

Development of HOTS (High Order Thinking Skill) Based News Text Assessment Instrument for 8th Grade Students in SMP Muhammadiyah 7 Medan

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Abstract

The purpose of this research is to analyze the development of HOTS (High Order Thinking Skill) based news text assessment instruments for for 7th Grade Students in SMP Muhammadiyah 7 Medan. The study was conducted at SMP Muhammadiyah 7 Medan. This research was conducted in the even semester of the 2018/2019 school year. This type of research is research and development or Research and Development (R&D). This research is called R&D, by adopting eight steps of R&D research according to Sugiyono (2014: 137). The results of this study indicate that students' high-level thinking skills obtained an average score of 51.42. This value is in the medium category because the standard value is met $40 < x \text{ total score} \leq 60$. The measurement results of the assessment instrument based on Higher Order Thinking Skill in the dimensions of students' persuasive text knowledge obtained superior conceptual ability results with a percentage of 76% in the sufficient category, followed by factual abilities with the percentage of 60% is in the sufficient category, students' procedural knowledge is 58% with low category, and students' knowledge that is metacognitive there are 59% with enough category. Thus, it can be stated that the eighth grade students of SMP Muhammadiyah 7 Medan have advantages in the conceptual dimension of knowledge and the ability to think at a high level with a medium category, ie students must be accustomed to working on questions based on Higher Order Thinking Skills so that students' abilities increase.

Keywords

development;
assessment
instruments, news
texts; HOTS;
Muhammadiyah 7
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I. Introduction

Assessment is a series of activities to obtain, analyze, and interpret data about the learning process and learning outcomes of students which are carried out systematically and continuously, so that information is meaningful in decision making (Trianto, 2010: 253). The purpose of the assessment is to measure how far the success of the teaching and learning process that has been implemented, developed and implanted in schools and can be internalized, practiced / applied, and maintained by students in everyday life (Trianto, 2010: 254). Based on Permendikbud No.23 Year 2016 Education Assessment Standards are criteria regarding the scope, objectives, benefits, principles, mechanisms, procedures, and instruments of student learning outcomes assessment used as a basis for evaluating student learning outcomes in basic education and secondary education. Assessment is a collection and processing of information to measure the achievement of student learning outcomes.

Assessment must be able to describe the knowledge of students, namely in terms of the material taught one of them in writing material.

Based on the results of observations and interviews with Indonesian Language subject teachers in 8th Grade Students in SMP Muhammadiyah 7 Medan, at this time the condition of writing news text skills of students is still low. This is indicated by the mastery of students in terms of the structure of the news text which tends not to be maximal.

There are several factors that cause the learning value of writing student news texts to be low in SMP Muhammadiyah 7 Medan. In the orientation structure, students have difficulty finding ideas and determining the headline. Likewise in mastering the structure of events. Student competence in pouring ideas, ideas or imagination into written form is still difficult to master. This has led to the acquisition of student grades to achieve the Indonesian KKM 75 score in the low category. Other aspects that influence the achievement of student competencies are still not maximal in mastering news texts in schools, namely: the process of learning activities is still centered on the teacher, because the teacher tells more or talks so students are not actively involved in the learning process. Furthermore, the classroom management strategy undertaken by the teacher is still at the classical level, because the teacher does not utilize the media to support student interactive learning, so the learning process becomes passive and less attractive.

One of the factors that causes the ability to think is still low is the lack of trained Indonesian children in completing tests or questions that are demanding analysis, evaluation, and high creativity. The questions that have the karrististik are questions to measure High Order Thinking Skills, (Dewi, 2016). This was also felt by 8th Grade Students in SMP Muhammadiyah 7 Medan. In general, the level of students' thinking ability is still low due to the absence of high-level thinking exercises, so that the learning process of students is not achieved perfectly. Therefore, an instrument is needed to support students to get used to thinking at a higher level. The instrument is in the form of a test which in its completion requires a higher level of thinking ability or what we are more familiar with HOTS-based tests.

Based on the results of an interview conducted on July 17, 2018 with an Indonesian language teacher at SMP Muhammadiyah 7 Medan named Ibu Teti Maghdalena, S.Pd., the teacher found it difficult to make or even develop assessment instruments for writing skills. This makes the assessment tool made and developed by the teacher to measure the achievement or learning process of writing is not valid and reliable. Based on the assessment role in learning is very important, in addition to functioning as feedback for teachers and students, assessment can also be used to evaluate the learning methods used in learning activities. The assessment instruments created by the teacher have not been able to measure students' writing competencies well because the teachers themselves do not understand the making of assessment instruments, especially based on the 2013 curriculum. In the implementation of the learning process the teacher is expected to be able to develop students' thinking abilities in each process. Developing students' thinking skills lies in the ability of teachers to manage learning that is more directed to the realm of knowledge (cognitive) so as to improve students' mindset to the level of HOTS (High Order Thinking Skills).

Based on the background of the above problems, a research entitled: Development of HOTS (High Order Thinking Skill) Based Text Assessment Instrument for 8th Grade Students in SMP Muhammadiyah 7 Medan.

II. Review of Literature

2.1 The Nature of the Valuation Model

Sudjana (2012: 3) says that, assessment is a systematic process including gathering information (numbers or verbal descriptions), analysis, and interpretation to make decisions. Valuation is the process of assigning or determining a value to a particular object based on a certain criterion.

Based on Permendikbud No. 23 of 2016 concerning education assessment standards. Educational assessment is the process of gathering and managing information to measure the achievement of student learning outcomes. This is in line with the opinion of Kunandar (2014: 66) saying that assessment is a series of activities to obtain, analyze, interpret data about the process and learning outcomes of students conducted systematically, accurately and continuously by using certain measurement tools, such as questions and observation sheets, thus becoming meaningful information in decision making relating to the achievement of student competencies.

2.2 Test Assessment Techniques

Kasueri (2014: 2017) said that, a written test is a set of questions or assignments in written form that are planned to obtain information about the ability of test takers. Written tests require answers to the test participants as a representation of their abilities. There are several forms of test assessment techniques. The following will describe some test assessment techniques. Djiwandono (2011: 36) says that, this type of scoring test can be done in the following ways:

a. Objective Test

Djiwandono (2011: 36) says that, objective tests are tests whose scoring can be carried out with a high degree of objectivity. Objective tests can be outlined in the form of (1) matched tests, (2) true or false tests, (3) multiple choice tests.

b. Subjective Test

Kasueri (2014: 90) said that the written test description form is a test whose answers require students to remember and organize ideas or things that are learned. This is in line with the opinion of Djiwandono (2011: 56) explaining that, a test is categorized as a subjective test if scoring the work of the test taker is not possible to be done objectively and can only be done subjectively.

2.3 News Text

The text in the 2013 curriculum is not interpreted as a form of written language. The text is a complete expression of the human mind in which there is a situation and context). Halliday (in Muchtar, 2012: 89), "the text as a product is the text that is seen as an outcome that can be expressed with certain terms. The text is formed by the context of the situation of language use in which there is a register or variety of languages that underlies the birth of the text. "

News is a report about the facts or ideas that are mass, which can attract the attention of the reader, because something extraordinary, important, including the human interest such as humor, emotions and suspense (According to Assegaf, in Sumadiria 2005: 64-65). Whereas Mitchel V. Charnley in his book Reporting III edition (Holt-Reinhart & Winston, New York, 1975 page 44) mentions that news is a timely report on facts or opinions that have an attraction or important or both things to the wider community.

In the book "Fundamentals of Journalism" A.M. Hoeta Soehoet. He is the founder and former Chancellor of the Jakarta Institute of Social and Political Sciences (IISIP):

1. News is a description of the events or contents of human statements
2. News for someone is information about an event or the content of a person's statement which according to him needs to be known to realize his philosophy of life
3. News for a newspaper is information about events or content of statements that are necessary for the reader to realize his life philosophy

An event can be called news if it has been broadcast, reported, or informed. News in print can be seen in newspapers, tabloids, or magazines. In the news, there is always information. We can find out this information by holding onto the news elements. Thus it can be concluded that "news is an actual fact or idea or opinion that is interesting and accurate and is considered important for a large number of readers, listeners and viewers."

2.4 High Order Thinking Skills

High Order Thinking Skills which in Indonesian are known as high level thinking skills. High-level thinking skills students think patterns by relying on the ability to analyze, create, and evaluate all aspects and problems. According to Ernawati (2017: 196-197), high order thinking or High Order Thinking Skills (HOTS) is a way of thinking that no longer only memorizes verbally but also understands the nature of what is contained among them, to be able to interpret the meaning needed an integralistic way of thinking with analysis, synthesis, associating to draw conclusions towards the creation of creative and productive ideas.

Higher order thinking ability (HOTS) is a thought process that involves mental activities in an effort to explore complex, reflective and creative experiences that are carried out consciously to achieve goals, namely gaining knowledge that includes levels of analytical, synthesis, and evaluative thinking. This ability to think will arise when individuals or students are faced with problems that they have not encountered before. Currently theories that develop about High Order Thinking Skills are more focused on how these skills are learned and developed. Appropriate teaching strategies and learning environments that can facilitate students' thinking abilities are important factors for achieving this approach. Like students' perseverance, self-monitoring, and open-mindedness and flexible attitude (Rofiah, et.al., 2013: 17). Creativity solves problems in High Order Thinking Skills, consisting of:

1. Ability to solve unfamiliar problems;
2. The ability to evaluate the strategies used to solve problems from a variety of different perspectives
3. Finding new settlement models that are different from previous ways.

III. Research Method

The study was conducted at SMP Muhammadiyah 7 Medan. This research was conducted in the even semester of the 2018/2019 school year. This type of research is research and development or Research and Development (R&D). This research is called R&D, by adopting eight steps of R&D research according to Sugiyono (2014: 137). As for the steps, namely: (1) The stage of seeing potential and problems, (2) The stage of gathering information and literature studies, (3) The stage of designing a product, (4) The stage of validating the design, (5) The stage of revising the design, (6) Stage of product trials, (7) Stage of revising products that have been tested (8) Stage of testing the use of products that have been revised. The development of this product will be used to determine the cognitive abilities of students on a certain basic competency. This study developed an assessment

instrument based on Higher Order Thinking Skills to measure the dimensions of student persuasion text knowledge.

IV. Discussion

Description of Data Validation Results of HOTS (Higher Order Thinking Skills) News Text Evaluation Instrument for 8th Grade Students in SMP Muhammadiyah 7 Medan

a. Material Expert Validation

The validation of the contents of the material on the product is intended to know the opinion of the material experts about the appropriateness of the content, the appropriateness of the presentation, and the appropriateness of the language. This validation was carried out by Prof. Amrin Saragih, M.A., Ph.D. and Dr. Surya Emanita, M.Pd., who is a Lecturer at Medan State University. The assessment was conducted to obtain information on the quality of assessment instruments developed to improve the quality of learning in SMP Muhammadiyah 7 Medan on news text material.

Table 1. Results of the Validation of the Feasibility of the Content of the Assessment Instrument Based on Higher Order Thinking Skills in the News Text Material

Sub Component		Rating Indicator	Validator		Total score	%	Criteria
			1	2			
A	Material compatibility with KI and KD	1. Completeness of material	5	5	10	100%	Most Valid
		2. Material depth	4	5	9	90%	Most Valid
B	Material accuracy	3. Accuracy of concepts and definitions	5	5	10	100%	Most Valid
		4. The accuracy of facts and data	5	5	10	100%	Most Valid
		5. The accuracy of examples and cases	5	5	10	100%	Most Valid
		6. The accuracy of pictures, diagrams, and illustrations of persuasive texts	5	4	9	90%	Most Valid
		7. The accuracy of terms	4	4	8	80%	Valid
		8. The accuracy of notations, symbols, and icons	3	3	6	60%	Enough
C	Material updates	9. Accuracy of library references	4	5	9	90%	Valid
		10. The suitability of the material with the development of science	5	4	9	90%	Most Valid

		11. Use case examples in everyday life	4	5	9	90%	Most Valid
		12. Pictures, diagrams and illustrations in everyday life	5	5	10	100%	Most Valid
		13. Library updates	5	5	10	100%	Valid
D	Encourage curiosity	14. Encourage curiosity	5	5	10	100%	Most Valid
		15. Creating the ability to ask	5	4	9	90%	Most Valid
Total			69	69	138		
Validation Results			92%				Most Valid

Based on the results of the validation by the material experts in Table 1 on the appropriateness of the contents of the developed Higher Order Thinking Skills-based assessment instruments, a percentage score of 92% was obtained. The percentage is obtained from calculations:

$$\text{Percentage} = \frac{138}{15 \times 10} \times 100\% = 92\%$$

The percentage of the score worthiness of the content of the assessment instrument by the material expert on the qualifications is very valid, so the contents contained in the assessment instrument developed need not be revised.

b. Evaluation Expert Validation

The results of the evaluation of the Higher Order Thinking Skills-based assessment instrument for 8th Grade Students in SMP Muhammadiyah 7 Medan submitted through a questionnaire method with a questionnaire instrument are presented descriptively. The evaluation of learning evaluation was carried out by Prof. Dr. Effendi Napitupulu, M.Pd. and Dr. Zulkifli Matondang, M.Sc. who is a Lecturer at Medan State University. The assessment was conducted to obtain information on the quality of assessment instruments developed to improve the quality of learning in SMP Muhammadiyah 7 Medan on news text material.

Table 2. Results of the Validation of Feasibility Evaluation of Higher Order Thinking Skills Based on Multiple Choice Forms

Sub Component	Rating Indicator	Validator		Total score	%	Criteria
		1	2			
Material / Substance	1. Questions according to basic competencies	5	4	9	90%	Most Valid

	2. Questions do not contain elements of ethnicity, race, religion, intergroup, pornography, politics, propaganda, and violence	5	4	9	90%	Most Valid
	3. Problem using interesting stimulus (new, encouraging students to read)	4	4	8	80%	Most Valid
	4. Problem using contextual stimulus (pictures, / graphics, text visualization, etc., according to the real world)	4	4	8	80%	Valid
	5. Problem measures cognitive level of reasoning (analyze, evaluate, create). Before making a choice, students do certain stages	4	4	8	80%	Valid
	6. The answer is implied by the stimulus	4	4	8	80%	Valid
	7. Homogeneous and logical answer choices	5	3	8	80%	Valid
	8. Each question has only one correct answer	5	5	10	100 %	Most Valid
Construction	9. The subject matter is formulated briefly, clearly, and firmly.	5	4	9	90%	Most Valid
	10. The formulation of the subject matter and choice of answers is a statement that is needed only.	4	5	9	90%	Valid
	11. The subject matter does not give clues to the answer key	5	4	9	90%	Most Valid
	12. The subject matter is free from ambiguous statements	4	4	8	80%	Valid
	13. Pictures, graphs, tables. Diagrams, or the like, are clear and functional	4	3	7	70%	Valid
	14. The length of the answer choices is relatively the same	4	4	8	80%	Valid
	15. Answer choices do not use the statement "all of the answers above are wrong" or "all of the answers above are correct" and the like	5	5	10	100 %	Most Valid
	16. Answer choices in the form of numbers / time are arranged in the order of the	5	4	9	90%	Most Valid

	size of the numbers or chronology					
	17. Item items do not depend on answers to other questions	5	5	10	100 %	Most Valid
Language	18. Use language in accordance with Indonesian language rules in PUEBI	5	4	9	90%	Most Valid
	19. Do not use local / taboo language	5	5	10	100 %	Most Valid
	20. Problem using communicative sentences	5	5	10	100 %	Most Valid
	21. The answer choices do not repeat the same word or group of words, unless they are a unity of understanding	4	5	9	90%	Valid
Total		96	89	185		
Validation Result		88,09%			Most Valid	

Based on the results of the validation by an evaluation expert on multiple choice questions on the Higher Order Thinking Skills-based assessment instrument developed, a percentage score of 88.09% was obtained. The percentage is obtained from calculations:

$$\text{Percentage} = \frac{185}{21 \times 10} \times 100\% = 88,09 \%$$

The percentage score of the multiple choice questions on the evaluation instrument by the evaluation expert is valid, so the multiple choice questions on the developed assessment instrument may be used with minor revisions.

Table 3. Results of Validation of Feasibility Evaluation of Appraisal Instrument Based on Higher Order Thinking Skills in the Form of Essay

Sub Component	Rating Indicator	Validator		Total score	%	Criteria
		1	2			
Material	1. Questions in accordance with basic competencies (demand written test form description)	5	4	9	90%	Most Valid
	2. Questions do not contain elements of ethnicity, religion, race, intergroup, pornography, politics, propaganda, and violence	5	4	9	90%	Most Valid

	3. Problem using interesting stimulus (new, encouraging students to read)	5	4	9	90%	Most Valid
	4. Problem using contextual stimulus (pictures / graphics, text, visualization, etc., according to the real world)	4	5	9	90%	Valid
	5. Problem measures cognitive level of reasoning (analyze, evaluate, create)	5	4	9	90%	Most Valid
	6. Before making a choice, students do certain stages	5	5	10	100%	Most Valid
	7. The answer is implied by the stimulus	4	4	8	80%	Valid
Construction	8. Formulation of the problem sentence or question uses question words or commands that demand answers in essay form	4	5	9	90%	Valid
	9. Contains clear instructions on how to do the problem	4	4	8	80%	Most Valid
	10. There are guidelines for scoring / rubrics in accordance with the criteria / sentences that contain keywords	4	5	9	90%	Most Valid
	11. Figures, graphs, tables, diagrams, or the like are clear and functional	5	4	9	90%	Most Valid
	12. Item items do not depend on answers to other questions	4	4	8	80%	Valid
Language	13. Use language in accordance with Indonesian language rules in PUEBI	5	5	10	100%	Most Valid
	14. Do not use local / Taboo language	5	4	9	90%	Most Valid
	15. Problem using communicative	5	4	9	90%	Most Valid

	sentences				
Total		69	65	134	
Validation Result		89,33%			Most Valid

Based on the results of the validation by an evaluation expert on the description of the assessment tools based on the Higher Order Thinking Skills that were developed, the percentage obtained score of 89.33%. The percentage is obtained from calculations:

$$\text{Percentage} = \frac{134}{15 \times 10} \times 100\% = 89,33 \%$$

c. Student Response Questionnaire

This student response questionnaire was conducted to see the extent of student interest, feelings of pleasure, and satisfaction as well as ease in understanding the components of assessment instruments that have been developed. This response questionnaire was given after all teaching and learning activities were completed. Following are the results of each student's questionnaire response.

Table 4. Percentage Results Analysis of Student Response Questionnaire on Field Trials

No.	Frequency						Score							Criteria
	5	4	3	2	1	Total	5	4	3	2	1	Total	Percentage	
1	5	5	5	0	0	15	25	20	15	0	0	60	85,71 %	Excellent
2	9	3	3	0	0	15	45	12	9	0	0	66	94,29 %	Excellent
3	7	4	4	0	0	15	35	16	12	0	0	63	90,00 %	Excellent
4	8	4	3	0	0	15	40	16	9	0	0	65	92,86 %	Excellent
5	5	5	4	1	0	15	25	20	12	2	0	59	84,29 %	Good
6	4	3	4	2	2	15	20	12	12	4	2	50	71,43 %	Good
7	9	5	1	0	0	15	45	20	3	0	0	68	97,14 %	Excellent
8	5	5	5	0	0	15	25	25	25	0	0	75	107,14 %	Excellent
9	4	6	5	0	0	15	20	24	15	0	0	59	84,29 %	Excellent
10	7	3	5	0	0	15	35	12	15	0	0	62	88,57 %	Excellent
11	8	3	4	0	0	15	40	12	12	0	0	64	91,43 %	Excellent

12	8	3	1	0	0	12	40	12	3	0	0	55	78,57 %	Excellent
13	5	4	5	1	0	15	25	16	15	2	0	58	82,86 %	Excellent
14	8	4	1	0	0	13	40	16	3	0	0	59	84,29 %	Excellent
15	7	5	3	0	0	15	35	20	9	0	0	64	91,43 %	Excellent
16	8	3	4	0	0	15	40	12	12	0	0	64	91,43 %	Excellent
17	6	5	4	0	0	15	30	20	12	0	0	62	88,57 %	Excellent
18	7	3	5	0	0	15	35	12	15	0	0	62	88,57 %	Excellent
19	9	5	1	0	0	15	45	20	3	0	0	68	97,14 %	Excellent
20	7	5	3	0	0	15	35	20	9	0	0	64	91,43 %	Excellent
21	6	4	5	0	0	15	30	16	15	0	0	61	87,14 %	Excellent
22	7	5	3	0	0	15	35	20	9	0	0	64	91,43 %	Excellent
23	5	5	3	0	0	13	25	20	9	0	0	54	77,14 %	Excellent
24	8	4	3	0	0	15	40	16	9	0	0	65	92,86 %	Excellent
25	6	9	0	0	0	15	30	36	0	0	0	66	94,29 %	Excellent
26	7	3	5	0	0	15	35	12	15	0	0	62	88,57 %	Excellent
27	6	4	5	0	0	15	30	16	15	0	0	61	87,14 %	Excellent
28	8	4	3	0	0	15	40	16	9	0	0	65	92,86 %	Excellent
29	6	4	3	2	0	15	30	16	9	4	0	59	84,29 %	Excellent
30	7	5	3	0	0	15	35	20	9	0	0	64	91,43 %	Excellent
31	6	5	4	0	0	15	30	20	12	0	0	62	88,57 %	Excellent
32	8	4	3	0	0	15	40	16	9	0	0	65	92,86 %	Excellent
33	9	1	5	0	0	15	45	4	15	0	0	64	91,43 %	Excellent

34	8	3	4	0	0	15	40	12	12	0	0	64	91,43%	Excellent
35	8	2	5	0	0	15	40	8	15	0	0	63	90,00%	Excellent
Total	2 3 7	1 4 2	3 5	3	2	15	12 05	58 5	38 2	1 2	2	21 86	89,22%	Excellent

Based on the table above, it appears that the response given by students through the student response questionnaire was 89.22% so that all aspects contained in the assessment instrument were classified as very good and practical. It was seen that the response given by students through the student response questionnaire was 89, 3% so that all aspects contained in the assessment instruments are classified as very good and practical.

V. Conclusion

The process of developing an assessment instrument based on Higher Order Thinking Skills in Indonesian subjects at SMP Muhammadiyah 7 Medan through 4 stages, namely: (1) preparation of tests, (2) Media selection (3) Format selection (4) Results of initial design by compiling stories board, making layouts by paying attention to the colors and composition and filling out layouts with activities in the form of activity 1, containing the mapping of KI, KD, and indicators, as well as 10 multiple choice questions and 5 description items. Activity 2 contains the mapping of KI, KD, and indicators as well as 15 multiple choice questions and 5 problem descriptions and scoring, answer keys, glossary and bibliography.

The level of appropriateness of assessment instruments based on Higher Order Thinking Skills based on the results of this study shows:

- a. Material expert validation on content feasibility assessment is in very valid criteria with an average value of 92%. The feasibility of the presentation is very valid criteria with an average value of 93.63%, and the feasibility of the language is very valid criteria with an average value of 91.54%.
- b. The evaluation expert validation on the validation assessment of multiple choice instruments was very valid criteria with an average value of 88.09% and on the evaluation of the validation instruments the description was on very valid criteria with an average value of 89.33%.
- c. The results of the teacher's questionnaire responses to the assessment instruments based on Higher Order Thinking Skills according to the teacher an average of 96% in the very practical category with a student response of 95.33% with a very good category.

The measurement results of students' high-level thinking skills obtained an average score of 51.42. This value is in the medium category because the standard value is met $40 < x \text{ total score} \leq 60$. The measurement results of the assessment instrument based on Higher Order Thinking Skill in the dimensions of students' persuasive text knowledge obtained superior conceptual ability results with a percentage of 76% in the sufficient category, followed by factual abilities with the percentage of 60% is in the sufficient category, students' procedural knowledge is 58% with low category, and students' knowledge that is metacognitive there are 59% with enough category. Thus, it can be stated that the 8th Grade Students in SMP Muhammadiyah 7 Medan have advantages in the conceptual dimension of

knowledge and the ability to think at a high level with a medium category, ie students must be accustomed to working on questions based on Higher Order Thinking Skills so that students' abilities increase.

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