Hum. In this student worksheet (LKS) there are seven aspects that are evaluated. They are;

1. Conformity of the material to the learning objectives
2. Clarity of the description of the concept map of the material to be studied
3. Material compatibility with KD and AI
4. The material is clear and easy to understand
5. Suitability of materials for concept cards
6. The language used is effective
7. The difficulty level of the HOTS question.

The material validator gives 4 points (very good) for two aspects. They are the clarity of the description of the concept map of the material to be studied and the language used effectively. Point 3 (good) for the five aspects, they are the suitability of the material to the learning objectives, the material according to KD and KI, the content of the material is clear and easy to understand, the suitability of the material with the concept map and the difficulty level of the HOTS question.

$$\text{Point result} = 23 / 28 \times 100 = 82,1$$

Table 1. Material Expert Assessment

No.	Scores	Qualifications	Captions
1.	90 – 100	very good	feasible without revision
2.	80 – 90	good	worthy with revision
3.	70 – 80	enough	worthy with revision
4.	60 – 70	not enough	not worthy

From the validation results above, it can be concluded that the validation results from the material validators include "good" criteria with a percentage of the total score for all aspects

of 82.1. Based on these results, it can be concluded that the developed material is worthy with revisions.

The next validation is design validation. Validation is done by media experts. Design validation is carried out by German lecturers. He is Ahmad Bengar Harahap, S.Pd., M.Hum. In this student worksheet (LKS) there are seven aspects that are evaluated. They are:

1. The functioning of the media is consistent with learning
2. Conformity of the content to the topic
3. Presenting media can spark students' interest in learning
4. Lettering accuracy in student worksheets (LKS)
5. Presentation of questions
6. Overall media design
7. The practicality of the book form.

Design validator gives 4 points (very good) for five aspects. The functioning of the media is consistent with learning, Conformity of the content to the topic, Presenting media can spark students' interest in learning, Lettering accuracy in student worksheets (LKS), and The practicality of the book form. Then there are two aspects with 3 points (good), namely the presentation of the question and the overall design of the media.

Point result = $26/28 \times 100 = 92,8$ (very good)

Table 2. Design Expert Assessment

No.	Scores	Qualifications	Captions
1.	90 – 100	very good	feasible without revision
2.	80 – 90	good	worthy with revision
3.	70 – 80	enough	worthy with revision
4.	60 – 70	not enough	not worthy

From the validation results above, it can be concluded that the validation results from the design validator include the "very good" criteria with a percentage of the total score for all aspects of 92.8. Based on these results, it can be concluded that the developed material is worthy of revision.

Discussion

This study produced student worksheets (LCS). These student worksheets (LCS) can be used to improve Higher Order Thinking Skills (HOTS) for writing and reading skills. This theory consists of three phases, namely: 1) the planning phase; 2) Creation phase, 3) Evaluation phase. The data in this student worksheet (LCS) includes vocabulary, grammar, examples, images, text, and dialogue related to the introduction. In the phase of creating student worksheets (LKS). In the preparation of student worksheets (LCS), the author encountered several difficulties:

1. The first difficulty in creating this student worksheet (LCS) is that the author has to find, learn and deepen HOTS-based questions from different sources. It takes a long time.
2. The second difficulty in creating this student worksheet (LKS) is that the author has to ask several friends and also students of SMA Harapan Mekar for permission so that their photos can be in this student worksheet (LKS). The author attached an original photo of a German teacher at SMA Harapan Mekar, she is Mrs. Iis Maya Putri. The author also had to wait a long time when he requested a photo of his friend who was in Germany. The photo is used by the author to create a cover on student worksheet (LKS) to make student worksheet (LKS) more attractive and original. The author uses the original images so that students are more interested in the student worksheet (LKS) and also learn not to be boring. The author must also create a character figure for the dialogue in the student worksheet (LKS) to reduce the source of the Internet.

Conclusion

This study is a study on the development of student worksheets (LCS) based on aspects of Higher Order Thinking Skills (HOTS) at SMA Harapan Mekar. This study was validated by a German lecturer. The learning media, in the form of student worksheets (LKS), can be used as teaching materials for students to improve Higher Order Thinking Skills (HOTS) and student worksheets (LCS). According to the results of the study, the conclusions are:

1. In the process of creating the HOTS-based student worksheets on getting to know each other for class X SMA Harapan Mekar, the steps of the model of Richey and Klein are explained. There is:
 - a. Planning phase: In this phase, observations of the learning activities at SMA Harapan Mekar were carried out and a survey on German learning difficulties was conducted. Then the author collected various information that the students of the SMA Harapan Mekar needed a student worksheet. Then Pinsiters searched and collected information about Higher Order Thinking Skills (HOTS) from several journals and supporting books.
 - b. Creation phase: In this phase, the author creates the student worksheets (LCS).
 - c. Evaluation phase: Student worksheets (LKPD) are validated.
2. The result of the creation of the HOTS-based student worksheets on the topic of getting to know each other for class X SMA Harapan Mekar.
 - a. The student worksheet (LKS) consists of 46 pages with materials and exercises. This student worksheet (LKPD) contains vocabulary, grammar, examples, pictures, text and dialogues about getting to know each other. This student worksheet (LKS) explains how to greet others, how to ask for names, places of residence, origin, age, occupation, hobbies and phone numbers, and how to use conjugations and question words.
 - b. The student worksheet (LKS) is evaluated by the materials expert and receives good grades. The material value is 82.1 (good) and for the Design 92.8 (very good). Based on the above opinions, the author hopes that this student worksheet (LKS) is very good for the students of SMA Harapan Mekar.

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