



ANALYSIS OF HOTS CONTENT IN SIMPAY BASA SUNDA BOOK GRADE VIII

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INTRODUCTION

- In 21st-century education, students are expected to develop higher-order thinking skills. They are encouraged to think creatively, innovatively, critically, and tolerantly, as well as to possess problem-solving abilities. These are essential competencies that can be cultivated through learning. (Widana, 2017)
- Tohir (2019) explained that in 2018, Indonesia's PISA survey results showed a decline compared to 2015, placing 71st out of 79 countries. Based on the presented data, it is evident that the thinking skills of students in Indonesia are still in the low category.
- Therefore, evaluations in the field of education must be carried out so that the learning outcomes and higher-order thinking skills of students in Indonesia can be improved.
- One effort to improve students' thinking skills is through high-quality textbooks.
- The content of textbooks should support the development of students' higher-order thinking skills, including Sundanese language textbooks.

LITERATURE REVIEW

- According to the Teaching Knowledge Test by Cambridge English (as cited in Nugroho, 2018, p. 17), Higher-Order Thinking Skills (HOTS) are cognitive abilities such as analysis and evaluation that can be developed through learning. Examples include making decisions, problem-solving, creative thinking, and assessing the strengths and weaknesses of something.
- Bloom's Taxonomy is organized into categories based on levels of complexity. It is divided into six categories, ranging from C1 to C6. The levels C1 to C3 are referred to as LOTS (Lower-Order Thinking Skills), while C4 to C6 are referred to as HOTS (Higher-Order Thinking Skills). (Magdalena, 2020)
- Besides the cognitive level categories, HOTS contents must include a stimulus and be accompanied by contextual elements (Fanani, 2018).

METHOD

- This research uses a qualitative approach with a descriptive-analytic method, as it relies on books as the data source.
- The data source in this research is the *Simpay Basa Sunda* Grade VIII Junior High School textbook written by Yayat Sudaryat and Deni Hadiansah.

Bagian	Soal/Pitukoh/Udagan n + kode	PG/Uraian (huruf soal)	Level kognitif	Wangun stimulus	Unsur kontekstual	Keterangan

Table 1
Data Table

KKO Ranah Kognitif	Frekuensi KKO								Total	Persentase
	1	2	3	4	5	6	7	8		
<i>Mengingat</i>										
<i>Memahami</i>										
<i>Mengaplikasikan</i>										
<i>Menganalisis</i>										
<i>Mengevaluasi</i>										
<i>Mengkreasi/Mencipta</i>										

Table 2
Bloom's Taxonomy Table

FINDING AND DISCUSSION

A total of 413 data points were observed, comprising 63 learning objectives, 47 directives, and 303 questions. Specifically, the distribution of cognitive levels is as follows: C1 (Remembering) consists of 170 data points with a percentage of 41.16%, C2 (Understanding) consists of 129 data points with a percentage of 31.23%, C3 (Applying) consists of 40 data points with a percentage of 9.68%, C4 (Analyzing) has 26 data points with a percentage of 7.02%, C5 (Evaluating) has 31 data points with a percentage of 7.50%, and C6 (Creating) has 17 data points with a percentage of 4.11%. Based on this table, it can be interpreted that the content in the Simpay Basa Sunda Grade VIII textbook is predominantly focused on the C1 (Remembering) domain, followed by the C2 (Understanding) domain. Additionally, the cognitive levels apparent in the content of the book can be explained in the table below.

KKO Ranah Kognitif	Frékuénsi KKO								Total	Perséntaseu
	1	2	3	4	5	6	7	8		
<i>Mengingat</i>	23	30	17	19	26	20	16	19	170	41,16%
<i>Memahami</i>	23	13	13	21	10	15	18	16	129	31,23%
<i>Mengaplikasikan</i>	4	1	14	0	1	13	3	4	40	9,68%
<i>Menganalisis</i>	10	3	2	0	8	0	2	1	26	7,02%
<i>Mengevaluasi</i>	11	5	2	1	5	0	7	0	31	7,50%
<i>Mengkreasi/Mencipta</i>	1	1	4	1	2	4	2	2	17	4,11%
									413	100%

Table 3
Final Data Table

FINDING AND DISCUSSION

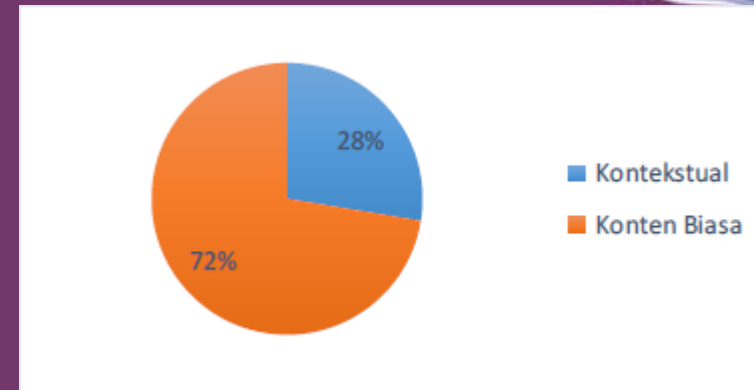
It can be concluded that the stimuli in the Simpay Basa Sunda Grade VIII textbook predominantly use verbal stimuli in the form of sentences, spread across chapters 1 to 8, followed by visual stimuli in the form of images in chapter 6. To enhance students' thinking skills, it would be ideal to have a greater variety and quantity of stimuli. This variety would help stimulate different cognitive processes, thereby improving students' thinking abilities.

Bab	Jenis Stimulus		
	Vérbal	Visual	Matématis
1.	5 wangun kalimah	-	-
2.	4 wangun kalimah	-	-
3.	6 wangun kalimah	-	-
4.	3 wangun kalimah	-	-
5.	6 wangun kalimah	-	-
6.	6 wangun kalimah	1 wangun gambar	-
7.	5 wangun kalimah	-	-
8.	7 wangun kalimah	-	-
Total	42	1	-

Table 4
Stimuli Data Table

FINDING AND DISCUSSION

It appears that the content in the Simpay Basa Sunda Grade VIII textbook is predominantly non-contextual, consisting of 299 items or 72%. On the other hand, there are 114 items or 28% of the content that include contextual elements.



Graph 1
Contextual Data

CONCLUSION

- The analysis of cognitive levels in the Simpay Basa Sunda Grade VIII textbook reveals that Lower Order Thinking Skills (LOTS) content is more dominant than Higher Order Thinking Skills (HOTS) content. Out of 413 analyzed data points, 299 (72.39%) are at level 1, 40 (9.68%) are at level 2, and 74 (17.91%) are at level 3. This indicates that level 3 content is relatively less compared to content at levels 1 and 2. The majority of the book's content focuses on measuring students' understanding of conceptual matters.
- In the analysis of stimuli, the textbook predominantly utilizes verbal stimuli in the form of sentences, with 402 out of 413 content items using this type of stimulus. The remaining stimuli include 10 instances of verbal stimuli in the form of articles and 1 instance of visual stimuli in the form of images.
- The analysis of contextual elements in this textbook shows that there are 114 content items (28%) that incorporate contextual elements, while 299 content items (72%) are non-contextual. The presence of contextual elements is crucial because it enables students to apply their learning to solve problems in daily life.

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