



Implementation of HOTS Oriented Problem-Solving in Elementary Social Studies Learning

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Abstract

The KTSP curriculum included in the 2013 curriculum as a complement to the previous curriculum is expected to change the perspective of educators in managing, planning, and developing learning in the classroom. IPS learning. Student learning activities are not focused on finding a concept but rather on memorizing it, and book-based learning does not foster critical thinking skills. therefore we need a Problem-Solving learning model as a learning model that can help. students develop their Higher-Order Thinking Skills. The purpose of this research is to ascertain how social studies teaching in elementary schools incorporates HOTS-oriented problem-solving. A qualitative literature review was conducted as a research method. A documentation study is a data collection technique that involves examining the contents of documents related to the research subject. This research can be used as a reference for elementary school teachers to implement learning in their classes. As a result, teachers can use it to overcome learning challenges.

Keywords: problem-solving, higher-order thinking skill, elementary social science Learning

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Introduction

Education is an important means of improving the quality of Human Resources (HR) in ensuring the sustainable development of a nation. Novera, Daharnis, Erita, Fauzan (2021). According to Sanusi (2013), education is an activity in the form of an educational activity and is based on the learning process. The learning process is based on critical thinking skills. Through learning activities, education aims to train and develop students' thinking skills. Students must emphasize thinking skills besides accepting subject matter as part of learning. Learning in

the 2013 curriculum features critical thinking, higher-order thinking, scientific learning, and independent learning activities. Students must be taught to always develop HOTS abilities to develop thinking skills.

The 2013 curriculum requires the inculcation of social values and the development of higher-order thinking skills as outlined in every learning activity. Of course, in the context of the globalization era, HOTS is required to respond to global issues. As a result, children need to be trained from an early age to develop high-order thinking skills so that one day they can compete in the real world because thinking alone is not enough. Instead of being told, students must find out. Student activity in the pursuit of absolute knowledge requires an inventive and intelligent thinking process. Students need to develop the habit of using and empowering their thinking abilities. Students become accustomed to facing more challenging problems as a result of their ability to think complexly after solving a problem. This is where HOTS-focused learning comes into play. This is in line with Hanifah's statement (2019) that the 2013 curriculum must include HOTS in every lesson. HOTS-oriented learning enables students to discover knowledge concepts through the use of critical thinking skills and meaningful learning. Research conducted by Waring and Robinson (2010) shows the importance of developing critical thinking skills, which can be achieved through problem-solving, making assumptions, estimating possibilities, and making decisions.

According to Hestningsih and Sugiharsono (Chilcoat & Ligon, 2015), The output of learning with the problem-solving model isn't intended to acquire knowledge or theory alone but rather how students can use the knowledge of the field of study they are learning to deal with new things or situations in everyday life. IPS can train students in various prosocial and proactive skills in democracy, responsibility, and noble character needed in society. Social studies learning characteristics are in line with this problem-solving model. The 2013 curriculum is incorporated into several other subjects and social science fields. Rosardi argues that the problems in social studies education are very broad and can cover various relationships, such as between people and other people, the environment in which they live, group institutions, and the nation.

Considering the findings of several problems with social studies education, studies are needed to find out the importance of integrating HOTS-oriented problem-solving into the curriculum. This study can be used as a way of packaging learning that can be applied by teachers in class. By looking at the scope and interrelationships between these three things, it can be used as a view for teachers that teachers must create meaningful learning in the classroom by changing the mindset of social studies learning which is synonymous with memorizing material or history to a higher level of involvement. sequencing concepts, processes, and thinking. With learning about problem-solving, higher-order thinking skills, and social studies learning in elementary schools, this research allows teachers to adapt their teaching to the social studies curriculum. Therefore, the authors intend to investigate the integration of problem-solving and higher-order thinking-oriented skills into social studies learning in elementary schools in greater depth.

Methodology

The research method used is qualitative library research. Without going into the field, library research is an activity to collect research data that is appropriate or relevant to a topic or problem as a research object. The fact that the researcher directly deals with texts or manuscripts and that the bibliographic data is fixed and ready for use is a characteristic of this research. Literature data are usually secondary or supporting data so that researchers do not have to rely on first-hand or original data. In addition, this library data is not limited by space and time (Mestika, 2014). This research data collection method is a documentation study, or data collection techniques by examining the contents of relevant documents. Gunawan (2013) said that the analysis was carried

out by comparing and compiling documents to obtain systematic review results. Books and journals related to the selected subject serve as data sources.

Results

The learning model that uses a scientific approach is problem-solving. By Permendikbud No. 103 of 2014, it is stated that learning logic consists of several stages known as the 5 M proverbs namely paying attention, asking (addressing), stabbing (testing), thinking (partner), and conveying (correspondence). There is a very comfortable relationship between decisive reasoning and critical thinking models and logical methodology. As a result, scientific-based learning strategies can help students improve their critical thinking skills. Naturally, this is very much in line with the HOTS learning principle which says that learning requires students to be active, think critically, creatively, and develop their thinking skills by solving problems.

Seeing how the principle of the HOTS-Oriented Problem Solving model is related to the characteristics, objectives, and scope of Social Studies Learning in Elementary Schools, then of course as a teacher it can be applied and developed in elementary schools. class. Through learning with problem-solving mode as the core of learning, these problem-solving skills can be honed from an early age. Social studies isn't a form of education that emphasizes memorizing information or ideas; rather it is closely related to everyday life and the environment it occupies, which requires critical, analytical, and imaginative thinking. Learning models that help students achieve social studies learning goals are very important in this regard. This is where the fully visible linkage of IPS in the 2013 education plan must be bundled with the Critical thinking model of the HOTS situation.

The goal of social studies education itself is always related to everyday life and its environment in line with problem-solving that always utilizes authentic real-world problems, groups, and teamwork in the Problem-Based Learning model Of course there are no issues to raise in class; the problems used in Problem-Solving are selected based on basic competencies, learning objectives, and resources.

The use of applications during the learning process demonstrates the link between the HOTS-oriented Problem Solving model and social studies learning. By the Model Problem Solving syntax, a teacher must design and carry out learning activities that allow students to construct their thinking to solve problems. or looking for solutions by developing higher-order thinking skills (Higher Order Thinking Skills). According to Djamarah (2014: 137), researchers, for example, developed the implementation of Problem-Solving in learning with a Higher Order Thinking Skill (HOTS) orientation, as shown in Theme 1 Sub-theme 3 Learning 1 Class 6 Curriculum 2013.

Focused critical thinking Higher Request Thinking Expertise (HOTS) is learning to think critically which is packaged in the form of work collection and conversation. This can prepare and grow students' abilities to think more fundamentally and imaginatively, deal with everything equally, and can familiarize students with the ability to deal with problems. The study of how Higher Order Thinking Skill (HOTS) oriented Problem-Solving used in social studies learning can be used as a reference for teachers to develop learning in the classroom. The problem-solving model combines scientific learning to balance the cognitive, affective, and psychomotor domains of students. As a result, the teacher feels helped in solving class problems.

Discussion

The Indonesian government must innovate to face the challenging era of globalization, especially in the administration of education. The main goal of innovation in facing the era of

globalization is education, which equips individuals with the necessary knowledge, skills, and mature resources. to compete in today's world. The government's education innovation is the relaunch of the new curriculum, the 2013 curriculum. The previous curriculum was complemented by the creation of a new curriculum. This curriculum is refined to improve education standards in Indonesia. The 2013 curriculum provides a balanced emphasis on the three domains of cognitive, affective, and psychomotor development, whereas the previous curriculum only developed the cognitive domain. This is one area of learning that is being improved.

Higher-order thinking, as defined by Heong et al. (2011), involves the application of extensive thinking to find new obstacles. Higher-order thinking requires one to apply newly acquired knowledge and manipulate information to arrive at possible responses to new circumstances. Students can broaden their horizons and find new challenges through HOTS. Higher-order thinking requires a person to apply newly acquired information or knowledge and manipulate the information to generate potential solutions to unfamiliar problems. As an artist in the classroom, a teacher must achieve this. Besides being required to fulfill the three aspects of Curriculum 2013 learning outcomes-cognitive, affective, and psychomotor-teachers must also be able to teach critical, analytical, and creative thinking to their students.

Conclusion

Problem-solving is a learning model that specifically trains students to solve problems and use learning activities to do so. The critical thinking learning model provides insight and information to students about how to deal with a problem in everyday life. concepts, students learn from problems and facts. Usually, teachers choose problems in this case based on how well students work on learning materials and basic competencies. The use of the application in the learning process above shows the relationship between HOTS-oriented Problem Solving models and social studies learning. The problem-solving syntax illustrates how the 2013 curriculum fulfills a scientific approach which of course can further develop students' critical thinking skills. HOTS learning principle, which says that learning requires students to be active, think critically, be creative, and develop their thinking skills by solving problems. Studies of how elementary schools use HOTS-oriented problem solving to teach social studies can be used as a guide for teachers to use in the classroom and as an alternative to rote learning packages such as social studies learning. As a result, this may offer educators a means of solving challenges for classroom learning.

Author Contributions

Conceptualization, Maiyona Overtadara, Yeni Erita, and Ummul Khaira; methodology, Maiyona Overtadara; validation, Maiyona Overtadara, and Ummul Khaira; formal analysis, Yeni Erita; investigation, Ummul Khaira, and Yeni Erita; resources, Maiyona Overtadara and Yeni Erita; data curation, Ummul Khaira; writing-original draft preparation, Ummul Khaira, and Maiyona Overtadara; writing-review and editing, Ummul Khaira; visualization, Maiyona Overtadara, and Ummul Khaira; supervision, Yeni Erita; project administration, Yeni Erita; funding acquisition, Maiyona Overtadara, and Ummul Khaira. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

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