

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.

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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.