

## HOTS-Based Teaching Module Design Planning in the Independent Curriculum

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### ABSTRACT

In facing the current dynamics of education, big challenges arise with the introduction of the Independent Curriculum in Indonesia. The focus on developing higher-order thinking skills (HOTS) creates a deep need for planning teaching modules that are innovative and in line with new curriculum principles. The workshop is structured into several sessions which include an introduction to the HOTS concept, development of teaching modules, technology integration, and direct practice in creating module prototypes. This process is designed to provide an in-depth understanding and skills needed for elementary school teachers to be able to design teaching modules that are by the principles of the Independent Curriculum. Through a step-by-step approach, this workshop becomes a bridge towards implementing quality and relevant learning at the basic education level.

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## INTRODUCTION

Education in Indonesia experienced a major transformation with the introduction of the Independent Curriculum which aims to create learning that focuses more on developing higher-order thinking skills (HOTS) (Nurjanah et al., 2023). This creates new challenges for educators to present learning materials that are not only informative but also able to stimulate students' critical and creative thinking. In this context, planning the design of teaching modules is an essential basis for implementing the Independent Curriculum optimally. HOTS-based teaching modules not only convey information, but also provide opportunities for students to develop high-level thinking skills through problem-solving, critical analysis, and concept synthesis (Indana et al., 2022; Titi Anjarini & Suyoto, 2022). Freedom to learn as a policy new Minister of Education 2019 provides challenges- a new thing for the world of schools, including elementary school. Teachers are required to be more creative and innovative in developing improved learning. For that, teacher skills in making planning or designing learning very important for success policies and also student success in the future front

The importance of planning teaching modules that focus on HOTS is not only an effort to adapt to the new curriculum but also a form of commitment to education that equips students with relevant skills to face future challenges. With this approach, it is hoped that students will not only master information but also be able to apply, evaluate, and create new knowledge. (Indana et al., 2022) Previous research on HOTS-based teaching modules in the independent curriculum showed that the use of HOTS-based teaching modules can improve students' critical thinking skills. This module allows students to think more deeply, analyze information, and develop stronger arguments. The effectiveness of HOTS-based teaching modules in mathematics learning at the elementary school level. The research results show that using this module can help students understand deeper mathematical concepts and encourage problem-solving. (Tune Sumar & Tune Sumar, 2020) HOTS-based teaching modules can help improve students' literacy skills. This module allows students to better analyze texts, make inferences, and develop deeper understanding. There are differences in student learning outcomes using HOTS-based teaching modules compared to conventional teaching methods.

The results of the research were obtained results that the perception of understanding Teachers regarding the HOTS concept is already in the good category. Meanwhile, the perception of HOTS in planning activities Canaan learning on average 80.6%. Results show the perception of Teachers of HOTS in planning learning including in the Good category. However, of course, increasing the quality and caliber of teachers is still very much needed. The understanding that the relevant teacher has HOTS requires reinforcement in the form of trainers so that the ability And Skills in developing learning tools can be honed. Based on exposure From this, it can be concluded that the problem that partners still experience includes skills developing device learning-based HOTS (Nissa, 2022).

Results of interviews with class teachers at SD N 145 Gresik and on month October 20 23, data obtained that they found it difficult to enter *Higher Order Thinking Skills* in learning planning. During this time a learning plan has been created still as usual, namely containing identity, competencies, objectives, learning activities, and evaluation. As a result, it is difficult to identify whether HOTS is already developed in learning or not. Previous service related to HOTS has also been done by related teacher assistance to realize competence pedagogy Teacher in mastery question HOTS shows that the capabilities of Madrasah teachers in solving HOTS questions and implementing his in activity Study teach in class increase in a way significant after giving workshops/training And accompaniment in designing And finish question HOTS Which impact positive in activity learning in class. Based on matter the, so devotion This designed related development device HOTS-based learning located at objectives, learning activities, evaluation and so on student activity sheets as a solution to overcome difficulty partner in school base.

This article will review in depth the planning for HOTS-based teaching module designs in the Independent Curriculum. Starting from understanding the HOTS concept, identifying learning objectives, to implementation strategies in teaching modules. Through practical steps and detailed guidance, readers are invited to explore how careful planning of teaching modules can be the key to success in building quality and relevant learning in the Independent Curriculum era.

## METHOD

There are nine stages of research used in this service which are explained below:

- HOTS Concept Introduction Workshop:

Survey or interview to identify the level of understanding and skills of teachers regarding HOTS and the Merdeka Curriculum. Collect input regarding obstacles and challenges faced in planning teaching modules. Based on the results of the needs analysis, this session will provide an in-depth understanding of the HOTS concept and how to integrate it into teaching modules.

- Teaching Module Development:

Practical steps in planning the design of HOTS-based teaching modules. Discussion of module structure, content selection, and teaching methods relevant to the objectives of the Independent Curriculum.

- Case Study and Discussion:

Utilizing real case studies to practice applying the HOTS concept in planning teaching modules. Group discussions to design joint teaching modules based on certain topics.

- Individual Consultation Session:

Provide opportunities for teachers to consult individually regarding planning teaching modules for the subjects they teach. Use of Technology in Teaching Modules: Demonstration of the use of technology and online resources to enrich teaching modules and support HOTS-based learning.

- Teaching Module Prototyping:

Teachers are asked to apply the concepts they have learned in creating a HOTS-based teaching module prototype to be implemented in the classroom.

- Presentation and Feedback:

Each teacher presented the teaching module they had designed. Feedback session from participants and presenters for further improvement.

- Evaluation and Follow-up:

Conduct an overall evaluation of the workshop. Develop a follow-up plan, including additional training or supporting resources for teachers.

For more details, the stages of dedication are depicted as steps in the image below: Figure 1 is a community service method which consists of 9 steps

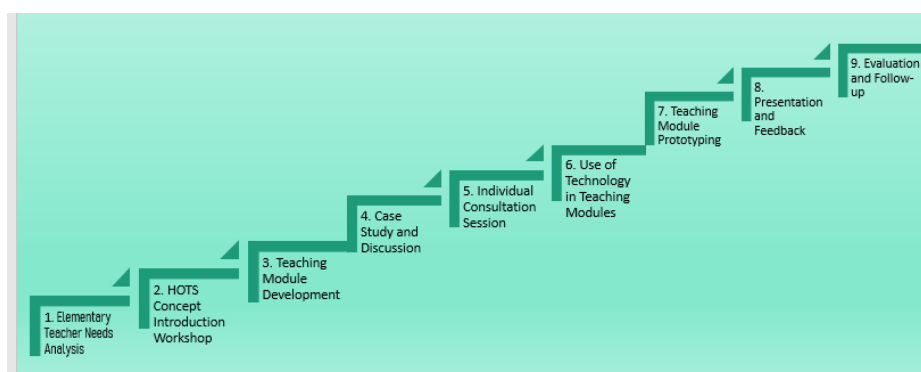


FIGURE 1. Devotion Method

## RESULTS AND DISCUSSION

This activity is giving activity empowerment entitled Learning Planning Training on HOTS-Based Teaching Modules for Elementary School teachers included in the K3S organization in Driorejo District, Gersik Regency on September 2, 2023 – October 7, 2023. This activity was carried out with the idea that Education in Indonesia experienced a major transformation with the introduction of the Independent Curriculum which aims to create learning that focuses more on developing higher-order thinking skills (HOTS). 17 participants took part in this workshop, 15 of whom were elementary school class teachers and 2 of them were teachers in mathematics and PKN. The distribution of teachers according to subjects is presented in Figure 2.

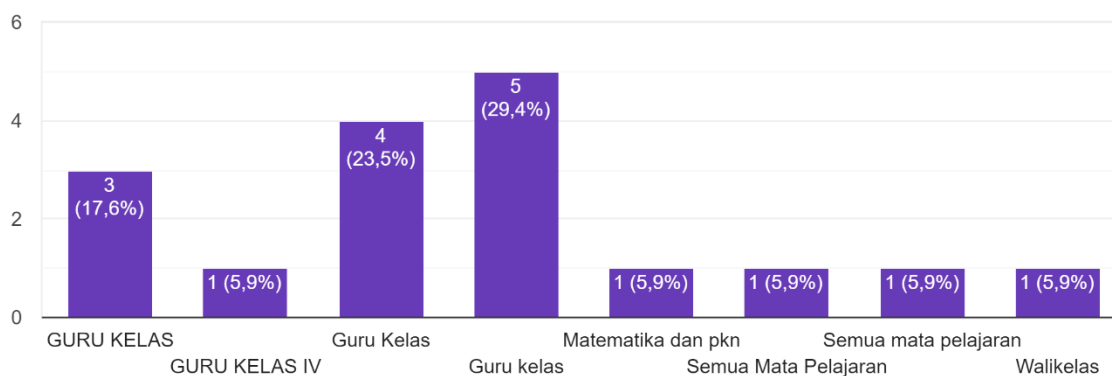


FIGURE 2. Distribution of Workshop Participants according to the subjects taught

This activity begins with a needs analysis, this session will provide an in-depth understanding of the HOTS concept and how to integrate it into teaching modules. According to the results of the teacher analysis, elementary school teachers need workshops on preparing HOTS-based teaching modules. After that, we immediately came to the location, namely at UPT SDN 145 Gersik, teachers who had joined the K3S organization throughout the Diryorejo sub-district had gathered at the school, and we held a Workshop on Introduction to the HOTS Concept. The material must provide an in-depth understanding of the HOTS concept. Elementary teachers need to understand the essence of higher-order thinking skills to be able to integrate them into teaching modules (Nissa, 2022; Putri Mahanani et al., 2022) . A solid understanding will provide a solid foundation for effective module design. Next is the presentation of the

material by Salah and one service team, namely Dr. Rosmiati, M.Pd about Independent Study. Independent Study provides freedom and autonomy to schools, Teachers, as well as students in em-develop its potential (Directorate General of Education Higher Ministry of Education and Culture, 2020 ). During the presentation of the material, active participants were seento express an opinion due to the momentThis Already applied Independent Study.

Higher-order thinking activities are activities That want somebody To react to all phenomena And facts WhichThere is surrounding. Matter This isnecessary for humans to become sensitive to the environment and able to solve problems or get a solution to the problem encountered. Therefore critical thinking skills are very important. Images of workshop participants receiving the material are presented in Figure 3.



**FIGURE 3.** Workshop participants receive materials

After being given the material, participants were allowed to ask questions. Figure 4 illustrates one of the service participants askinghowtodo a planning-based teaching module HOTS Which is by draft freedom to learn because currently there is freedom to learn, students are given that freedom deeper into learning. The presenter then provides the opportunity for other participants to provide opinions. Then the presentation continued with answers by devotion.



**FIGURE 4.** One Workshop participant asked questions regarding the material

After being given material, the next activity is guidance from the service team, participants are divided into several groups consisting of 2 - 4 people, and the service team guides teaching module components, the HOTS process in learning activities, preparation of media, teaching materials, and HOTS-based assessments. The service team also emphasized that HOTS should not suddenly appear in student assessments or final assessments, but must appear in the learning process and HOTS-based question practice. The service team's guidance is presented in Figure 5.



**FIGURE 5.** The service team guides Workshop Participants

The presenter provides the opportunity for participants to present the results of their performance. The aim is for participants to know and understand the location better error in preparation device pem- HOTS learning. Participants then present Then participants respond to the results of other participants' presentations. Furthermore, the held answer was, Wrong Participants asked about difficulties and obstacles in preparation device learning HOTS, and servants provided opportunities to other participants And Finally responded. Furthermore, the Wrong team devotion that is Susi Hermin Rusminati, M.Pd allowed participants to present the results of their production performance device learning that is lesson plan (Plan Implementation Learning). Activity documented in Picture 6, that is Wrong One participant conveyed results it works in the front room using help LCD projector. Then other participants respond to the results of colleagues' performance with criticism and suggestions. This is used to get more participants to understand And get knowledge from training.

The final service activity is a presentation continuation of discussion results, reflection, and feedback. The activity was attended by all participants well and all participants conveyed that training is very useful in increasing-the right ability. Before the activity ends, a spread questionnaire is then filled in by the participants in the relevant activity with a level of satisfaction activity. As for the criteria questionnaire used in devotion This that is if you get a score: of 1-25%, it is referred to as not satisfactory; 26-50% is referred to as deficient satisfying; 51-75% as satisfactory; and 76- 100% called as very satisfying. Based on the filling results, a percentage is obtained 94% of participants expressed satisfaction with activities carried out so that activities held including in criteria very satisfying (Kunanti, 2020) .



**FIGURE 6.** Workshop participants present the results of preparing HOTS-based teaching modules



**FIGURE 7.** Group photo of the service team, workshop participants, and students



**FIGURE 8.** Workshop participants' assessment of the overall quality of the workshop

Based on the results of the analysis that has been carried out-Yes, several factors caused its successful implementation of the program. that factor namely: (1) Good acceptance by the school principal and service participants; (2) Participant commitment to want to learn and work; (3) sources by field knowledge needed. Obstacles were not found when the activity was carried out offline. Meanwhile, there are obstacles experienced moment implementation with technique on line that is network Internet Which sometimes *unstable* so that sometimes participants do not enough understand the material presented. However, pThis problem can be overcome by sending materials to participants after the speaker's presentation is finished, and are allowed to ask questions at the end session about knowledge And Skills about HOTS-based learning tools. Activity something similar needs to continue to be done so that teachers always can develop their knowledge and skills in learning activities. Service activities Further steps that can be implemented include accompaniment making material teach or HOTS-based evaluation so that learning can be achieved Which has designed capable grow-right Skills think critical student. The results of the final responses from workshop participants are presented in Figure 8.

## CONCLUSION

The workshop was successful in increasing elementary teachers' understanding of the HOTS concept, with the majority of participants showing significant improvements in identifying and applying higher-order thinking skills. Participants succeeded in developing teaching modules that integrated the HOTS concept and supported the goals of the Independent Curriculum. The teaching modules are designed to promote critical and creative thinking in everyday learning.

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