

**THE USE OF HOTS ASSESSMENT IN PRE SERVICE
TEACHERS' LESSON PLAN**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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**THE USE OF HOTS ASSESSMENT IN PRE SERVICE TEACHER'S
LESSON PLAN**

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by
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ABSTRACT

Dahlia. 2023. The Use of HOTS Assessment in Pre Service Teachers' Lesson Plan. Advisor: (I) Hj. Nur Laila Kadariyah, S.Ag., M.Pd (II) Hidayah Noor, S.Pd, M.Pd.

Keywords: Microteaching; Higher Order Thinking Skill; Lesson Plan.

The preparation and implementation of the Lesson Plan reflect the preparation and process of learning activities. The success of preparing and implementing lesson plans will greatly affect student (pre- service teacher) learning outcomes. In line with 21st-Century learning, the 2013 Curriculum highlights the development of critical thinking, problem analysis, problem-solving, decision making, and creating something new. Professional teachers need to facilitate students in developing these abilities. The purpose of this study is to analyze the use of HOTS assessment and examine the efforts of pre service teachers in developing assessment in the form of HOTS in pre service teachers' lesson plans. The research is qualitative research with a descriptive design. The respondents were the pre-service teacher from Micro Teaching Program from the English Department in the academic year 2022 (7th semester). The data were collected qualitatively through documentation and interviews. The results showed that HOTS were not clearly expressed in the teacher's lesson plans and the most operational verb that used by the pre service teacher was “analyze” and “create”. The development of higher-order thinking abilities must be covered comprehensively in the lesson plan. Every lesson plan must be reviewed by teachers to ensure that it is consistent throughout and appropriate for 21st-century learning.

ABSTRAK

Dahlia. 2023. Penggunaan Penilaian HOTS Dalam RPP Mahasiswa PPL. Pembimbing: (I) Hj. Nur Laila Kadariyah, S.Ag., M.Pd (II) Hidayah Noor, S.Pd, M.Pd.

Kata Kunci: Micro teaching; Keterampilan Berpikir Tingkat Tinggi; RPP.

Penyusunan dan pelaksanaan RPP mencerminkan persiapan dan proses kegiatan pembelajaran. Keberhasilan menyusun dan melaksanakan RPP akan sangat mempengaruhi hasil belajar siswa (calon guru). Sejalan dengan pembelajaran Abad 21, Kurikulum 2013 menekankan pada pengembangan berpikir kritis, analisis masalah, pemecahan masalah, pengambilan keputusan, dan menciptakan sesuatu yang baru. Guru profesional perlu memfasilitasi siswa dalam mengembangkan kemampuan tersebut. Tujuan penelitian ini adalah menganalisis penerapan penilaian HOTS dan mengkaji upaya guru prajabatan dalam mengembangkan penilaian dalam bentuk HOTS dalam RPP Mahasiswa PPL. Penelitian ini merupakan penelitian kualitatif dengan desain deskriptif. Responden adalah calon guru dari Program Micro Teaching dari Jurusan Bahasa Inggris pada tahun ajaran 2022 (semester 7). Data dikumpulkan secara kualitatif melalui dokumentasi dan wawancara. Hasil penelitian menunjukkan bahwa HOTS tidak diekspresikan secara jelas dalam RPP guru dan kata kerja operasional yang paling banyak digunakan oleh calon guru adalah “menganalisis” dan “membuat”. Pengembangan kemampuan berpikir tingkat tinggi harus tercakup secara komprehensif dalam RPP. Setiap rencana pelajaran harus ditinjau oleh guru untuk memastikan bahwa itu konsisten sepanjang dan sesuai untuk pembelajaran abad ke-21.

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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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