

INCREASING TEACHER COMPETENCY IN PREPARING HOTS-BASED TEACHING MATERIALS IN THE UPT SDN GRESIK ENVIRONMENT

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ABSTRACT

Preparing HOTS-based teaching materials is a competency that teachers must have. Elementary school teachers are required to have the ability to create teaching materials that encourage students to be motivated in observing everything around them, asking questions, and thinking creatively and critically so that they can explore the competencies of elementary school students. The aim of holding this PPM is so that elementary school teachers in the Gresik area will increase their competence in preparing teaching materials, especially for preparing HOTS-based teaching materials. The method used is descriptive qualitative with instruments in the form of interview sheets, questionnaires, and documentation related to the implementation of community service or PPM. PPM participants consisted of 25 elementary school teachers in the Gresik area. As a result, after the PPM activities were carried out, the competency of elementary school teachers in preparing HOTS-based teaching materials increased. This can be seen from every aspect of making HOTS-based teaching materials that has been fulfilled, this is because the human resources of elementary school teachers in the Gresik area already have a profile that supports their competency abilities.

Keywords: Teacher Competency, HOTS Based Teaching Materials

A. Introduction

The Independent Curriculum encourages teachers to create fun learning because in the Independent Curriculum teachers are expected to be able to collaborate and be pro-active with students in the learning process. Teachers and students have the freedom to explore knowledge, attitudes, and skills to form an independent spirit character (Daga, 2021). In the independent curriculum, there are three essential elements and are the character of the independent

curriculum, namely the Pancasila character which is related to the development of soft skills, competency-based, for example numeracy literacy, and flexible learning that adapts to local content (Nafi'ah et al., 2023). One of the characteristics contained in the independent curriculum is essential material in the form of numeracy literacy. Literacy and numeracy in the independent curriculum are abilities that require reasoning, so teachers need to teach students about material based

on HOTS (High order thinking skills). The material in teaching materials prepared by teachers must be in line with the curriculum, namely character-strengthening education, school literacy, 21st century development, and HOTS (Dewi, 2023).

Teachers are expected to be able to innovate in all areas of activity related to learning at school, especially in the delivery of material in the learning process. Teachers in schools are required to understand the material and be able to deliver creative, innovative, and effective learning so that students can understand the material well (Wanti & Chastanti, 2023). The delivery of this material is very important so for this delivery to reach students, teachers need to be able to create their teaching materials so that learning in the classroom achieves competency as expected. Research conducted by Suprihatin & Manik (2020) states that teachers who develop their material and use it in learning will make it easier for students to understand the material and make it more meaningful.

The implementation of community service regarding the

preparation of HOTS-based material was chosen because, in reality, learning activities in schools are still LOTS (Low Order Thinking Skills), this is supported by research conducted by Pratiwi & Alimuddin (2018) stating that the implementation of learning activities in several schools is still LOTS namely in remembering and understanding. Some teachers in schools have difficulty implementing HOTS in learning (Wicaksono & Irianti, 2022). The research results of Rapih & Sutaryadi (2018) state that elementary schools (SD) cannot teach HOTS (11.43%), HOTS cannot yet be implemented in elementary schools (17.14%), teachers still find it difficult to prepare and implement HOTS-based evaluations (79 %).

PPM activities carried out in the Gresik area, aim to increase the competence of teachers in terms of preparing HOTS-based teaching materials by the independent curriculum.

B. Method of Implementation

The method used is descriptive qualitative. Descriptive qualitative. Based on Moleong, 2012: 3 (in Calvin & Sukendro, 2019), a qualitative

approach is a research procedure that produces descriptive data in the form of written and spoken words from people or sources being observed. Qualitative descriptive here is used to systematically describe teacher competence in preparing HOTS-based teaching materials.

The implementation of PPM involves elementary school teachers in the Gresik area. Participants who took part in PPM activities in elementary schools in the Gresik area were 25 teachers and representatives from several elementary schools in the Gresik area. Each of whom came from UPT SDN 148 Gresik, SD Al Fatah, UPT SDN 145 Gresik, UPT SDN 160 Gresik, UPT SDN 159 Gresik, SDI Nurul Ulum, UPT SDN 168 Gresik, UPT SDN 144 Gresik, SD Excellent Children, and UPT SDN 146 Gresik. PPM activities take place at UPT SDN 145 Gresik ex SDN 2 BAMBE.

The instruments used in collecting PPM data are interview guides, documentation, and questionnaires. Interviews were conducted to obtain information on the profile of elementary school teachers in the Gresik area and the implementation

of learning in the classroom. Documentation was used to collect information related to the data required in PPM. The questionnaire is used to explore information about teacher competence with HOTS-based material implemented in learning.

The data that has been collected from interviews, questionnaires and documentation is then analyzed descriptively, the aim is to obtain valid results. The data analysis technique is to reduce, present and conclude.

Procedures for community service activities in the UPT SDN Gresik area.

1. Planning is carried out to design PPM activities that will be implemented in the Gresik Region Elementary School
2. delivery of material presented by the resource person
3. HOTS-based teaching materials clinic, by reviewing the results of the preparation of materials that have been made by elementary school teachers in the Gresik area.

C. Result and Discussion

From the service activities that have been carried out in the Gresik area, and the participants were elementary school teachers, results

were obtained in the form of interviews to strengthen discussions, questionnaire results, and documentation. These results were analyzed. Based on the results of the data analysis that has been obtained, it can be described that the activities for preparing HOTS-based teaching modules are in the form of planning, providing material by resource persons, and HOTS-based teaching material clinics.

Planning

At the planning stage, we first observe the schools that will be used for PPM activities and conduct interviews with the schools whose schools will be used for PPM activities. Making a PPM proposal, then continuing with making an assignment letter addressed to the school for the service area. Prepare materials and media to be used. From good planning, it is hoped that PPM activities will run smoothly and the expected goal is that teacher competence in creating HOTS-based teaching materials will increase. Good planning will produce good management to achieve the desired results (Arifudin et al., 2021).



Figure 1. Coordination of PPM preparation

Providing Material by Resource Person

The material provided by the resource person was about preparing HOTS-based teaching materials that were linked to the independent curriculum. In this activity, the resource person asks questions more often so that the teacher actively answers, and the teacher is also given time to ask questions. The explanation is more dominant in providing examples and examples of HOTS-based teaching materials assisted by instruments. Participants, namely elementary school teachers, observe two teaching materials given to each group, then elementary school teachers will write down the advantages and disadvantages of the material based on the indicators written on the instrument and don't forget to give reasons. From the results of observations on the two teaching materials that were given to

each group, each group was given time to present their results.



Figure 2. Resource person providing material



Figure 3. Teacher presents the results

HOTS Based Teaching Material Clinic



Figure 4. Lecturer provides a clinic on the results of HOTS-based teaching materials

Teaching material clinics are carried out by UNIPA Surabaya PGSD Lecturers, namely using Lecturers conducting teaching material clinics that have been prepared by each group. Teachers are formed into groups. One group of teachers consisting of five people submitted the results of the teaching materials they had prepared, and two lecturers conducted clinics and provided reviews of the results of the materials that had been created. So that from the results of the review, teachers will get input. The results of the teaching materials that have been prepared by elementary school teachers in the Gresik area are reviewed by lecturers with input in the form of notes and also explained how to improve them. The results of the review of the teaching materials that have been created by the teacher can be seen in Table 1

**Table 1. Review of HOTS-Based Teaching Material Preparation
Experimental Class**

No	Indikator	Hasil Review
1	Appearance	Attractive appearance, accompanied by colors and images.
2	Depth of content	Already appropriate. Fill in in-depth material with communicative language
3	Conformity with the independent curriculum	Focus on essential material, the competencies developed are appropriate to the phase
4	Clarity of material	The media used is closely related to the material
5	Suitability to student characteristics	Already appropriate. Lots of pictures, examples, and non-examples are given. Learning is meaningful and fun
6	Has an element of creativity	Contextual, so that students can better explore their competencies
7	HOTS elements	Learning meets HOTS, some activities make students active. the material has been equipped with LKPD so that students can learn from the activities contained in the LKPD; observing, reasoning, collaborating, asking, discussing, and presenting.

Based on Table 1, it can be seen that the ability of elementary school teachers in the Gresik area to prepare HOTS-based teaching materials is very good. This is because the profile of elementary school teachers has very competent human resources. From the results of an interview with one of the teachers who took part in PPM who was a community leader and qualified as a driving teacher, it was stated that some of the teachers who took part in PPM had their last education other than SI PGSD, some had also graduated from Masters, then some teachers had also graduated to become teachers. mover.

Once a month, teachers in the Gresik area hold learning community meetings for each phase, discussions at

these meetings include: 1) preparation of teaching tools, assessments, media, and learning methods, 2) problems in learning including bullying and late learning. For communities within one school or between phases, what is discussed is learning problems, and sharing practices with fellow teachers. At the beginning of the learning year, teachers always prepare an initial assessment/diagnostic.

The teacher community in the Gresik area often holds training to improve their competence. Driving teachers and several teachers who have potential and are also creative in creating media or strategies as resource persons and take part in various practices. In the school occupied with implementing PPM, four teachers

qualified as resource persons to share practices. Based on this, the competency of elementary school teachers in the Gresik area is already very good in terms of learning, and with the community service carried out by PGSD lecturers at PGRI Adi Buana Surabaya University, this has further increased and improved their competency, especially in creating HOTS-based teaching materials in the independent curriculum.

D. Conclusion

Based on the PKM that has been implemented at SDN 145 Gresik ex SDN 2 BAMBE, it can be concluded that the PKM activities for preparing HOTS-based teaching materials have been carried out very well. This can be seen from the teacher's ability to create HOTS-based teaching materials. The teaching materials prepared to meet learning needs are appropriate to each phase, are by student characteristics, content is in-depth, and can encourage students to have creative and critical thinking skills. Aspects of the teaching materials that have been prepared by elementary school teachers in the Gresik area are fun and meaningful for

students, thereby helping to achieve learning goals.

This PPM activity supports the competence of elementary school teachers in improving teaching and can increase teacher competence, so service activities should be held more frequently and the number of participants should be greater so that other teachers can get things that are competent in the field of teaching.

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