

21st-Century in Building a Creative Smart Generation: The Role of HOTS in Social Studies Learning

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Abstract: *The level of thinking ability of students in Indonesia is very low, especially in social studies (Social Sciences) learning. This can be seen from students' ability to carry out investigations, understand theory, analyze, and solve problems. This is certainly a problem, especially in the era of the independent curriculum and the 21st -century. This research aims to examine more deeply the influence of HOTS on social studies learning in secondary schools in the 21st-century era. This type of research is descriptive research using qualitative research which produces descriptive data in the form of written or spoken words that can be observed. The research results show that in social studies learning in secondary schools, the role of HOTS as a high-level thinking skill is important and main to meet the learning needs of the 21st century in building an intelligent and creative generation. 21st-century skills are divided into four or what we know as 4C (Critical Thinking and Problem Solving, Creative Thinking and Innovation, Collaboration, Communication). Critical thinking skills can be implemented with HOTS (High Order Thinking Skill) based learning. High-level thinking skills (HOTS) as critical and creative thinking play an important role in preparing students to become good problem solvers and able to make mature decisions and conclusions that can be held accountable academically.*

Keywords: HOTS, 21st Century, Social Studies Learning, Critical and Creative Thinking

1. INTRODUCTION

21st-century learning is learning that prepares human resources according to the demands of the current century. All efforts and quality, are produced by institutions that are managed professionally to produce maximum results. In 21st-century learning, there are skills called 4C (Critical Thinking and Problem Solving, Creative Thinking and Innovation, Collaboration, and communication). In the 21st century, one of the important components of problem-solving activities is critical thinking. The characteristics of the "Independent Curriculum" curriculum also require students to be active, and able to develop the ability to think critically, systematically, objectively, chronologically, and creatively in the learning process [3, 17, 26, 30]. In facing the challenges of educational development, the curriculum has been designed with various improvements, including deepening and expanding material for students which is enriched with students' needs for critical and analytical thinking by established standards [20] Learning is not just about transferring knowledge, students must also emphasize thinking skills. Think critically, think at a higher level, learn scientifically, and be independent in learning activities [25]. Learning is expected to help students to improve higher-order thinking skills (HOTS) [20, 28], because higher-order thinking skills can encourage students to think broadly and deeply about the subject matter. To develop thinking abilities, students need to be trained to always develop higher- order thinking skills (HOTS) abilities.

Higher-order thinking skills (HOTS) are the ability to think at a high level including the ability to analyze, evaluate, interpret, and be able to provide conclusions [12, 21]. Higher-order thinking skills (HOTS) is a quality thinking ability that is conceptually based on Bloom's Taxonomy level of thinking. He believes that students not only need memory skills but must have higher thinking abilities to overcome increasingly complex problems and have the ability to think critically and rationally [22]. Learning carried out at school should not only remember concepts and knowledge but also analyze, evaluate, and create the problems faced. Students will often be exposed to practice working on HOTS questions that are interesting to solve so that students' potential increases.

In the latest curriculum, namely the independent curriculum currently in effect, ATP (Learning Objective Flow) functions as a guideline for learning activities in schools, the material prepared requires students to have high-level thinking abilities, and of course, assessments must adapt to high-level thinking abilities. especially in social studies (Social Sciences) learning [12, 22]. The level of thinking ability of students in Indonesia is very low, especially in social studies (Social Sciences) learning. This can be seen from students' ability to carry out investigations, understand theory, analyze, and solve problems. If the efforts made by the teacher are not by the learning system implemented then the results will be different from the goals to be achieved in the learning.

Based on conditions in the field and from a literature review, several weaknesses were found in social studies learning, including 1) Learning is less effective because it is still teacher-centered, teachers still dominate the learning process, and the learning atmosphere is monotonous. and students are very dependent on the teacher, 2) Students tend to be passive and participate less in learning, 3) students' understanding tends to be rote, students are not focused on finding ways to overcome problems that occur, and students' answers are not appropriate. Search for solutions still relies on books and a lack of development of critical thinking skills.

If the problems that occur are left without change, then it is certain that students' thinking abilities will not develop, so the predetermined learning outcomes will not be achieved. Based on the problems found in social studies learning above, how important and necessary it is for teachers to package learning based on higher-order thinking Skills (HOTS) in social studies learning, therefore a study is needed regarding this matter. The problem of assessment at the secondary school level is certainly a consideration for analyzing the concept of HOTS (high-order thinking skills) in social studies learning in secondary schools and how urgent high-order thinking skills are for students in secondary schools. So you can see how high-order thinking skills can accommodate all students' needs which will later become the embodiment of independent curriculum learning in 21st-century education. Therefore, this research aims to examine more deeply the influence of HOTS learning on students' social studies learning outcomes.

2. RESEARCH METHODS

This research is descriptive research using qualitative. [6] explains that qualitative research is a type of research that explores and understands the meaning of several individuals or groups of people which contains actual and definite data. In qualitative research where the researcher is the key instrument. Meanwhile explained that qualitative research is research that produces descriptive data in the form of written or spoken words that can be observed. In descriptive research, researchers try to describe the research activities carried out clearly and systematically. The aim of using a descriptive approach is to be able to explain a phenomenon and gain an in-depth understanding of a problem because one of the aims of descriptive research is to explain a problem to the root of the problem. The method used is descriptive literature study, data analysis techniques obtained from linear previous research, and theoretical references that are relevant to the cases or problems found.

3. RESULT AND DISCUSSION

Higher-order thinking skills (HOTS) were first proposed by [5] which is defined as a method for knowledge transfer, critical thinking, and problem-solving. HOTS is a thinking process of students at a higher cognitive level that is developed from various cognitive concepts and methods and learning taxonomies such as problem-solving methods, Bloom's taxonomy, and taxonomies of learning, teaching, and assessment. Higher-order thinking skills (HOTS) aims to improve students' thinking abilities at a higher level, especially those related to the ability to think critically in receiving various types of information, think creatively in solving problems using the knowledge they have, and make decisions in complex situations [28]. HOTS is a high-level thinking skill, namely a high-level thinking skill which is a complex thinking process in describing the material, making conclusions, building representations, analyzing and building relationships by involving the most basic mental activities

According to [4] the definition of higher-order thinking skills (HOTS) is as follows: (1) high-level thinking is a non-algorithmic aspect, namely an action that is not completely desired beforehand, (2) high-level thinking tends to be complex, and (3) high-level thinking often produces many solutions and has its benefits. each. respectively, and (4) high-level thinking will involve nuanced assessment and interpretation, and high-level thinking is full of effort, such as mental, elaboration, and judgment. It can be concluded that HOTS is a problem that cannot directly use conclusions in solving, Problems are complex, have many solutions, require interpretation, and require hard effort in the mind for the decision-making process.

Based on the level of process, thinking is divided into two levels, namely Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). Thinking ability is the ability to process information mentally or cognitively starting from a low level to a high level. Each student is directed to have the ability to think from the lowest to the highest level, which is the ultimate goal in improving thinking abilities [28]. HOTS learning is different from LOTS-based learning. In [19] the difference between learning activities between LOTS and HOTS can be seen in the table below:

Table.1

LOTS	HOTS
Passive in thinking	Active in thinking
Solve the problem	Formulate the problem

Examining linear and simple problems	Examining non-linear and complex problems
Closed	Opened
Convergent thinking	Divergent thinking and developing ideas
Learn from teachers as the main source of information	Search for information from various sources
Practice solving problems by memorizing	Solve problems by thinking critically and creatively
Prioritize factual knowledge	Think analytically, evaluatively, and make conclusions

Higher-order thinking skills (HOTS) is an important element in social studies learning in secondary schools. Students who have high-level thinking skills can differentiate ideas or concepts, argue well, solve problems, construct explanations, can hypothesize and understand complex things more clearly. In social studies learning in secondary schools which is oriented towards high-level thinking skills, students are expected to be able to become quality human beings, namely able to survive and develop in facing current global challenges. Higher-order thinking includes critical, logistical, reflective, metacognitive, and creative thinking [13]. As the approach to learning systems changes and the goals of education change, entering the 21st century, the duties and roles of educators influence the learning process.

In the 21st century, individuals have mastered skills, namely intellectual, intelligent, vocational, emotional intelligence, moral intelligence, and spiritual intelligence. Thus, the challenge for educators is to make students in schools today into intelligent, independent, superior, and resilient individuals who can survive in the 21st Century. So that the 21st-century learning system does not only focus on sharpening the 4C abilities of (Critical Thinking and Problem Solving, Creative Thinking, and Innovation, Collaboration, Communication) only, but there is the development of these abilities, namely HOTS (higher order thinking skills) abilities [15, 31]. HOTS is very important to equip students with the skills they need to adapt to change, solve problems, and make the right decisions in the 21st century. In this HOTS ability, there are 2 indicators of achievement, namely being able to evaluate and being able to be creative. The ability to radiate is the development of students' critical thinking abilities.

In [10] Critical thinking is a skill that can be used to solve complex problems and make decisions. Halpern's theory includes memory, thinking and language, deductive reasoning, analyzing arguments, testing hypotheses, similarities and observations, decision-making, problem-solving, and creative thinking. Critical thinking is thinking that tests, reflects, connects, and teaches all aspects of a problem [21]. Critical thinking is an active process, where someone thinks about things in depth, asks various questions, and finds relevant information rather than passively waiting for information. So students don't just sit and wait for an explanation from the teacher, but students are invited to study or learn more about the information provided.

When students already have critical thinking skills, it will be very easy for students to evaluate problems or assignments given by teaching staff during the learning process. Evaluating in the 21st-century learning system is how students can sing by providing arguments or conclusions regarding the problem at hand or the assignment given with supporting evidence, not making things up in providing evaluation [9]. Higher-order thinking skills (HOTS) brings very positive benefits. Don't stop at memorizing, but move on to analytical thinking, evaluative thinking, and acting creatively. Don't stop at memorizing, but how to improve your thinking at a higher level. Bloom and Anderson's ideas better known as "Bloom's taxonomy" later became a reference for education and learning throughout the world. Curriculum development and the formulation of educational objectives cannot be separated from the balancing influence of Bloom's taxonomy guidelines in conducting learning and evaluation [2, 12]. Critical thinking and reasoning are important skills that every individual in the 21st century must have because the problems we face in the 21st century are often complex and require creative solutions.

The 21st century learning paradigm emphasizes students' ability to find out from various sources, formulate problems, think analytically and work together and collaborate in problems solving [1, 32]. The explanation regarding the 21st century learning framework according to [16] as follows: 1). Ability to think critically and solve problems, able to think critically, laterally, and systemically, especially in the context of problem-solving; 2). Ability to communicate and work together, able to communicate and collaborate effectively with various parties; 3). Ability to create and renew, able to develop their creativity to produce various innovative breakthroughs; 4). Information and communication technology literacy to improve performance and daily activities; 5). Contextual learning ability, being able to carry out contextual independent learning activities as part of personal development, and 6). Information skills and media literacy, able to understand and use various communication media to convey various ideas and carry out collaborative activities and interactions with various parties. To face 21st-century learning, every student must have critical thinking skills through higher-order thinking skills (HOTS).

Higher-order thinking skills (HOTS) as critical and creative thinking play an important role in preparing students to become good problem solvers and able to make mature decisions and conclusions that can be held accountable academically [14, 25]. Critical thinking or what we know as critical thinking is a pattern of thinking that has a convergent nature, while creative thinking

or creative thinking is more divergent in nature. The process carried out to process information from various points of view to produce a conclusion is called convergent thinking. Creative thinking skills are skills where individuals can develop ideas, ideas, concepts, or products that are different from existing ones because they are adapted to their creativity [11]. Meanwhile, information that is developed into ideas, concepts, and points of view and produces a product is called a convergent mindset. This creativity will help students gain ideas, understanding, experience, skills, and thinking abilities and be able to apply them in everyday life and be accountable. Critical and creative thinking skills can be implemented with HOTS (High Order Thinking Skill) based learning [23, 25]. HOTS-based learning can be used as an alternative to face the demands of the 21st century, supported by all the components in it.

In higher-order thinking skills (HOTS) there are several components, namely, problem-solving skills (ability to solve problems, creative thinking, critical thinking, ability to argue, and ability to make decisions) [22]. With HOTS students can make differences or ideas, can argue well, can solve problems, can build or construct an explanation, make hypotheses, and can understand complex things more clearly [25]. Thinking ability is the ability to process information mentally or cognitively starting from a low level to a high level. Each student is directed to have low to the highest level of thinking abilities, which is the ultimate goal in improving thinking abilities. This higher level of thinking ability requires a person to apply new information or previous knowledge and manipulate information to reach possible answers in new situations [24]. Higher Order Thinking Skills (HOTS) are closely related to thinking skills by the cognitive, affective, and psychomotor domains which become one unit in the learning and teaching process.

Through high-order thinking skills, students will be able to differentiate ideas, argue well, be able to solve problems, be able to construct explanations, be able to hypothesize, and understand complex things more clearly [18]. High-order thinking skills (HOTS) will occur when a person obtains new information with information that has been stored in his or her memory or reorganizes and develops this information to achieve a goal or find a solution to a difficult situation [8]. In this case, the focus is on solving problems through high-order thinking skills (HOTS) learning in social science (IPS) subjects. To improve students' ability to understand concepts and theories in social studies learning in depth needs to be balanced with developing students' critical, creative, and analytical thinking skills, especially for students in secondary schools who are the focus of attention.

Social studies learning itself has several objectives which are used as signs or guidelines in carrying out learning, namely [32] : 1) Social studies learning makes students familiar and familiar with their environment, because of the breadth of material in social studies learning, 2) Social studies is not just memorizing material, theory, or just history but the content in social studies learning material can make students' thinking abilities trained, 3) in learning Social studies, students are taught to convey messages and care about their environment, 4) The values contained in social studies learning are values that grow and develop in the community, such as the values of trust, tolerance and obeying government regulations. The output or results of social studies learning are there. Learning outcomes are changes - Changes that occur in students, including cognitive, affective, and psychomotor aspects as a result of learning activities.

This goal places a heavy responsibility on teachers to use a lot of thought and energy to teach social studies well [29]. To achieve the goals that have been set, teachers who teach social studies subjects need to have adequate abilities and skills or in other words have competence in this field. The role of social studies is very important to educate students in developing knowledge, attitudes, and skills so that they can take an active part in their lives as members of society and good citizens [27, 28]. This can be achieved if it is supported by students' good thinking skills.

Learning that emphasizes thinking skills will have an impact on students' success in mastering knowledge as a whole. This is in line with research conducted by [27] which states that critical thinking skills developed in learning can improve students' learning outcomes, as well as meaningful understanding and critical thinking skills have a significant effect on students' success in solving problems. Based on the review presented above, it can be concluded that students' high-level thinking abilities can be developed in social studies learning. Therefore, teachers want to review and improve the learning practices that have been implemented so far. Teachers must be able to reformulate the learning objectives and not be trapped in learning that is oriented towards learning objectives with a low level of thinking (LOT) and start switching to HOTS learning, especially in the 21st-century learning era.

In application, HOTS learning in the 21st-century education era is balanced with a new curriculum, namely the independent curriculum, later the learning system that will be used in the classroom will be an active learning system that is centered on the student center, not the teacher center. So students will be more active than teachers. Reflecting on the existing reality, currently many educators use a learning model that is dribble-like (just teach and give questions and then finish). Social studies learning through HOTS seeks to carry out or carry out activities that lead to the implementation of 21st-century learning or to hone students' abilities so that later they can produce quality students who are in line with today's needs. Of course, with a learning model like this, students will become bored so they feel apathy towards the lessons being taught will arise immediately. Therefore, in the future, educators are also required to use learning models that are oriented towards HOTS itself, where when learning they also

have to carry out a stage of the learning process so that later they will find a discovery that will become part of the student's training to be more creative. and innovative following the demands of learning in the 21st century era.

In previous research by [28] about “Higher Order Thinking Skills (HOTS) dalam pembelajaran social studies di sekolah menengah atas” and research from [8] about “implementasi pembelajaran berbasis HOTS dalam meningkatkan kemampuan analisis mata kuliah pembelajaran IPS di sekolah dasar”. Higher- order thinking skills (HOTS) is the ability to connect, manipulate, and change existing knowledge and experience critically and creatively in determining decisions to solve problems in new situations. In the context of social studies learning in high school, students can achieve high Higher- order thinking skills through inquiry learning design, discovery learning, and student-centered learning which can trigger students to achieve high-level thinking. The relationship between this research and previous research and the results of this research is that HOTS-based learning is a learning system that hones students' critical and creative thinking skills to achieve a higher- order thinking skills (HOTS) in social studies learning. The difference with this research is that this research refers to the role of HOTS in HOTS-based social studies learning in the 21st-century era. The research results show that the implementation of learning is effective and capable of producing students with character. Students can have 4C skills, namely collaboration, communication, critical thinking, and creativity, and have HOTS (higher order thinking skills), namely the development of 4C skills that can radiate and be creative in facing the challenges of the 21st century.

4. CONCLUSION

Based on the results of research that has been carried out, the conclusions in HOTS-based learning research play a role in improving analytical skills in social studies learning courses. This is because HOTS-based learning is the ability that students have to manage critical, logical, reflective, metacognitive, and creative thinking, which are high-level thinking abilities. HOTS-based learning or high-level thinking skills is a thinking ability that not only requires the ability to remember but also requires other higher abilities, such as the ability to think creatively and critically so that students who already have these abilities can analyze problems in social studies subjects.

High-order thinking skills (HOTS) are a very important component in social studies learning, for this reason, it is very important to develop them because learning that emphasizes high-level thinking skills will have an impact on the success of students in mastering knowledge as a whole. The main aim of higher-order thinking skills is how to improve students' thinking abilities at a higher level, especially those related to the ability to think critically about information in accepting various types, think creatively in solving a problem using the knowledge they have, and make decisions in situations. -complex situation. Students are said to be able to solve a problem if the student can solve a problem and can use their knowledge in new situations. Scientific abilities, which are usually known as high-level thinking skills, are especially intended to support students in fulfilling 21st-century learning skills.

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