LIGHTHOUSE

Hots-based assessment model: To increase the student teaching activity

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ABSTRACT

This study aimed to determine the application of the HOTS-based assessment model to improve student learning activities in learning evaluation courses. This research is classroom action research and is carried out in 3 cycles, where each process consists of several stages: planning, implementation, action, observation, and reflection. The instruments used in this study were observation and tests. The results showed that applying the HOTS-based assessment model could increase student learning activities in the Learning evaluation course, which could be seen from the average scores of 86, 85, 83, and 90.5. Based on the evaluation results, the final score obtained by students in the learning evaluation course achieved learning completeness.

Introduction

A common problem for distance learning nowadays is that students tend to be passive. In the current condition, almost every learning that is assessed uses more cognitive aspects. That, too, is at the level of fundamental dimensions. Ideally, assessment learning in cognitive, psychomotor, and affective aspects must be implemented (Hutagalung et al., 2021). According to (Situmorang, 2018), higher order thinking is an interaction between cognitive strategies and meta-cognitive and non-strategic (memorable domains) knowledge when facing new problems. Of course, this needs to be observed how learning currently uses many online methods so that the evaluation will be appropriate for the learning time.

Many educators have difficulty in preparing evaluation tools for learning. Specifically, in determining the purpose of the assessment and its Zagencies, educators still find it difficult (Istiqomah & Widiyanto, 2021). Especially in the current pandemic period, skills are needed to conduct assessments that are per learning objectives. Although learning has been carried out according to the plan, educators mostly use easy instruments when conducting evaluations and rarely make appropriate assessment tools. This makes learning challenging to determine measurability in learning outcomes. Although every cognitive, psychomotor and affective aspect has been carried out in the learning process, there are still many difficulties in making assessment instruments. Despite having difficulties as educators, making an assessment with the right instrument is an obligation in carrying out learning. Like (Munafi'ah et al., 2021; Mustika et al., 2021) develop instruments with various stages to measure learning.

Therefore, this study is interested in applying the HOTS-based assessment model to the learning evaluation course. This is based on several studies that the HOTS-based assessment instrument is effectively used in the assessment. It's like it's done (Kunanti, 2020), developing HOTS-based assessment instruments to practice critical thinking skills. Study (Khotimah & Sari, 2020) HOTS-based development in the environment by making student worksheets (LKPD). Several other studies used HOTS-based assessments (Cahyaningtyas et al., 2020; Has'ad Rahman Attamimi & Setiadi, 2020; Hayati et al., 2021; Sofyan, 2019). Based on previous research, and studies related to problems in learning today, it is undoubtedly interesting whether the HOTS-based assessment model is effective in increasing learning activities in the Learning evaluation course and whether the HOTS-based assessment model is effective in assessing learning outcomes in the learning evaluation course. Theoretically, the HOTS-based assessment model can be used as an alternative in conducting assessments in online-based learning.

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Methods

The research was conducted at the Jinarakkhita School of Buddhist Studies. Jl. Raya Suban, Pidada, Kec. Panjang, Bandar Lampung City, Lampung. The subjects of this study were 6th-semester students who took part in the learning evaluation course. The total number of 20 students is as follows:

Table 1. List of Number of Students

Male	Female	Total
8	12	20

Source: research data

This research uses classroom action research. Classroom Action Research is used as an activity to test an idea in practice or an actual situation in the hope that the training can improve the teaching and learning process (Arikunto, 2014). The research was conducted through the planning, implementation, evaluation, and reflection stages. Data collection is done by evaluating learning through tests and observations.

Results

The research was carried out by conducting pre-cycle research. The purpose of the pre-cycle study is to find the information used as the basis or consideration for planning the learning that the researcher will do. Some of the actions that the researchers took included: conducting questions and answers to students about the obstacles faced in previous learning. From the questions and answers that were carried out, information was obtained that students had difficulties in terms of internet networks and feeling bored. When learning was done by distance learning, there was less interaction—student friends in learning.

Discussion

The research stage in the first cycle was carried out by preparing learning tools. Preparation is done by reviewing the Semester Learning Plan by looking at the temporal indicators to adjust to the assessment model that will be carried out. At the implementation stage, observations are carried out by online learning using the Zoom and Google Meet media platforms.
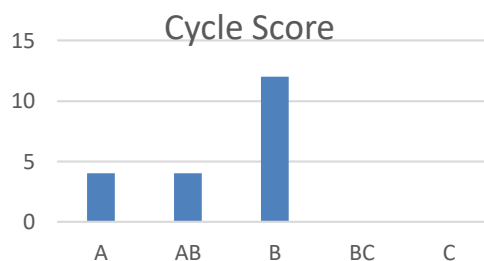

Figure 1. Value in cycle I

Based on the results of tests conducted in the first cycle. It appears that the average value of students in the evaluation has an average value of 76.2. Based on table 2, four students get A grades, and AB scores are four students or 20%, students who get B grades are 12 students or 60%, while BC and C scores are unavailable. Furthermore, based on test scores and observations, the researchers obtained information that would be used to consider the design and action in the second cycle.

Information obtained on the implementation of teaching and learning activities obtained from observations and discussions with the civil servant educators are as follows: The learning process has difficulty in the presence of an unstable network. The focus of learning is divided when students go in and out of zoom. Students still feel awkward, less enthusiastic, and tend to be passive. Based on the results of observations and discussions about the learning process with the lecturer team in the first cycle, there were deficiencies, so revisions were needed to improve the next cycle. Some of the things that need to be done include: Educators need to provide stimulus to students so that they can interact during lectures. Time management arrangements must be paid more attention to so that the learning design can be delivered according to the desired time and purpose. Media use needs to be controlled so that each learning process is more focused and the material can be fully provided.

Interactions in the second cycle of students tend to experience changes, and there is respectful behavior towards lecturers by showing videos or confirming when it cannot be done. Changes in student motivation have also been seen, this can be seen in the enthusiasm of students to participate in the learning process. However, in this second cycle, students' critical thinking skills and courage were still dominated by sure students. Some students

showed passivity by turning off the video, even when they had to be called repeatedly to respond. This indicates that online learning activities have difficulty controlling students.
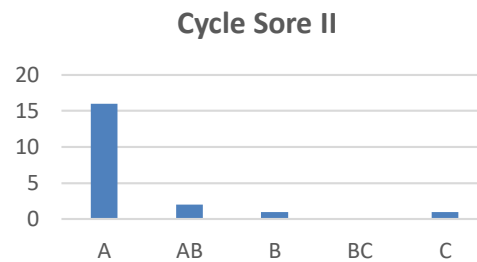
Cycle Sore II

Figure 3. Second Cycle Value

Based on the table. In the 3-second cycle tests, 16 students got A grades or 80%, 10% for AB grades were two students, while for C grades, there was one student or 5%. The average value in the second cycle is 88.8. Seeing the test results in the second cycle has increased, but there is a need for a return plan to see student learning activities.
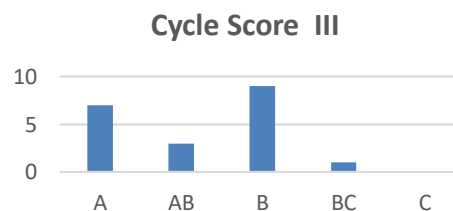
Cycle Score III

Figure 3. Second Cycle Value

The results of the third cycle showed satisfactory results. Seen in the table. 3, based on the tests carried out, students who got an A score were seven students or 35%, students who got an AB score were 3 students or 15%, for students who got a B score were 9 students or 45%, while for a BC score it was one students or 3.6 and two or 5%. In the third cycle, the student's success rate after the evaluation obtained an average score of 80, 7. This indicates that the student is complete in learning. Seeing the results shown in the first, second and third cycles of learning carried out with the HOTS approach in conducting evaluations, good results were obtained, although in the third cycle the test results decreased, learning activities increased.
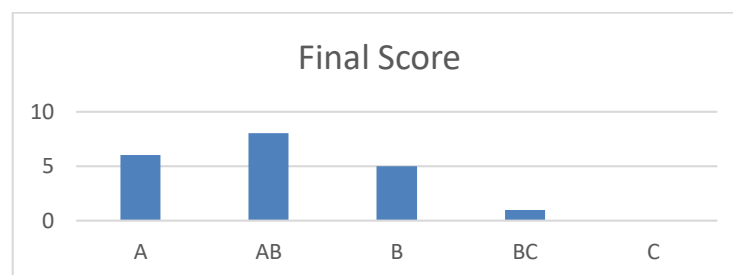

Figure 4. Final value

Conclusion

From the learning activities that the researchers carried out from the first to the third cycle, as well as the data analysis that the researchers carried out, it can be concluded that the evaluation using the HOTS model has a positive impact on student learning activities. Based on the results of observations after learning, students dare to express their opinions. In addition, based on the evaluation results using tests conducted on quizzes, mid-semester exams, final semesters, and the average cumulative score, students scored 81.4 and were in an outstanding category. Learning with online classes should be carried out on various media platforms so that the evaluation will provide more extensive information in the learning process. In addition, the review can be carried out with multiple aspects of the assessment so that the learning outcomes obtained can be used as consideration for learning achievement. This will assist in the implementation of research in analyzing learning achievement. In the future, it is hoped that further researchers will be able to map the unit of analysis more adequately and conduct a more in-depth preliminary study with a case study.

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