

CHAPTER I

INTRODUCTION

A. Background of the Study

In education, there is no stop and will never stop from development and renewal. If we look closely, education is an agent of renewal itself. In today's world of education, there is a growing view that education will be more successful if students can take part in learning that provides a broader space for creativity. The learning process is not just memorizing; students must construct their knowledge in their minds. The students learn to know and experience it for themselves and record what they have observed, not just what the teacher gives.

For this reason, for knowledge to be meaningful for students, teachers must help students associate the knowledge they are learning with the natural world in their lives or daily activities. Furthermore, learning must encourage students to make connections between the knowledge they have learned and the application of this knowledge in everyday life. Such a learning model is called contextual learning.

The Ministry of Education and Culture (2017) states that there are several aspects or skills that students must have to achieve Indonesia Gold 2045, including 1) Ways of thinking, ways of thinking that represent forward thrusts in conceptualization thinking into Higher Order Thinking Skills (HOTS). The stages are the need for creativity, problem-solving, making decisions, critical thinking, and metacognition; 2) How to work;

more honed, carried out actively, concisely, aware of cultural differences and collaboration, 3) Use of tools for work; information and technology literacy is required, and 4) Life skills (Hamid, 2018).

A teacher's knowledge is someone's ability to influence the actions taken. Education does not influence knowledge because knowledge can also be obtained from experience. Still, the level of education also determines whether or not someone quickly absorbs and understands the information received, which then becomes understood (Albunsyary, 2020). Knowledge is an important factor for organizations to develop their capabilities and competitiveness. To optimally utilize knowledge, one must carry out optimal knowledge management.

The new learning paradigm requires teachers to develop students' knowledge and higher-order thinking skills, better known as Higher Order Thinking Skills (HOTS). In this ability, the teacher is expected to be more creative and innovative in presenting the subject matter; besides that, learning is not only about remembering activities but also requires abilities that encourage students to analyze, assess, create, and even solve problems. These abilities are critical and creative thinking skills. Regarding teacher competence, this aspect is the most important because teachers are at the forefront of implementing the curriculum, including, in this case, the implementation of the 2013 curriculum.

Higher-order thinking Skills, which in general language are known as Higher Order Thinking Skills (HOTS), were first introduced by

Benjamin. S. Bloom et al. Higher-order thinking skills are abilities that do not just recall, restate, or refer without processing (recite). High-level skills include the ability to solve problems (problem-solving), critical thinking (critical thinking), creative thinking (creative thinking), the ability to argue (reasoning), and the ability to make decisions (decision-making).

Four conditions, including a trigger HOTS) A particular learning situation that requires specific learning strategies and cannot be used in other learning situations, b) Intelligence is no longer seen as an ability that cannot be changed, but a body of knowledge that is influenced by various factors which consist of the learning environment, strategies, and awareness in learning, c) Understanding of views that have shifted from unidimensional, linear, hierarchical or spiral towards understanding views to multidimensional and interactive, and d) More specific high-level thinking skills such as reasoning, ability analysis, problem-solving, and critical and creative thinking skills (Miftakhul, 2020).

Using HOTS will help students argue, solve problems, communicate, understand complex things, increase creativity, increase vocabulary, and emphasize moral values used in everyday life. High-level thinking will occur when the students dare to ask something critical, remember well, respond to what the teacher asks, and solve problems.

Moreover, HOTS must be implemented in all subjects at schools. In implementing the 2013 curriculum, apart from wanting the application of

HOTS, it must have a directed goal, namely in forming student character values. It aims to strike a balance between intellectual ability and character.

B. Limitation of the Study

This research is focused on investigating teachers' knowledge in integrating HOTS for teaching English at vocational high schools in Banyumas.

C. Research Problems

Based on the background of this study, the problem can be formulated as follows: What do teachers know about integrating HOTS in ELT?

D. Aims of the Study

Based on the problem formulation above, the research aims to measure teachers' knowledge of integrating HOTS in ELT classes.

E. Significance of the Study

Based on the above research objectives, the benefits of research are as follows:

a. Theoretical Benefits

The results of this study can be used as literature or additional references for those who wish to conduct research in the field of education, especially High Order Thinking Skills.

b. Practical Benefits

1) For Researchers

Add insight and new knowledge to researchers and can make experience and learning for researchers as future teacher candidates.

2) For Teachers

As reference material for teachers to increase their professional knowledge.

