



HOTS-BASED LEARNING EVALUATION DESIGN TO IMPROVE EARLY SCHOOL LEARNING

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Abstract:

The quality of education in Indonesia today is very worrying. The poor quality of Indonesian education can be seen from the low quality of Indonesia's education and the low learning performance. The learning outcome is a measure in determining the success of a learning. Research on learning evaluation through HOTS (High Order Thinking Skills) is becoming more relevant and urgent to explore. Therefore, this study aims to describe the HOTS-based learning evaluation design to improve student learning outcomes. In order to obtain data from the research results, research is carried out with a qualitative approach and type of case study. The research was conducted at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo, from November-December 2023. Data collection techniques with participant observations, in-depth interviews and documentation. While data analysis techniques using the Miles Huberman model include data collection, data reduction, data display and conclusion withdrawal. The results of this research show that the design of HOTS-based learning evaluation in improving the learning outcomes of SKI at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo are: Graduate Competence Standards Training, HOTS Based Learning Evaluation Training, Hots Based Examination Questions Training and Evaluating Monitoring.

Keywords: *Implementation, Evaluation, Learning, HOTS, Learning Outcomes*

INTRODUCTION

The quality of education in Indonesia is a major concern. According to the PERC (Political Economic Risk Consultant) survey, (2018), Indonesia ranks 12th out of 12 Asian countries in terms of the quality of education. Indonesia's position is under Vietnam. Data released by the Swedish World Economic Forum (Porter et al., 2000) show that Indonesia has a low competitiveness, ranking only 37th out of 57 countries surveyed in the world. In addition, UNESCO (2000) also linked the rankings of the human development index, education, health component, and per capita income rankings, as Indonesia's human development Index declined. Indonesia ranked 102 (1996), 99 (1997), 105 (1998), and 109 (1999) out of 174 countries in the world.(Ermawati, 2023).

The quality of education in Indonesia today is very worrying. The poor quality of Indonesian education can be seen from the Balitbang (2020) data which shows that of the 146.052 SDs in Indonesia only eight schools have been recognized worldwide in the category The Primary Years Program (PYP). The low quality of Indonesian education can be seen from the low learning achievement(Suhayat et al., 2023).

The result of learning is a measure in determining the success of a learning. This achievement can be used to see the progress and regression experienced by students when receiving an explanation from the teacher concerned, as stated by Muhammad

Fathurahman, Sulistyorini (2012: 117) that “the learning result is the result shown by students after doing the teaching learning process”(Fatihah, 2021).

Master Madrasah is a professional educator with the primary responsibility to educate, guide, direct, train, evaluate and evaluate students at RA, MI, MTs, MA, and MAK (KMA No 347 Tahun 2022). An exciting experience is Finland, a country that has shifted from an industrialized, traditional agricultural country to a country whose economy is supported by science-based technological innovation. This progress is due to the quality of teachers who have been well prepared before teaching. (Sahlberg, 2010:2).

In the Law of the Republic of Indonesia No. 14 of 2005, section 28, paragraph 3, it is stated that pedagogical competence is the ability to manage learning that includes the understanding of the student, the planning and implementation of learning, the evaluation of the learning outcome, and the development of students to update the various potential that they have. Evaluation plays an important role in improving learning outcomes and improving the quality of education.(Narassati et al., 2021).

The evaluation stage of learning is considered very important, as an attempt to train the student's ability to think at a high level. Teachers always face three things, in the practice of learning in the classroom, three such things are; (a) evaluation, (b) assessment, (c) measurement. Learning evaluation not only produces the final assessment of the student, but also evaluates the processes through which the student learns.(Himawan, 2021). Evaluation can be understood as measuring and evaluating activities, measurements have a quantitative nature, and evaluation is qualitative (Narassati et al., 2021). In conducting evaluation activities, tools are required. Tools used in evaluation are called question-type instruments. In fact, not all teachers understand and understand how to make good evaluation instruments. Often teachers take other sources that do not necessarily match the learning done.(Rachmattullah et al., 2021).

A good evaluation instrument must be able to make students think at a high level, so that students are accustomed to thinking creatively to solve problems. High order thinking skills have become a primadona and a hot topic in the world of education. According to Ichsan et al., (2019:936) high-level thinking skills are students' ability to think at a higher level that includes the ability to evaluate and create innovation in solving a problem.(Utami, 2021).

One of the indicators of HOTS is based on Bloom's new edition of Anderson & Krathwohl's taxonomy (2001:6) on the cognitive realm consisting of six levels: remembering, understanding, applying, analyzing, evaluating and creating (Suyadi, 2022). The first three levels of LOTS (Low Order Thinking Skills) are remembering, understanding, and applying, while the third level of HOTS (High Order Thinking Skill) is analyzing, evaluating, and creating.(Hamidah & Wulandari, 2021).

One of the indicators of learning in Indonesia that has not been based on HOTS is the 2018 PISA results, which indicate that Indonesia scores an average of 396 for science, 371 for reading, and 379 for mathematics and ranks sixth from the bottom of 78 countries. Based on data above Indonesia suffered a decrease in the 2015 PISA scores, Indonesia gets an average score of 403 for science (third from the lowest), 397 for reading (last rank), and 386 for math (second from the lower) from 72 countries.(Zamkakay, 2022).

It shows that students are still weak in high-order thinking skills, such as analyzing, analyzing, and evaluating. The results should be an evaluation material for governments and teachers to better optimize cognitive aspects in particular critical thinking skills (high order thinking skill) in measuring the ability of students in particular in primary schools / madrasah ibtidaiyah (SD/MI).

Observations in primary school show that there are many teachers who lack the ability to make evaluation instruments. A lot of activities are being done, making teachers just use what they already have. There are teachers who ask the same question to their students every year. (O-P, 10-20,12-23).

Sometimes teachers just give a student a job to work on a student's work sheet

as a homework. This is what makes a student lazy in working on the subject. This will have an impact on his academic performance and less develop the student's skills. (P1, 21-12-23).

That it is important to maximize HOTS-based evaluation to improve high-level thinking skills in pupils. MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo has implemented the 2013 curriculum since 2015, during which 6 years school has not held a development workshop on HOTS based. Furthermore, the formative assessment (PH), STS (PTS), PAS (SAS) or sumative evaluation (PAT) being tested is still at the level of remembering and understanding. (LOTS). The question is not yet fully able to invite students to develop critical reasoning (P.02, 03.06.23).

Therefore, the researchers will study the analysis of teacher abilities based on the fact that at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo still uses the conventional learning model (O.P, 10-20/12/23) so that students are less interested in analyzing a problem, as well as in the preparation of questions still revolving around questions that category about LOTS because most teachers still have difficulties in making HOTS questions. (Higher Order Thinking Skills). HOTS is a way of thinking that is valued higher than remembering facts, presenting fact, or applying rules, formulas, and procedures. HOTS demands that we do something based on facts, make connections between them, aggregate, manipulate, solve a problem.(Kurniawati & Hadi, 2021).

Various countries have given about HOTS in learning and teaching activities in the classroom(Dewi et al., 2020). HOTS relates to an individual's ability to think at a high level. High-level thinking is often associated with creative thinking. Through more creative thinking can develop an individual to be more innovative, have better creativity, and imaginative (Fatimah & Rinawati, 2022). When an individual or student knows how to use both of these skills, it can be understood that the student has been able to apply high-level thinking skills so that it is expected to be able to improve learning outcomes.(Hamidah & Wulandari, 2021).

All students are capable of thinking and working, but some of them need to be encouraged, taught, and assisted to have a high-level thinking process. A student's high-level thinking skills can be enhanced through learning and often solving HOTS questions.

In some studies, teachers are still asking questions about formative assessment (PH), STS (PTS), PAS (SAS) or sumative evaluation (PAT) on low-thinking skills. As shown by Yuniar, stated that the ability of SDN 7 Ciamis teachers to make HOTS-type questions has mostly met the development criteria for HOTS (High Order Thinking Skill).(Yuniar et al., 2020). This compared with a study conducted by Setiawati (2019:557) stated that out of 35 dual choice questions tested, 27 questions included low-level thinking skills (LOTS) and 8 questions were HOTS so high thinking skills still students are not even and teachers' ability to make HOTS questions is still low.(Setiawati, 2019).

Likewise, the research conducted by narasati dkk, the results of the research showed that the development of evaluation tools Mechanics Engineering obtained the qualification of material experts by 85.88% with the category highly qualified, instrument experts by 80.62% with a qualified category, and linguists by 85,14% with a category very qualified(Narassati et al., 2021).

Based on some previous studies above, it suggests that some researchers have researched around HOTS as a learning evaluation tool. However, very few discuss the development of HOTS-based learning evaluation in the subject matter of Religion, Islamic Cultural History.

In order to fill the shortage of space, the researchers conducted research where this study focused on the design development of learning evaluation; preparation of HOTS on learning SKI at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo, then the purpose of this research is: to know the design process of evaluation of learning based on HOTS in improving learning outcomes on learning at SKI in MI Raodlatul Ulum Jabung wetan Paiton Probolinggo.

RESEARCH METHODS

A research method is a series of processes or measures that are planned and systematically carried out with the aim of obtaining a solution to a problem or an answer to a particular question. (Robert & Brown, 2020). This study uses a qualitative approach and type of case study research for the purpose of describing, understanding and interpreting phenomena, events, cases and learning activities on HOTS-based learning evaluation design in improving learning outcomes on SKI learning at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo.

Simply put, the objective of qualitative research is to find answers to a phenomenon or question through the systematic application of scientific procedures using a quantitative approach. Denzin and Lincoln argued that qualitative research is research that uses a natural background, with the intention of interpreting phenomena that occur and carried out by means of involving various methods that exist in qualitative research. (Shidiq & Choiri, 2019)

The research was conducted at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo. The research was conducted from November until December 2023. The subjects of this research are educators, educators and pupils at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo. Some of the data sources used in this research were obtained from some research informants, who can help provide information on the situation and background conditions of the research. These informants include: the head of the school, the curriculum coordinator who happens to be a teacher of the subject of SKI, the council of teachers, the educational staff and students at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo.

The data collection techniques used in this study are through interviews, observations, and documentation. Interviews are one of the data-gathering techniques that obtains information through conversation or answering questions by digging from direct data sources (Rahmina et al., 2020). The interviews used in this study are unstructured interviews, which are independent interviews without systematically structured interview guidelines, but are only lines of issues that will be asked (Anita, 2018). Observation is an observation technique against the target using the observation sheet used. (Rahman, 2018). The data collected is the design of learning leadership skills that are needed to further expand and efficiently implement effective and innovative learning.

Documentation is a record of events that can be pictures, writings or works of someone (Aristia et al., 2020). The documentation carried out is to take data, document files or photos of the course of learning and activities at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo.

This research will use Miles and Huberman type qualitative descriptive analysis. Through this analysis is expected to obtain a clear picture of the focus of the above research. data analysis techniques in case study research there are structured and specific methods of analysis developed by Miles & Hubermann namely: data compilation, data reduction, data presentation and conclusion drawing (Farida, 2008).

RESULTS AND DISCUSSION

In this chapter will be outlined the results of research findings and discussions obtained through observations of participants, in-depth interviews and study of documents on design of learning evaluation based on HOTS in improving learning outcomes on learning SKI at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo.

As for the findings of the research and discussion in detail as follows:

Graduate Competence Standard Breastfeeding

In an effort to provide good service and quality of learning to students at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo, start by identifying the standards of competence of graduate students. It is important in achieving the educational objectives in the madrasah. In an attempt to identify the standard of competency of

graduates, involve various stakeholders, including the leaders of the matrasah, teachers, curriculum experts, staff, students, and parents, to obtain a comprehensive perspective (P.01,21/12/23). Based on the results of the identification of such competence, then create a standard or framework that explains the criteria and expectations related to the competences of the graduate. This standard will guide the learning leaders and teachers at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo in developing themselves and improving the quality of their education. (P03,23-12-23).

The Graduate Competence Standard (SKL) refers to a set of criteria or standards that are expected to be achieved by a student or student at the end of an educational level. The SKL is based on the national curriculum or curricula in force in a country. The purpose of the SkL is to provide guidance and reference for determining the achievement of the skills and knowledge expected of a student who graduates from a particular education level.(Prats et al., 2023).

Thus, the Graduate Competence Standard (SKL) is able to describe desired competencies that cover the cognitive, affective, and psychomotor aspects. It covers understanding of concepts, application of skills, and development of desired attitudes.(Yantoro, 2020).

In order to measure learning outcomes, the Graduate Competence Standards (SKL) provide a basis for designing evaluation and evaluation instruments to assess the extent to which students have achieved the established standards. It allows teachers and educational institutions to evaluate student achievements systematically (Rachmadtullah et al., 2021). The Graduate Competence Standard (SKL), provides guidance for curriculum development. The curriculum can be designed taking into account the competencies that students must, so that the teaching approach can be focused on achieving those goals.

Madrasah prepares students to have sufficient supplies to their ideals, challenges in society and the world of work. SKL is expected to reflect an understanding of students' readiness to face life's challenges and continue their education to a higher level. It covers aspects of student preparation in terms of knowledge, skills, and attitudes. SKL can also reflect the needs and demands of the world of work, ensuring that students have the relevant and necessary competences to succeed in the workplace.(Puspitasari et al., 2020).

SKLs are usually regulated based on a particular subject or field of study and can be updated according to developments in education and the demands of the community. Implementation may vary in each country according to the educational system in force.

HOTS-based Learning Evaluation Training

Once the standards have been drawn up, the next step is to provide specialized training and development programmes for teachers. This training can include workshops, workshops or training programmes aimed at improving the skills and knowledge of teachers in the formulation and development of evaluation instruments.

As a follow-up to the development of the standards of competence of graduates at MI Raudlatul Ulum, training and development of HOTS-based learning evaluation activities were held for the entire board of teachers in the madrasah (suhermanto, 2023). It is expected to be able to improve the skills and knowledge of teachers in the preparation and development of evaluation instruments, mainly preparation of HOTS-based exams (P.02, 22/12/23). At the training activities for evaluation of learning based on HOTS, first socialization of the teachers' council about these training activities through the media info in the madrasah either online or offline. Then the implementation of such training activities. (P.02,22-12-23).

In the socialization phase, Madrasah formed an executive committee that carried out various activities including: direct observations at the site, initial deployment, and socializing the HOTS training program on SKI learning. In the implementation stage, the committee provides practical guidance in practising the preparation of HOTS on valid and reabeled PBL MAPEL SKI teaching. Then the PKM

team provides materials, discussions and practical practices that include (a) the theory on learning evaluation, (b) theory of High Order Thinking Skills (HOTS), (c) evaluation theory, (d) the practice of preparing evaluation documents and evaluation instruments, (e) practical preparation on HOTS in SKI education. (P.01,21-12-23).

High Order Thinking Skills (HOTS) is an educational concept based on the Bloom Taxonomy. The taxonomy formulated by Benjamin S. Bloom in 1956 has a cognitive domain with levels of thinking, ranging from low (lower order thinking skills - LOTS abbreviated) to high. (higher order thinking skills-disingkat HOTS). Students who have a high level of thinking ability can conduct a process of analysis and evaluate a problem so that they can create a solution. Students with a high level of ability are also able to think critically and creatively (Krulik & Rudnick, 1999).

Education in the 21st century poses a major challenge to students, teachers and educational organizers to have a good quality education. The Ministry of Religion of RI is seeking to improve the quality of madrasah education in KMA No. 184 Tahu 2019 on Implementation of the Merdeka Curriculum and KMA no. 347 Year 2022 on Guidelines for Implementing the Merdeka curriculum on Madrasah. In its implementation, the government established independent curricula on the ibtdaiyah madrasah in three stages. First year for grade 1 and 4, second year for class 1,2,4, and 5; and third year for 1,2,3,4,5, and 6.

Merdeka's curriculum has a scientific approach in which students are expected to have a scientific learning experience. The scientific approach has a 5M component, namely, observing, questioning, collecting information, associating, and communicating. The component of the scientific approach stimulates students to have high-level critical and creative thinking abilities, not just knowing and remembering the knowledge taught in learning, but more than that can generate the ideas of students scientifically.(Solikhulhadi et al., 2021).

The process of cognitive evaluation of learning with a scientific approach is carried out by providing evaluation issues in the form of HOTS. This is set out in the Guide to Evaluation of Learning Outcomes and Character Development in the area of knowledge evaluation. (Dirjen SMK, 2018). Knowledge assessment indicators allow to be developed with a wide variety of subjects and that measure the students' HOTS abilities, including ability to analyze (C4), evaluate (C5), and create (C6). Students are required to be able to think at a high level, so that they can face life in the 21st century and teachers are asked to provide learning evaluation devices that contain C4, C5, or C6 components.(Hamidah & Wulandari, 2021).

Giving HOTS questions to the student will get the student accustomed to facing issues with a high level of reasoning. The success of students in UNBK work that contains HOTS is strongly influenced by the habits of students working on HOTS-based issues. The training can be done by giving HOTS at the end of each learning as an evaluation activity. HOTS issues are given more frequently to pupils so it requires a lot of HOTS questions (Dewi et al., 2020).

Students who have a high level of thinking ability can do an analysis of a problem they are facing. Analysis is the ability to break things into parts and know the relationship between them (Anderson & Krathwohl, 2001:79). The ability to analyze is also the capacity to decipher things. The ability of analytics is classified into three categories: distinguish, organize, and attribute (A.K.K., 2001:78). The skill of an analytical thinker is also called the ability of the C4 level, the student is able to solve a problem and to link a concept to a decision to be taken (B.C., 2001). The student who is trained to work on type C4 is categorized as having an in-depth understanding so that he can think analytically and can apply it to a new problem. (Ermawati, 2023).

Bloom and Anderson's taxonomy is in improving their skill in HOTS. After the writer tried to practice it, it turned out to be more and more fascinated by Bloom and Andersen. Anderson's taxonomy is as follows:



HOTS-based Test Question Editor

Following the training of the HOTS-based examination preparers followed by the teachers' councils, the implementation of the HOTS-based matrasah exam preparation was carried out on the performance of the final examination.

The high order thinking skills (HOTS) models were developed by the teachers' council, and they were discussed and asked questions to strengthen and expand comprehensive understanding of the subject matter. Then, as a form of reinforcement and updating, the participants were given practical guidance to make a draft assessment of the model of High Order Thinking Skills on the learning of the SKI (P.02,25-12-23). The participants from the council of teachers, after receiving the material on the concept of the high order thinking skills model and conducting discussions and questions of responsibility to reinforce and expand the comprehensiveness of the material. (HOTS). It is hoped that the results of the practice will add knowledge and insight as well as the teacher's understanding in making the exam on the subject of SKI.

The application of HOTS in classroom learning should be done early or starting from elementary school, so that in the end students will become accustomed to solving high-level thinking issues. (Rachmatullah et al., 2021).

In Indonesia, there is still a lack of application of HOTS issues, especially in elementary schools. Most elementary school students are given ordinary issues or questions from books and from student worksheets. Creating and developing HOTS-based evaluation tools will have a positive impact on students. In order to create HOTS based evaluation instruments, teachers should also have knowledge of thinking skills, i.e. high-level thinking skills and low-level think skills. (Narassati et al., 2021).

High-level skill-oriented learning or higher order thinking skills (HOTS) is one of the efforts that can be made to improve the quality of learning and graduates. It was implemented as a follow-up to Indonesia's still lower ranking on the Programme for International Student Assessment (PISA) compared to other countries. (Kurniawati & Hadi, 2021).

Monitoring and Evaluation

Last step, it is important to monitor and evaluate the effectiveness of HOTS-based learning evaluation design in improving learning outcomes on SKI learning at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo., This will help identify the successes and shortcomings of the approach used, so it can be improved for the future.

After a series of activities were carried out to design HOTS-based learning evaluation in improving learning outcomes on SKI learning at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo, followed by monitoring and evaluation steps in order to measure and identify the success and shortcomings of the HOTS based learning assessment process in enhancing the learning outcome on SKI learning at M.I. Raudlateul Ulam Jabung, Wetan PAiton Pro Bolinggo (P.01/25/12/23).

Monitoring is an activity aimed at providing information about the causes and consequences of a policy being implemented. (Ag. Subarsono, 2005). Monitoring is a routine process of collecting data and measuring progress on program objectives. Monitor changes, which focus on processes and outputs. Monitoring involves

calculating what we do. Monitoring includes monitoring the quality of the service we provide. (OED and ECD, 2004).

The monitoring activities are more focused on the activities being carried out. Monitoring is carried out by digging to obtain information on a regular basis based on specific indicators, with the aim of determining whether the ongoing activities are in accordance with the agreed planning and procedures. (UNDP, 2009).

Evaluation is an activity that evaluates the results obtained during monitoring activities. Moreover, evaluation also evaluates the results or products that have been produced from a series of programmes as a basis for deciding on the level of success that has been achieved and the necessary further action. (Guru et al., 2020).

One way to know the results that educators have achieved in the learning process is through evaluation, both evaluation of learning outcomes and learning evaluation. When learning is seen as a process of changing student behavior, the role of evaluation and evaluation in the learning process becomes crucial. Evaluation in the learning process is the process of collecting, analysing, and interpreting information to determine the level of achievement of learning goals (Shaifudin, 2020). The aim is to gather information that forms the basis for learning progress, development, and achievement of students, as well as the effectiveness of teaching teachers. (Supit et al., 2021).

Learning evaluation includes measurement and evaluation activities, which in the process go through three stages, namely planning, implementation, and processing of outcomes and reporting. Three stages must be in line with the general principles in learning evaluation that must be met in order to obtain better evaluation results, i.e. the principles of continuity, comprehensive, fair and objective, cooperative, and practical. (Aslam, Wahab et al., 2022).

To get to a good quality of learning, you need a good assessment system anyway. In order for assessment to function properly, in accordance with the objectives set, it is essential to establish the assessment standards that are the basis and reference for teachers and educational practitioners in carrying out assessment activities. To that, it requires good cooperation from the parties involved, such as teachers, students, and schools. With different roles according to their respective proportions, and each party performing its duties and responsibilities as they should, a conducive, dynamic, and directed atmosphere will be created for improving the quality of learning through the improvement of the assessment system. (Lumban Gaol & Siahaan, 2021).

Thus, learning evaluation plays a role in knowing the efficiency of the learning process that has been implemented and the effectiveness of achieving the established learning goals.

Through a good Monev, an organization or educational institution can measure the effectiveness of learning evaluation development programmes and ensure that goals and expectations are well achieved. In addition, Monev also helps identify opportunities for improvement to improve the programmes and services provided.

CONCLUSION

The results of this research show that HOTS-based learning evaluation design in improving learning outcomes on SKI learning at MI Raudlatul Ulum Jabung Wetan Paiton Probolinggo are: Graduate Competence Standard Breastfeeding, HOTS based learning assessment training, Hots-based exam breastfeeding and evaluation monitoring.

HOTS based learning evaluation design in education aims to develop critical thinking, creativity, and problem-solving skills of students. HOTS-driven learning strategies involve activities that require more complex thinking than just taking facts or information into account. In the context of a curriculum, exam issues or tasks that emphasize HOTS often require students to apply their knowledge to solve problems, formulate arguments, or make more in-depth decisions. So it is expected to be able to improve student learning outcomes.

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