Hots Literacy-Based Literature Learning Design for Grade 8 of Junior High School in Medan

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Abstract:- This research is motivated by some problems facing by the teachers in ways of integrating the concept of Higher Order Thinking Skills, HOTS Literacy, TPACK, problem based learning (PBL) and project based learning (PJBL) in teaching and learning practices. These things are aimed to fit the demand of the 21st century learning system, particularly in ways to improve students and teachers thinking skills to be more creative and innovated. Therefore, this research tries to answer the problems by integrating the model of Reading to Learn (R2L) in language tasks of reading and writing, HOTS literacy, problem based learning and project based learning into teacher teaching plans. The descriptive qualitative method is used to describe and analyse the pre-intervention and post-intervention in teaching short story material. The results showed that the learning did not happen because the learning outcomes from language task in reading and writing was not achieved. While in the post-intervention, the learning outcomes improve significantly after implementing the model of R2L with two learning methods (PBL & PJBL). This research concludes HOTS literacy based literature learning design can improve student learning outcomes, creativity and innovation in ways of writing short story using their own language.

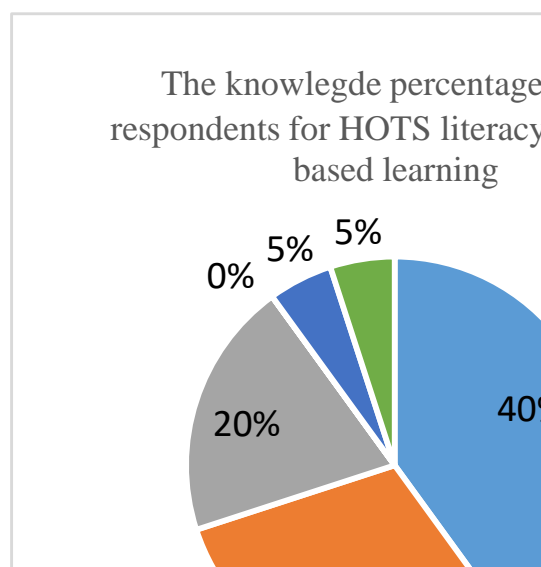**Keywords:- Literary learning, HOTS Literacy, R2L model.**

I. INTRODUCTION

So far, the implementation of the 2013 curriculum has led some academicians (education observers, teachers and lecturers) to review (reorientation) to the educational goals which have been carried out. The heat discussion about the matters; 1) how to simulate character education into the curriculum 2013, 2) how to improve the culture of digital literacy (information and communication) of learners, 3) how teachers improve critical thinking skills (see, Ahmad Yani, 2019: 1-3), 4) how to instill understanding to teachers that the teacher's profession as a call of the soul, 5) teachers must be professional and charming, 6) how to increase the creative and innovative of learners, 7) how to integrate TPACK and HOTS-based learning approaches into learning tools, 8) how to apply problem- based learning, cases, and projects, 9) authentic assessment, 10) many teachers are not yet able to apply a scientific approach in learning, and so on.

The discursive about the above issues is very essential because everything has further implications or consequences, in particular, to teachers, namely how to apply it and to design teaching plans, learning implementation, teaching materials, media, methods, models, approaches, evaluation, and follow-up plans. In addition, the preparation of learning devices must also be oriented to the achievement of the Class and National Minimum Competency Assessment (AKM). It is very important to evaluate the quality of national education.

In connection with a number of the above problems, the Indonesian government, through the Ministry of Education and Technology has held many teacher and lecturer training to realize the hope of the birth of "Golden Generation 2045, which is 100 years of Independent Indonesia" (Ahmad Yani, 2019: 1). One of the trainings is ToT Hots Literacy Bandung, September 5, 2021 involving 7 LPTK in Indonesia. Then, continued its application to teachers, students and lecturers, such as ToT at Karibia Boutique Hotel (Medan, October 2021). The training involved 9 lecturers 18 teachers and 18 students from the field of disciplines (mathematics, physics, biology), and *bahasa Indonesia*. It was observed during the ToT programmes that teachers were not able to design teaching plans which integrate all the things as the diagram 1 below.

The knowlegde percentage respondents for HOTS literacy based learning

To achieve the demands of 21st century learning, teachers, in particular, must be able to create learning tools that attract, challenge, motivate, and improve learners' knowledge and skills, in addition to positive character formation. Therefore, teachers must improve their literacy and cognitive processes (holistic ways of thinking).

Thinking is a symbolic representation of some event or item (Khodijah, 2006: 117). Khodijah (2006:117) also says that thinking is training ideas in an appropriate and careful way that starts with a problem. Thus, thinking is a human person's activeness that results in a purposeful discovery of a

goal. Simply thinking can be said to train thinking mentally or cognitively.

Thinking skills are classified into two levels, namely higher order thinking skill (HOTS) and low order thinking skill (LOTS). High-level thinking skills are defined as the widespread use of the mind to discover new challenges. This high-level thinking ability requires a person to apply new information or previous knowledge and manipulate information to reach possible answers in new situations (Heong, et al. 2011). High-level thinking is thinking that is not just memorizing facts or saying something to someone exactly as it was conveyed but better able to explain a new problem.

In the process of forming high-level thinking skills, as a party that has an important role, the school must be able to develop a learning component that is not only oriented to memorization skills to achieve high values. The role of the school in cultivating high-level thinking skills can be done through the planning stage, implementation to the evaluation stage in the form of learning implementation plan design (RPP), learning activities and the implementation of class assessment (assessment). The success of students in achieving high-level thinking HOTS certainly cannot be separated from the role of a teacher. Because the role of a teacher is needed, every teacher must have capable skills in realizing hot results. Hot success is certainly achieved from the performance of teachers in implementing HOTS-based learning.

The development of curriculum at the level of primary and secondary education conducted by the Ministry of Education and Culture (Kemendikbud) has been in line with three concepts of 21st century education, namely 21st century skills, scientific approaches, and authentic assessment. An important implication for teachers and schools is that learning should refer to the four characters of 21st century learning, namely crytical thinking and problem solving, creativity and innovation, collaboration, and communication (Suwandi, 2018b). Correspondingly, teachers—including teachers Indonesian—as one educational subsystem need to be constantly empowered to improve their competence or even the desert needs to empower themselves in order to be able to implement the curriculum properly. It should be realized and believed that teachers / lecturers / educators are the main key in achieving the quality of education and learning.

As for the problems that arise among the world of education such as frequent changes in policies issued. This is shown to be frequent changes in the curriculum that lead to ineffective learning processes. The change of each policy, resulting in teachers still not effective in the application of learning based on high-level thinking. Not yet effective it is aimed at the number of teachers who prioritize the final value of learners such as memorizing the subject matter to get maximum value.

At this point, it must be recognized that the majority of learning that takes place in schools so far is thick with the practice of memorization rather than reasoning. In reading

learning that then gives birth to backward achievements as revealed from some of the findings above, for example, students tend to be instructed to read the text and answer the question of literal understanding, namely an explicit understanding of the facts in the reading text. Students are rarely trained with an understanding of something that is around the reading text as a form of sharpening of reasoning skills.

In addition to the problem of lack of summary over HOTS, some teachers in Indonesia also have a false paradigm about HOTS. For some teachers, HOTS is related to working on complex problems. In math learning, for example, teachers understand that students need to operate numbers that are many digits or fractions as a form of HOTS implementation (Kompas, May 15, 2018, p. 11). In the field of language-literature, the erroneous paradigm is seen in the teacher's assumption that HOTS is related to the ability of students to read long texts and full of complicated vocabulary and answer as many questions as possible from the reading.

In connection with the above, the rpp designed by teachers, in particular, in SMPN 14 has not integrated hots literacy, TPACK, and case-based learning approaches, problems, and products. At the time of the 5-day hots literacy training at karibia medan hotel, September 2021, it appeared that teachers had difficulty designing hots literacy-based learning devices, which were integrated with scientific approaches, and TPACK with product-based learning approaches, cases or problems. RPP designed is generally oriented only to the level of understanding (cognitive 1) and application (cognitive 2), not yet reached the level of reasoning (analysis, evaluation, and creation). In addition, there is still an RPP that does not show aspects of learning.

Based on the above issues, the purpose of this study is to design HOTS-based literary learning with two teachers Indonesian and two Indonesian language and literature education students. The design of the learning device was then practiced during 4 meetings in students of class VIII SMPN 14 Medan with Basic Competencies 3.5, 3.6, 4.5 and 4.6. This restriction is based on consideration of the difficulty of traveling with problems related to literary learning as outlined at the beginning of the research proposal entitled 'Hots Literacy-based Literary Learning Design for Class VIII in SMPN 14 Medan'. From the title, it seems clear that the discussion of HOTS-oriented literary learning in this study is associated with the concept of literacy. This is based on the consideration that the concept of modern literacy becomes the clearest road map to be used as the practical basis of HOTS.

The results of the authentic assessment are used by teachers to plan learning remedial programs, enrichment, or counseling services. In addition, the results of the authentic assessment are used as material to improve the learning process in accordance with the Educational Assessment Standards. Evaluation of the learning process is carried out during the learning process using the following tools: observation sheets, peer questionnaires, recordings, anecdotal notes, and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the

lesson unit using methods and tools: oral tests, actions, and written tests. The final evaluation results are obtained from a combination of process evaluation and evaluation of learning outcomes.

Teacher activities that are expository and dominate learning need to be reduced. Teachers are more required as facilitators whose role is to provide and provide stimulation to students, both motivation to be active and in the form of questions to be able to stimulate the emergence of original and brilliant opinions, ideas or ideas. Students are also encouraged to ask critical questions and propose different ideas or opinions—including imaginative ideas or thoughts—from what the teacher or other friends have put forward. Creative ideas and alternative solutions to a problem need to be continuously stimulated to emerge from students. More than that, teachers need to guide students to have the courage to take risks, risk being wrong and risk disapproving of their opinion by other friends.

II. MEHTODOLOGY

This research is a qualitative descriptive research. Maleong, (2012) describes a qualitative approach as research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action, and holistically, and by way of description in the form of words and language, at a time. special contexts that are natural and by utilizing various scientific methods. Iskandar (2008), explained that research with a case study approach, namely research that aims to develop the most efficient working method, means that the researcher conducts an in-depth study of a case. Research data comes from primary data and secondary data.

Primary data were obtained through a training and mentoring process at SMP Negeri 14 Medan, SMPN 2 Medan, and SMPN 3 Medan. While secondary data comes from documents, archival records, data attachments accompanied by relevant research results to serve as research supporting data.

The process of designing lesson plans based on literacy hots took place during the training at the Karibia hotel for all teachers (language, science and mathematics), consisting of 18 teachers and 18 students. Then, the focus is on Indonesian language teachers from 3 schools (6 people) and students (6). Each teacher is accompanied by a student. This is then carried out during the implementation and mentoring process (assistance 1 and 2). The concept map below describes a specific learning design at the research location of SMPN 14 Medan with two Indonesian language teachers and two undergraduate students.
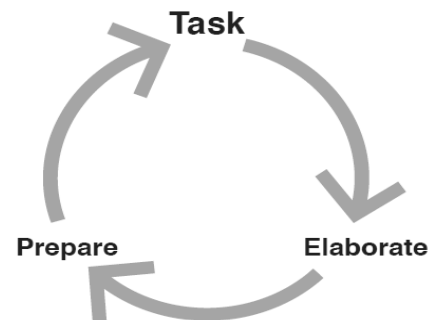
III. ANALYSIS AND EVALUATION

This qualitative descriptive study revealed several things that were constructed into several parts, especially during the process of mentoring the application of literacy hots with the R2L model at SMPN 14 Medan. The results of this study are organized into 3 main sections; 1) pre-intervention on the application of R2L in literature learning (short stories), 2) post-intervention on the application of R2L

in literature learning (short stories), and 3) the results of the design of learning tools based on literacy hots.

A. Pre-Intervention in Literature Learning
- At this pre-intervention stage, the teacher did not make good preparations about learning tools, especially about language tasks in reading and writing. Learning takes place normally; explanation of the material, using media, exercises (LKPD), forming groups, asking questions, and presenting the results of the discussion. This means that the implementation of literacy hots is not implemented.

The learning circle in the language task of reading and writing was partially implemented. Teachers actually understand literary works (short stories); structure and intrinsic and extrinsic elements. However, how the text is organized in such a way, the context, text, paragraphs, sentences, and words that describe everything contained in the text are not the center of the teacher's attention.

In connection with this neglect, there are four main things that make it difficult for students to comprehensively understand the short story text, namely "(1) decoding, (2) literal comprehension, (3) inferential comprehension, and (4) interpretive comprehension" (Kartika Ningsih H & David Rose, 2021). Because everything contained in the short story is conveyed through language, things to examine how the language or sentence is structured in such a way as to express the meaning and events in the short story must be the main concern.

Decoding refers to the identification of each element (syllable, word, word group, sentence, paragraph, and context). Literal comprehension is recognizing the meaning contained in sentences denotatively (the real meaning) and about other aspects such as, who, what they do, where, when, how, and so on. Inferential comprehension means to conclude the meaning that is interwoven in the text, between sentences and sentences and paragraphs with paragraphs. Meanwhile, interpretive comprehension is interpreting the meaning of a sentence according to the context, the topic, the social purpose of the text, and the relationships that occur between the characters in the short story. So, to be able to achieve the GPA from KD 3.5 and KD 4.5, the four things above must be applied to understand the information contained in the short story text comprehensively.

B. *Post-intervention in Literature Learning*

The post-intervention was carried out using a literacy hots approach, an R2L model with the application of problem-based and project-based learning. Before the implementation of learning begins, teachers (2 people) and students (2) are guided to prepare learning tools, that is, each KD (learning competency and indicator) is carried out for two meetings. Literature learning design based on literacy hots is then applied with the hope of improving student learning outcomes and increasing literacy and high-level thinking skills (hots). The observations of students about the elements that make up the short story text, the information obtained from reading, and the linguistic aspects contained in the short story began to focus. Such an understanding leads students to the application and reasoning, namely inference and interpretation of (what, why, and how) the short story text is conveyed as exemplar below.

Example (1) Original text: "**Ada Maaf untuk Si Pembual**"

Anak baru itu bertubuh kecil mungil. Kulitnya hitam, wajahnya cukup manis, rambutnya pendek. Ia memakai kacamata. Pada hari pertama masuk sekolah, ia tidak menarik perhatian. Tampaknya ia pendiam. Pada jam istirahat ia duduk sendirian di bangku batu di depan kelas. Sementara anak-anak lain berkelompok dua sampai lima orang. Setiap kelompok asyik membicarakan acara liburan mereka. Ada yang pergi ke rumah nenek, berdarmawisata, ataupun hanya diamdi rumah saja.

Note - making (making notes) is done to find important information in the short story, namely how the story is conveyed through language. So, the main point of learning is to learn linguistic elements to understand the short story text comprehensively. After obtaining important information, the next step is to look for equivalent words (synonyms, antonyms), forms of conjunctions, and expressions of references, meanings and interpretations. Then, the information obtained is rearranged (paraphrasing stage) using sentences or their own language. It aims to make students accustomed to using their own sentences or language in conveying their ideas, opinions, and feelings (avoiding the habit of copy-pasting/plagiarism). So, the activity of paraphrasing is to make your own sentence with the same meaning as the sentence of the writer of the short story.

The application of the R2L model in literary learning should not change the essence of the story of the work. So, just replace the word or sentence used with the student's sentence or language. By applying the R2L model and literacy hots with project and problem-based learning, teachers and students can build their own knowledge and improve students' writing skills.

C. *Literature Learning Based on Literacy Hots*

This study resulted in two sets of lesson plans, each for two meetings. The RPP designed integrates a literacy hots approach, a scientific approach with an R2L model and

project and problem-based learning. Each lesson plan is equipped with teaching materials, media, LKPD and evaluation. The first stage of the learning device design process begins with the stage of strengthening the concept; (1) literacy hots, (2) R2L model, (3) lesson plans, (4) project-based learning (PBP), (5) problem-based learning (PBM) and also integrates a scientific approach. Then, each of the concepts (1-4) was elaborated, and tried to be applied to the preparation of learning tools and preparation of questions to achieve the GPA. Another input, apart from the concept map above, is the Pre-intervention stage. This stage gives a very significant contribution in designing literary learning, especially in reading and writing assignments.

1) Then, the learning tools produced in this study were tested at the post-intervention stage and showed significant results in improving students' reading and writing skills. In addition, literacy hots-based learning can improve students' cognitive processes, especially at the level of C4 (analysis), C5 (evaluation), and C6 (creation) or at the literacy hots aspect at the level of understanding, application, and reasoning. This can be seen when students post-test PISA questions through the Ministry of Education and Culture Pusmenjar (last assistance). This is influenced because the teaching materials and LKPD are arranged in a hots and pisa orientation, for example, the question, why is the title of the short story "Is there sorry for the braggart? These questions stimulate students to explore the information contained in the short story and interpret it by connecting the text with the outside world (social context and social function of the text).

IV. CONCLUSION

Pre-test and post-test in the research process carried out on line (internet) facilitated by the University of Education Indonesia. The questions (PISA) are based on literacy hots with 3 fields of study, Language, Mathematics, and Science. We cannot take the scores obtained by participants and the scores are also the result of the whole, not per field of study. The pre-test and post-test carried out certainly contained some material that could not be raised to be used as research material and designing learning tools. However, it is recognized that the PISA test that was piloted on students is very useful to train their cognitive power to think at a higher level.

This research has clearly demonstrated the quality of the application of the R2L model in short story learning according to the existing KD. However, it is not so in reviewing how the thinking skills of students in answering hots-based questions are. In addition, the application of the R2L model was carried out only in one school so that it did not represent representatively the effectiveness of the R2L model to improve student learning outcomes. The application of the R2L model in this research is only on short stories (fiction), what about other types of fiction texts and what about non-fiction texts.

Learning media uses video at the pre- and post-intervention stages. The results obtained at the post-intervention stage can improve student learning outcomes. The application of the R2L model is also elaborated in detail

when discussing student learning outcomes and how to apply learning and reading assignments.

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