



HOTS-Based Learning on Economic Subjects

Amjad Salong

Economics Education, FKIP Pattimura University Ambon, Indonesia

thejais73@gmail.com

ABSTRACT

Keywords:

Learning;
Higher Order Thinking
Skills

This study aims to determine how the implementation of HOTS-based learning in economics subjects. To find out the design of the learning implementation plan (RPP) made by the Economics subject teacher, the learning activities carried out by the Economics subject teacher, to determine the students' higher-order thinking skills, as well as the evaluation and assessment of learning carried out by the teacher at the school. This type of research is descriptive research with a qualitative research model. The subject in this study was a teacher of economics. While the data collection techniques used in this study were in the form of documentation, description tests, interviews, and triangulation. Data were collected by means of observation, interviews and documentation. While the data analysis used a qualitative data analysis approach with an approach by observing the symptoms / activities that were ongoing continuously until it was finished, and the data was at a saturation level. The results of this study indicate that the design of the learning implementation plan made by the economics subject teacher has met the criteria for higher-order thinking, the implementation of learning activities by the subject teacher has implemented learning activities that lead to higher-order thinking skills, as well as evaluation and learning assessment has shown an element of measurement of higher order thinking.



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A. INTRODUCTION

Science and technology in Indonesia continues to grow. The demands of society are increasingly complex and competition is getting tougher, especially in the face of the era of globalization and free trade, so it is necessary to prepare quality human resources. One of the efforts to improve human resources is through education. Education is one of the main factors and is believed to be able to increase human resources so that they can create productive humans who can advance their nation, (Malisa, S., Bakti, I., & Iriani, 2018). One of the efforts to improve human resources is through education. Education is a need that must be met in life E. (April, 2018) and is an effort that is made consciously, (Retnoasih, 2018)). Education in a broad sense contains the meaning of educating, guiding, teaching and training. In the whole process of education in schools, learning activities are the most basic activities.

The purpose of national education based on the Law of the Republic of Indonesia Number. 20 of 2003 concerning the National Education System, as follows: National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become

democratic and responsible citizens. Answer, (Kamilia, N, 2018). The goal of education to be achieved by the Indonesian government is to educate the nation's life. Therefore, since the new order the government has expanded the opportunity to obtain education for all Indonesian people. This is in accordance with Article 31 paragraph 1 of the 1945 Constitution, which states that: "Every citizen has the right to receive instruction". A teacher needs to be aware of the sound and content of the articles in the Constitution, every student has the right to get the same teaching in their daily duties, the teacher is faced with a problem, namely that he must give the same teaching to different students. The differences come from the cultural environment, social environment, gender and others.

One of the goals of students in school is to achieve maximum learning outcomes according to their abilities, (Huda, M, 2013). The implementation of education is carried out through 2 (two) channels, namely the school education path and the out-of-school education path. The school education path is education held in schools through teaching and learning activities in stages and continuously, (Nugroho, 2018). The out-of-school education pathway is education held outside of school through teaching and learning activities that do not have to be tiered and continuous. In this case, through education can increase competent human resources, it is necessary to have a new strategy in the learning process

Education in the era of the industrial revolution 4.0 is a must that one must have. As stated (Lase, 2019) that education 4.0 is a response to the needs of the industrial revolution 4.0 where humans and technology are aligned to create new opportunities creatively and innovatively. In this era, education plays an important role in the development of science and technology. This is what demands that human resources must be of high quality and superior. One way to create quality and superior human resources is by establishing Higher Order Thinking Skills (HOTS) capabilities.

HOTS is getting more attention when the 21st century learning framework emerges, one of which is higher order thinking. The 21st century learning objectives have 4 CS characteristics, namely communication, collaboration, critical thinking, and problem solving, creativity and innovation, (Fitriah, E, 2013). Seeing this, the ability of HOTS is a solution to the challenges of 21st century learning. Besides, according to Sani, 2019 (in Saraswati, Putu Manik Sugiari, 2020), with HOTS, preparing the younger generation/ students with the ability to think critically, creatively and skilled in making decisions to solve the problem.

The implementation of the 2013 curriculum is a good enough capital to carry out HOTS-based learning. The implementation of HOTS-based learning is actually on the right track. However, in its implementation there are still obstacles, both from the implementation of the 2013 curriculum and from the side of HOTS learning. The main key in HOTS-based learning lies in the teacher who has a very important role in efforts to make students able to be at the HOTS level.

In this case also occurs at SMA Kartika Ambon, based on the author's observations where the application process is still not maximized so that students' abilities have not been able to analyze and think rationally on a subject given by the teacher directly, especially in economic subjects so that students' abilities do not meet the minimum completeness criteria (Busyairi, 2015:133-143). Therefore, as a teacher must be able to provide a good understanding to students so that the level of students' thinking skills on a subject matter can be answered properly.

B. METHODS

The method used in this research is descriptive qualitative, which according to Moleong, 2004 in (Far-Far, Gazali, 2021) aims to describe a situation in accordance with existing conditions in the form of descriptive data in the form of written or spoken words from people, people, and observable behavior. Qualitative research method is a research method where the author is the key instrument, sampling is done purposively or snowball, data collection techniques are triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Research using a qualitative approach will produce data in the form of a description of a situation in accordance with existing conditions in the form of descriptive data in the form of written or spoken words from the people / parties concerned.

This research was carried out at SMA Kartika Ambon majoring in Social Studies in Economics, which is located in the Nusaniwe sub-district, Ambon City, Maluku Province. Data sources in this study are divided into two types, namely primary data sources and secondary data sources. Primary data sources are data sources that directly provide data to data collectors. While secondary data sources are data sources that do not directly provide data to data collectors, for example through other people or through documents. While the data collection techniques used in this study were in the form of documentation, description tests, interviews, and triangulation. While the data analysis used a qualitative data analysis approach with an approach by observing the symptoms / activities that were ongoing continuously until it was finished, and the data was at a saturation level. This can be seen in the analysis model as Figure 1 below.

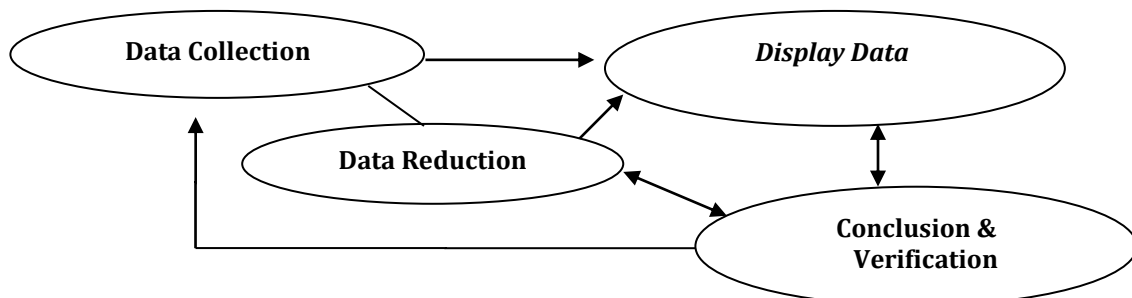


Figure 1. Interactive Data Analysis Model By Sugiyono (dalam Far-Far, 2020:176)

C. RESULT AND DISCUSSION

In research conducted by researchers related to the application of HOTS-based learning at SMA Kartika XIII-1 Ambon, where researchers used observation and interview methods. Therefore, based on the results of observations related to the lesson plan (RPP) in economics, it can be explained that based on the 2013 curriculum, the learning process favors students to think critically regarding a subject matter.

So from the researcher's analysis that in the preparation of learning implementation plans that lead to the 2013 curriculum, higher-order thinking skills. This can be seen from the lesson plans obtained by the researchers from the economics teacher at SMA Kartika XIII-1 Ambon. Because in the RPP component from the initial step the teacher has included the identity, learning objectives, learning steps, learning media, learning resources and final assessment. Then in making the RPP the teacher has included basic competencies and core competencies. basic competencies in the form of cumulative achievement index, and learning objectives (Malisa,

S., Bakti, I., & Iriani, 2018). Furthermore, the learning materials, the learning materials included in the RPP are the price index. Then there are approaches and learning models. In this study, the economics teacher used a scientific approach, and a problem-based learning model. The components listed by the teacher in the lesson plan are learning media in the form of power points. The assessment components used by subject teachers use three types, namely the assessment of properties, knowledge and skills using learning media.

According to Whittington & McCormick in (Attamimi, H. Rahman, Setiadi, Hari, 2020), the indicators included in the assessment of higher order thinking are analysis, synthesis and evaluation. RPP which contains high-level thinking, namely if KKO is used in basic competencies, indicators of competency achievement. In this study, researchers used three things to test the level of student achievement or student learning outcomes.

1. Learning Implementation Plan

To find out that the Economics teacher has compiled the lesson plans in accordance with the criteria for higher-order thinking, the researchers collected documents in the form of lesson plans with price index material that had been made by the Economics subject teacher. From this material, the level of conformity with the criteria for higher-order thinking skills is made. Analysis activities are carried out by looking at the use of operational verbs (KKO) in the basic competence components, competency achievement indicators (GPA), learning activity steps and learning objectives. RPP will be declared good when KKO is used for basic competencies, indicators of competency achievement, learning activity steps and learning objectives using KKO that directs students to higher-order thinking skills, namely analyzing, evaluating and creating.

The characteristics of a good Learning Implementation Plan according to (Suyatno, 2020) are as follows:

- a. School identity, namely the name of the education unit
- b. The identity of the subject or theme/sub-theme
- c. Class/semester
- d. Subject matter
- e. The time allocation is determined according to the need for achieving KD and learning load by considering the number of hours available in the syllabus and KD that must be achieved
- f. Learning objectives are formulated based on KD, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills
- g. Basic competencies and indicators of competency achievement
- h. Learning materials, containing relevant facts, concepts, principles, and procedures, and written in the form of points in accordance with the formulation of indicators of competency achievement
- i. Learning methods, used by educators to create a learning atmosphere and learning process so that students achieve KD that are adapted to the characteristics of students and the KD to be achieved
- j. Learning media, in the form of learning process aids to deliver subject matter
- k. Learning resources, can be in the form of books, print and electronic media, natural surroundings, or other relevant learning resources.

Based on the components of the lesson plan according the lesson plan made by the teacher of economics subjects already contains complete components. The components listed by the teacher include, Education Unit SMA Kartika XIII-1 Ambon, Subject: Economics,

Class? Semester: XI/ odd, Main Material: Price Index, Time allocation: 1 meeting (2x45 minutes). The KI listed in the lesson plans are KI 1 to KI 4. In this study, the focus is more on KI 3 and KI 4, where students are asked for knowledge and skills. The third component is basic competence. The basic competence in this RRP is to analyze the price index, while the fourth component is to present the results of the price index analysis.

Based on the results of document analysis (RPP) which is assessed by one of the experts in this case an economics lecturer with educational qualifications. Shows that, before learning Economics, there is a learning implementation plan (RPP), this is proven in the documents collected by researchers in this case the Economics teacher's RPP. After an assessment of the RPP made by the Economics subject teacher shows that the indicators in the lesson plan are fully showing HOTS-based learning or high-level thinking. This can be seen from the basic competency analysis where the teacher starts by analyzing the price index, and presents the results of the price index analysis.

According to (Sani, R, 2019), the indicators of higher order thinking skills are analyzing, evaluating and creating. The RPP made by the Economics subject teacher at Kartika Ambon High School already contains high-level thinking skills because it contains about analyzing, evaluating and creating (Sani, R, 2019). From the lesson plan, it can be explained that the purpose of this learning is to use a scientific approach and a problem-based learning model, so that students (students) can think critically and creatively in analyzing the price index concept properly and correctly as Table 1 below.

Table 1. Results of Basic Competency Analysis in the Price Index Learning Implementation Plan

No	Indicator	LOTS	HOTS	Information
Price Index				
1	Analyzing Price Index		√	Operational verbs are at the C4 level, namely analyzing
2	Presenting Price Index Analysis Results	√		The operational verb contained in the third level is to present

Source: Kartika Ambon High School, 2021

From the table above, it shows that the indicators that analyze related to the price index have shown hots, because the word analyze is in the C4 level verb, where students are expected to analyze a problem related to the price index. Meanwhile, the indicators that present the results of the price index analysis are verbs at the C3 level, which present the results of the analysis as Table 2 below.

Table 2. Result of Competency Achievement Indicator Analysis on the Price Index Learning Implementation Plan

No	Indicator	LOTS	HOTS	Information
1	Sort Price Index Calculations		√	Verbs at the fourth level, namely Grouping

Source: Kartika Ambon High School, 2021

The table above shows that the indicators that order the calculation of the price index are verbs from the fourth level, which can group problems well. So that the achievement of competence in the RPP has met the HOTS.

2. Hots-Based Learning Implementation Components

Based on the results of observations from researchers, that in the learning process the teacher has carried out learning according to the Learning Implementation Plan (RPP) and has been thinking at a high level as Table 3 below.

Table 3. Researcher Observation

No	Observed Aspects	Response Size Results Occurrence	
		Implemented	No Implemented
	Initial activity		
1	The teacher greets students when they enter the study room	√	
2	The teacher gives an opportunity for a student to pray before the lesson begins	√	
3	The teacher takes attendance before the lesson starts	√	
4	The teacher does apperception		
5	The teacher conveys the competencies to be achieved	√	
	Core activities		
1	Teachers carry out contextual learning	√	
2	The teacher organizes a learning process that is oriented towards student activities	√	
3	Teachers use media that make students active in learning	√	
4	Teachers prioritize student involvement in the use of learning media	√	
5	Teachers monitor student learning progress	√	
6	The teacher provides opportunities for students to examine any problems that occur during the learning process	√	
7	The teacher provides opportunities for students to explain about the material being taught	√	
8	The teacher makes groups consisting of several students to discuss the material presented	√	
9	The teacher gives time for students to present the results of group discussions and are responded to by other groups	√	
10	The teacher gives an opinion related to the discussion material	√	
11	The teacher conducts an attitude assessment during the learning process	√	
12	The teacher prepares a summary of learning by involving students	√	
	End activities		
1	The teacher does the final evaluation	√	
2	The teacher gives assignments to students to work on the following week	√	
3	The teacher gives students the opportunity to pray before the teacher leaves the class	√	

Source: Research Results 2021

From the results of the analysis of the table above, it can be seen that:

a. Initial activity

The teacher greets students when entering the study room, it shows that greeting is the most important thing at the beginning of a meeting. The teacher provides opportunities for students to pray, aspects are carried out by the teacher in order to convince students to remain grateful and pious to the Almighty as a source of eternal knowledge, so that before starting an activity in this case the teaching and learning process must ask the Almighty to give His wisdom and knowledge to teachers and students so that what they are not going to learn can understand properly and correctly.

The teacher takes attendance so that the teacher ensures the presence of all students before starting the teaching and learning process as one of the assessment points in this case related to student attendance. The teacher does apperception, this aspect shows that the teacher always motivates students to prepare students physically and mentally to receive the material to be delivered. The teacher conveys the competencies to be achieved, this shows that before the teacher conveys the material in general, the teacher first conveys the basic competencies to be achieved in the material, in this case related to the price index material.

b. Core activities

In the core activities of this material, there are 4 meetings in the teaching and learning process which can be described as follows:

1) First Meeting

In this first meeting, the teacher explains the orientation of students to the problems to be discussed and organizes students to learn. The teacher carries out contextual learning, at the beginning of this learning activity the teacher will provide a learning approach for students to be active in finding the material being studied and being able to relate it to everyday life. The teacher organizes a student-oriented learning process, this means that in learning what students will learn, they are expected to be able to accept and understand the material properly and correctly.

The teacher provides media that makes students active in learning, in this case the teacher uses separate ways or strategies to help students be more active in learning, in terms of the media used by the teacher, so that the material presented to students understands quickly and easily. Correct. Teachers prioritize student involvement in the use of learning media, students are expected to use media to assist in the learning process, for example students look for references to add insight by using online media.

Teachers monitor student learning progress. Every teacher has the right to monitor student learning progress, especially in the form of discussions, so that teachers can see how the level of ability of each student is. The teacher provides opportunities for students to examine any problems that occur during the learning process, students are asked to study cases or problems that occur and students are expected to find solutions to these problems.

The teacher provides opportunities for students to explain about the material being taught. Students are expected to provide opinions related to the topic being studied, in this case related to the price index material so that the teacher can provide an assessment of the ability of each student.

2) Second meeting

At the second meeting, the teacher gave an individual investigation. The teacher makes groups consisting of several students to discuss the material being taught. The teacher gives material and it is expected for students to discuss in groups related to the price index material, so that from the discussion students think critically to solve a problem.

3) Third meeting

In this third meeting, the teacher develops and presents the work. The teacher provides opportunities for students to present the results of the discussion and be responded to by other groups, after the group discussion process is complete, students are expected to be able to explain what has been discussed in the group, the main ideas of each student in each group to get a response from the other group.

4) Fourth meeting

In the last meeting on this price index material, the teacher analyzes and evaluates the problem solving process. The teacher gives opinions related to the discussion material. The discussion process from students is complete, so the teacher's job is to provide opinions related to the results of the discussions from each group. The teacher conducts an attitude assessment during the learning process. Each student has a different character, so the teacher has the task of assessing how the participation of each student during the discussion is, how the attitude of each student during the learning process takes place. The teacher makes a summary of learning by involving students. From the results of student discussions related to the price index material, teachers and students will provide input to be used as conclusions from the material being taught.

3. End activities

The teacher conducts a final evaluation. After the learning process ends, the teacher will give a final explanation related to the material that has been taught, whether it is a case being discussed or price index material related to everyday life. The teacher gives assignments to students to work on the following week. The teacher will give assignments to each student in this case the task related to the material obtained to determine the extent to which each student's ability to solve a problem in this case is related to the price index. The teacher provides opportunities for students to pray before the teacher leaves the classroom. Students are expected to give thanks and gratitude to the Almighty for giving wisdom and wisdom to students and teachers during the teaching and learning process and everything has gone well and smoothly.

Based on the results of the description above, it shows that in the initial activities the teacher can carry out four aspects, where the teacher greets students, provides opportunities for students to pray, the teacher also takes absences, performs apperception and also the teacher conveys the competencies to be achieved. In the core activity, there are twelve aspects that must be carried out by the teacher, according to observations in the field, all aspects have been carried out by the Economics subject teacher at Kartika Ambon High School well. In the closing activity, there were three aspects that the teacher had to do to the students, and all of them were carried out well.

The lesson plan is an estimate or projection of what actions will be taken when learning. Learning planning is a systematic process used to develop educational programs (Marzano, 1994). From the above understanding, based on the results of observations, it shows that in the learning planning process in the classroom it is in accordance with the HOTS, where the first step is the teacher has made the lesson plan in accordance with the material to be delivered in this case related to the price index. Because in accordance with the 2013 curriculum, each student must be more active in the learning process, so the teacher only provides the main issues and is discussed together by the students. This can be in accordance with the results of interviews with Economics subject teachers where the teacher before giving learning must make a lesson plan in accordance with the material to be given.

In the preliminary activity, the teacher greets and asks how the students are after that the lesson begins and it is in accordance with the 2013 curriculum. Before carrying out the learning process, the teacher gives an opportunity for a student to pray, after praying the teacher takes an absence, after that the teacher does apperception and conveys basic competencies to be achieved. After that, the core activities related to the material presented means that the learning process begins. In this activity the teacher provides steps in the problem-based learning model in accordance with the lesson plans made.

The initial step that must be taken by the teacher is to provide student orientation regarding the problems that will be discussed and solved in groups, after which the participants observe and understand the problems that have been conveyed by the teacher. Next, the teacher organizes students to learn, in which case the teacher ensures that each group member understands their respective duties, to look for data or tools needed to solve the problems that are currently being discussed. The teacher guides student investigations individually or in groups, meaning that the teacher monitors student involvement in collecting data or materials during the investigation process and students conduct investigations by looking for data or references for group discussion materials.

In this activity, where the core of the teaching and learning process in the classroom, it means what will be given by the teacher to students to understand that explaining is related to the material to be achieved. Therefore, students have serious attention to this core activity. The initial step in this core activity which is in accordance with the subject teacher's lesson plans is to give students orientation to the problem, meaning that the teacher must direct students to understand properly and correctly related to the price index material that is used. Will be delivered.

In the researcher's observation sheet, in this activity the teacher carries out conceptual learning, meaning that the teacher directs students to think critically related to the price index material. After that the teacher provides an understanding related to student activities, meaning that the teacher provides space for students to explain related to daily student activities which are in accordance with the reality that occurs about the price index.

The teacher also uses the media to explain in detail about the price index, meaning that the teacher has a special technique or method to explain the price index material to students in this case using learning media in the form of power points so that students can understand and explain the price index more quickly, in this case. Teacher organizes students to learn. In organizing students, the teacher must be able to shape the character of students to think carefully about a problem. In this case, the teacher has a duty to monitor the learning progress of each student. This means that every student activity in the

classroom must be monitored by the teacher, so that the teacher can ensure the ability of students to think hotly related to the price index problem,

Furthermore, the teacher gives time or opportunity for students to examine any problems that occur related to the price index problem, meaning that the teacher gives a problem that occurs to students to explain well to the teacher related to the price index. At this second meeting, the subject teacher only gave one step in learning, by guiding individual investigations. The teacher has an obligation to guide each student to think hotly related to the price index material, meaning that the teacher monitors each student in collecting data related to the problems that occur, meaning that teachers have the right to give each student to seek information about the price index.

Next, the teacher forms a group consisting of several students to discuss the material or problems that occur in this case related to the price index problem, meaning that students have the task of discussing to provide opinions about the price index problem. And then students can present the results of the discussion to other groups of students to find out the ability to think hotly about the price index, and be responded to by other groups.

In this meeting, the teacher provides one step in the learning process, where the teacher develops and presents the work. For the development and presentation of the work, the teacher must monitor the activities of each student in the group, to ensure the ability of each student to think hotly to solve the problems being discussed. Then made in the form of a report and ready to be used as the work of each group.

At the last meeting on this material, the teacher also gave one step of learning, namely Analyzing and evaluating the problem solving process. The teacher has the task of providing an assessment of the results of each group's discussion, meaning that after students present the results of the discussion, the subject teacher has the task of providing an assessment related to problem solving from each group to ensure the level of ability of each group to think hotly in solving a problem. In this case the price index problem, then the teacher conducts an attitude assessment during the learning process, meaning that each student has a different character, the teacher must provide an assessment of each student, both during the discussion or before and after the discussion.

D. CONCLUSION AND SUGGESTIONS

Based on the results of data analysis and discussion, the results of interviews with Economics subject teachers at Kartika Ambon High School, Learning Implementation Plans (RPP), as well as observations of teaching and learning activities in class XI, as well as analysis of practice questions, and a list of grades XI students at SMA Kartika Ambon, then the following conclusions can be drawn. First, the design of the Learning Implementation Plan made by the Economics subject teacher at SMA Kartika Ambon has met the criteria for higher-order thinking. Second, the implementation of learning activities carried out by Economics subject teachers in the classroom has fulfilled the ability to think at a higher level, this can be seen from the beginning of the implementation of student learning activities using the PBL method. Third, the learning assessment carried out by the Economics subject teacher has directed students to think at a higher level which is contained in the matter of skills where the teacher has used KKO levels C4 to C6, where the KKO has led to higher-order thinking. Because in the assessment process there is an assessment of knowledge and skills.

Based on the conclusions above, the researchers will provide the following suggestions: First, students in following the student learning process are expected to focus more on the issues

currently being discussed, so that what is conveyed by the teacher students can understand and be a provision for a better future, especially related to with HOTS-based learning. Second, the institution for SMA Kartika Ambon, further enhances hots-based learning programs, so that in the future all graduates of SMA Kartika Ambon can compete in the world of work in this case facing various problems that occur in the community.

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