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SEMESTER GASAL TAHUN AKADEMIK 2023/2024

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**THE REPRESENTATION OF HIGHER ORDER THINKING
SKILLS (HOTs) IN DIGITAL READING FORMATIVE
ASSESSMENT USED BY JUNIOR HIGH SCHOOL TEACHERS IN
JAKARTA**

THESIS

**Submitted to Fulfill Requirement for Thesis Writing of
the Master of Education Degree in English**



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ABSTRAK

Siti Khofifah Noviyanti. *Gambaran Kemampuan berpikir tingkat tinggi (HOTs) di penilaian formatif ujian membaca dalam bentuk digital yang digunakan oleh guru SMP di Jakarta.* Thesis. English Education Study Program, Graduate School, University of Muhammadiyah Prof. DR. HAMKA. November 2023.

Kurikulum 2013 dan kurikulum merdeka menekankan penggunaan kemampuan berpikir tingkat tinggi dan pembelajaran menggunakan digital. Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan kemampuan berpikir tingkat tinggi yang tergambar dalam penilaian formatif ujian membaca dalam bentuk digital yang digunakan oleh guru SMP di Jakarta. Metode campuran dengan tabel Bloom's Revised Taxonomy (BRT) di adopsi untuk mendapatkan gambaran yang akurat dan lengkap dari data yang digunakan dalam penelitian ini. Data yang digunakan yaitu 326 pertanyaan membaca dari 2 guru SMP Labschool UNJ Rawamangun dan 2 guru Secondary Madina Islamic School. Hasil dari penelitian ini menunjukkan bahwa penilaian formatif ujian membaca dalam bentuk digital di SMP Labschool UNJ didominasi oleh 66 pertanyaan di tingkat menganalisa (HOTs) dan 62 pertanyaan di tingkat memahami (MOTs). Selanjutnya, penilaian formatif ujian membaca dalam bentuk digital di Secondary Madina Islamic School didominasi oleh 89 pertanyaan di tingkat memahami dan 44 pertanyaan di tingkat menggunakan (MOTs). Tetapi, penggunaan tingkat menganalisa (HOTs) sebagai tingkat ketiga yang paling tinggi hanya mencapai 34 pertanyaan. Secara keseluruhan, 326 pertanyaan membaca di SMP Labschool UNJ dan Secondary Madina Islamic School didominasi oleh 150 pertanyaan di level memahami (MOTs) dan 101 pertanyaan di level menganalisa (HOTs). Secara khusus, hasil tertinggi yang ditemukan adalah 147 pertanyaan (45,1%) di tingkat memahami, pengetahuan faktual (A2) dan 44 pertanyaan (13,5%) di level menganalisa, pengetahuan procedural (C4). Hasil penelitian ini mengungkapkan bahwa penggunaan kemampuan berpikir tingkat tinggi (HOTs) di SMP Labschool UNJ dan Secondary Madina Islamic School perlu ditingkatkan untuk pencapaian yang lebih baik lagi di kurikulum 2013 dan kurikulum merdeka.

Kata kunci: Kemampuan berpikir tingkat tinggi (HOTs), Bloom's Revised Taxonomy (BRT), ujian membaca dalam bentuk digital, penilaian formatif.

ABSTRACT

Siti Khofifah Noviyanti. *The Representation of Higher Order Thinking Skills (Hots) in Digital Reading Formative Assessment Used by Junior High School Teachers in Jakarta.* Thesis. English Education Study Program, Graduate School, University of Muhammadiyah Prof. DR. HAMKA. November 2023.

Curriculum 2013 and independent curriculum emphasize on Higher Order Thinking Skills (HOTS) and digital learning. This study aims to analyze and describe the HOTS elements represented in digital reading formative assessment used by junior high school teachers in Jakarta. Mixed-methods approach with Bloom's Revised Taxonomy (BRT) table were adopted to get an accurate and detailed picture of the data in this study. The data were 326 reading questions from 2 teachers of SMP Labschool UNJ Rawamangun and 2 teachers of Secondary Madina Islamic School. The result showed that digital reading formative assessment in SMP Labschool UNJ is dominated by 66 questions on analyzing level (HOTS) and 62 questions on understanding level (MOTs). Furthermore, digital reading formative assessment in Secondary Madina Islamic School is dominated by 89 questions on understanding level (MOTs) and 44 questions on applying level (MOTs). However, the analyzing level (HOTS) as the third dominant level only reached 34 questions. In total, 326 reading questions of SMP Labschool UNJ and Secondary Madina Islamic School are dominated by 150 questions on understanding level (MOTs) and 101 questions on analyzing level (HOTS). Specifically, the highest level is 147 questions (45,1%) on understanding, factual knowledge (A2) and 44 questions (13,5%) on analyzing, procedural knowledge (C4). The result implies that the implementation of Higher Order Thinking Skills (HOTS) in SMP Labschool UNJ and Secondary Madina Islamic School need to be improved for a better achievement of curriculum 2013 and independent curriculum.

Keywords: Higher Order Thinking Skills (HOTS), Bloom's Revised Taxonomy (BRT), Digital Reading, Formative Assessment.

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THESIS COMMITTEE APPROVAL






**THE REPRESENTATION OF HIGHER ORDER THINKING SKILLS
(HOTS) IN DIGITAL READING FORMATIVE ASSESSMENT USED BY
JUNIOR HIGH SCHOOL TEACHERS IN JAKARTA**

THESIS

By

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of the requirements of the Master of Education Degree in English
Muhammadiyah University Prof. DR. HAMKA
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Siti Khofifah Noviyanti

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. It describes the problems and purposes in conducting this study which covers the background of the study, identification of the problem, limitation of the problem, research question, research objective, and significance of the study.

A. Background to the Study

Education in 21st century is characterized by critical thinking. Trilling (2005) formulates the life skills of the 21st century in the form of the seven c's 21st century lifelong skills: (1) critical thinking, (2) creativity, (3) communication, (4) collaboration, (5) career and learning self-reliance, (6) cross-cultural understanding, and (7) computing/ ICT literacy. Aligned with 2013 curriculum and independent curriculum, it also emphasizes Higher Order Thinking Skills (HOTs) and digital learning. Therefore, the teachers now are encouraged to apply HOTs in both, digital formative assessment and summative assessment. Particularly, in digital reading test. The students are challenged to be used to with the critical thinking questions.

Higher Order Thinking Skills (HOTs) is a thinking level that is higher than memorizing facts or retelling something (Thomas & Thorne, 2009). In Bloom's Taxonomy, the cognitive levels that belong to HOTs are analysis, synthesis and evaluation. Bloom's taxonomy was later revised by Anderson et al. (2001). In Bloom's Revised Taxonomy, HOTs is defined as an incision among the three top levels of ability in the cognitive dimension: analyzing,