

Teacher Ability to Apply Higher-Order Thinking Skills in English Lesson Plan

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Abstract

Training students' thinking skills also have an essential role in developing students' abilities in the learning process. To achieve and train students' thinking skills, appropriate planning is needed between teachers and students. This article aimed to find out the profile of the teacher and the obstacles faced by teachers in making lesson plans skills and the process of higher-order thinking skills in the lesson plan class X SMK Negeri 2 Singaraja teacher. This research was designed in a qualitative descriptive research method. The subjects of this study were the English teachers at SMK Negeri 2 Singaraja class X. This research showed that the teacher knows about preparing lesson plans and applying higher-order thinking skills. The teacher can also apply and develop creatively the use of higher thinking skills to the lesson plan to support the learning process.

Keywords: Lesson plan, Teacher, Thinking Skills

Introduction

In general, education can be defined as the process that organized socially and continuously transferred from the previous to the following generations (Nazief, 2017). Education is something that exists and cannot be separated into human life. In addition, education has several levels according to the learner's learning experiences (UNESCO-OECD-Eurostat, 2018). Humans continue to learn and develop themselves to meet the needs of life and develop to compete in all aspects of human life. One of the very influential things in education is a new set of skills needed in education. The development of thinking to meet the competition over the rapid flow of information technology is required. Higher-order thinking skills are mandatory and needed to train students' thinking (Madhuri et al., 2012). Higher-order thinking skills can be defined as the thought processes application which can be used in the complex situations (Arif, 2019). Providing thinking training to students will give them the habit of solving problems in any circumstances. The higher-order thinking skills need to be updated with the flow of information (Tikhonova & Kudinova, 2015). With the ability to think to be expected, the students can continue developing to find new things that are gained in the information technology competition (McKnight et al., 2016).

Improving students' thinking skills is the teacher's responsibility as an educator. In achieving the goal, teacher needs to develop their teacher education identity (Jaspers et al., 2021). The teacher has a significant role in the learning process. The important role that must be controlling by the teacher is to improve excellent preparation to support the student in thinking

skills competent (Singh & Marappan, 2020). In order to achieve and train students' thinking skills, appropriate planning is needed between teachers and students. Lesson plans are the key to the learning process because lesson plans are the teacher's way of determining the learning process in terms of strategies, methods, and assessment processes. Lesson plan is a text that prepared by the teacher that contains the procedure of the activities which will be applied in the teaching-learning activity (Ratnawati, 2017). It is a big challenge for teachers to improve the quality of education; therefore, teachers must be smart and have high innovation

Teachers are educators who have an obligation to educate, share knowledge, teach, guide, provide direction, provide training, evaluate and assess their students. Through the abilities the teacher has, the learning process in the classroom can be carried out optimally. Teachers have an important role in carrying out their duties as the person in charge of their students. The teacher also has the the important role in improving a group of students' higher knowledge skills (Ababio, 2016). Efforts to develop teachers professionally to understand their responsibilities properly have been carried out (Haryani et al., 2019). As a professional teacher, hehe must fulfill the following basic criteria: having the ability intellectually, having expertise in sharing knowledge, have the ability to understand the vision and mission of education, having the ability to manage the class, have the ability to inspire, provide motivation and can provide challenges to students, have the ability to plan well-structured learning, and have the ability to adjust learning, assessment, accurately and productively according to the needs and abilities of students.

Lesson Plan is one of the teacher administrations that provides several written steps to teachers in teaching students to achieve learning goals (Sesiorina, 2014). Lesson Plan is not just written administration but can also be in the form of a teacher's thoughts before teaching in class, such as inviting students to talk in class and inviting students to be active in class. Teacher will plan learning strategies to achieve teaching goals. It makes the teacher preparation is important in achieving learning goals (Wulandari et al., 2021). There are two important reasons teachers should plan lessons in advance (Srihidayanti et al., 2015). The first is because the lesson plans are considered a guide in teaching students. The second is related to the students' abilities where the teacher must know how the students' abilities are in the classroom. Knowing the students' abilities will help the teacher plan learning strategies that are suitable for students' ability.

Based on the above phenomena and the importance of integrating higher-order thinking skills in the classroom for students. This study explores teachers' understanding and ability of the significance of applying higher-order thinking skills to lesson plans. To find out the obstacles teachers face in making lesson plans skills and the process of higher-order thinking skills in RPP class X SMK Negeri 2 Singaraja teachers.

Method

This research used a qualitative descriptive research method. Descriptive research prioritizes the exploration of phenomena by describing certain individuals or groups as clearly as possible (Lambert & Lambert, 2013). According to (Gall, Gall, & Borg, 2007), cited in Nassaji (2015). descriptive research describes phenomena and facts more precisely about how or why something occurs. Therefore, observation tools are often used to collect data. Observation is a

method that used to collect the data about some processes, people, or certain culture (Ciesielska & Jemielniak, 2017). This study use a qualitative descriptive design because this study aims to analyze and find out in full about the processes and higher-order thinking skills. This study contains the existence of higher-order thinking skills and strategies in teacher lesson plans.

The research setting is SMK Negeri 2 Singaraja and uses teachers of grade X in their respective schools. The subjects of this study were the English teachers at SMK Negeri 2 Singaraja class X. In addition, the teacher documents (RPP English) class X at SMK Negeri 2 Singaraja were also used as research subjects. The object of this research is the high-order thinking skills specified in the lesson plan. Higher-order thinking skills were analyzed in open interviews with teachers and related parties as information related to the ability of teachers to make lesson plans and seek information through research on lesson plans and related documents.

In collecting the data, there are several techniques needed in this study. Data collection was carried out through study/analysis of documents and interview guidelines, and Observations.

1. Document analysis

According to Bowen (2009) document analysis is a record of events that have occurred, usually in the form of writing, pictures, or a work of someone. In this study, the document analyzed is the teacher's lesson plan which contained core competencies, indicators, teaching and learning activities, and assessments. The document analysis uses to determine teachers' ability to make lesson plans and higher-order thinking skills for class X teachers of SMK Negeri 2 Singaraja. The analysis document uses to complement the information obtained from the observation and interview methods.

2. Observation

Observations will provide a picture and guide to finding out about the relationship with informants and systematically studying how people in an environment interact and act (Kawulich, 2012). Researchers chose the observation method to present data realistically against data obtained based on events or behavior, answering questions, getting related data needed, and measuring related aspects to provide feedback on these measurements (Smit & Onwuegbuzie, 2018). that through direct observation, researchers can determine and determine the ability of teachers in making lesson plans that contain Higher Order Thinking skills.

3. Interview

According to Jamshed (2014), the interview is an interactive activity to get information carried out by two parties: the interviewer who will ask questions to the party who will answer (interviewee). According to Buchanan (2001), interviews can be divided into three, namely: structured interview, semi-structured interview, and unstructured interview. This study will use structured interviews as the main instrument. The researcher used interviews to collect data by conducting direct interviews with English teachers at SMK Negeri 2 Singaraja. Interviews are used to obtain data about the teacher's reasons, opinions, and ideas, including higher-order thinking skills and finding data about teachers' obstacles in preparing lesson plans. Besides, interviews were conducted to obtain in-depth information about the problems that arose (Adhabi & Anozie, 2017).

Interviews are also used to find additional and relevant information not obtained through the analysis process, such as educational background, teaching experience, participation in related training, seminars or workshops, and preparing lesson plans (Ryan et al., 2009).

Finding and Discussion

The learning process can be interpreted as a process of interaction between students and educators in a learning environment to obtain information and learning resources. The learning process at this time needs to be considered by educators to improve the thinking quality of students. One thing that can be done is to pay attention to how the learning process can improve students' higher-order thinking skills. To achieve this is certainly not an easy thing, so teachers need to design lesson plans in the learning process to maximize the learning process and apply higher-order thinking skills to students.

Learning activity is one of the important components and needs to be considered by the teacher regarding its preparation in the lesson plan and the learning process in the classroom. The preparation of learning design is one of the most important things in achieving learning goals (Fuadiah et al., 2019). The lesson plan made by the teacher at SMK N 2 Singaraja, especially the learning activity component in general, follows the guidelines for creating lesson plans. In this section, the data will be explicitly explained, focusing on using operational verbs used by teachers in learning activities.

Table 1. Higher-Order Thinking Skill Found in the Learning Activity Teacher 1

Lesson plans	Remember (C1)	Understanding (C2)	Applying (C3)	Analyzing (C4)	Evaluating (C5)	Creating (C6)
Lesson plan 1	√	√	√	√		√
Lesson plan 2	√		√		√	√
Lesson plan 3	√		√		√	√

Table 2. Higher-Order Thinking Skill Found in the Learning Activity Teacher 2

Lesson plans	Remember (C1)	Understanding (C2)	Applying (C3)	Analyzing (C4)	Evaluating (C5)	Creating (C6)
Lesson plan 1	√	√			√	√
Lesson plan 2	√	√		√		√
Lesson plan 3	√	√	√	√		

- Lesson plan 1

Learning activities are determined according to the needs of students and achieved by the teacher. In the first lesson plans, the topic of learning is a narrative text. The teacher also determines the method used to support the learning process, as for the first lesson plan made by the first teacher using the scientific learning approach. The first teacher chose discovery learning to design the learning process. Furthermore, the first teacher also uses the group discussion method to regulate the learning process in the classroom. In addition to this, data on operational verbs are found in learning activities used by teachers in lesson plans. The operational verbs found in the teacher's lesson plans include remembering (C1). In this section, the verb chosen by the teacher is the teacher assigning students to read a text. To support thinking skills at the Understanding (C2) level, the verb used by the teacher is that students read and understand passages about folk legends. Using verbs to achieve thinking skills in Applying (C3) as for some of the verbs found, namely students complete the chart, students complete the missing part, and students retell briefly. In the section on the achievement of analytical thinking skills (C4), there are two kinds of operational verbs: responding with relevant arguments and concluding the learning. Furthermore, in Creating (C6), the verb used is for students to arrange questions in groups (see appendix 04). In general, the preparation of learning activities is prepared by each teacher creatively according to the procedures for preparing learning plans.

The second teacher found different things in the learning activity. The first thing found was using the approach found, namely the scientific approach using the grammar-translation method with discussion learning techniques, question and answer and assignment. In addition, the activities made by the teacher in the learning activity that was found students were to listen and write in Remember (C1). In the dimension of Understanding (C2), the operational verb used by the teacher is to dig up detailed information about the structure of language and collect information about narrative texts. Furthermore, the second teacher's dimensions found in the lesson plan are Creating (C6), while the words used are arranging picture pieces and making short narrative text stories (see appendix 07).

- Lesson plan 2

The second lesson plan is a lesson plan that uses the topic of recount text. The process of designing learning activities from each teacher also varies according to student needs and is developed creatively to meet basic competencies, indicators, and learning objectives. The things found in the lesson plans of the two teachers were learning approaches, learning models, learning methods, and the discovery of several operational verbs from the two lesson plans. The first teacher supported the scientific approach by using discovery learning models through the discussion method. The first teacher-developed it into a learning activity supported by several dimensions of thinking skills, including operational verbs in the Remember dimension (C1), such as students being invited to observe, identify, seek and pay attention to things related to the recount text. The dimension of thinking ability at the applying level (C3) is also found in learning activities using the operational verb determining, which is found in the student's activity of determining the past tense verb. In addition, the dimension of thinking ability at the Evaluating level (C5) also found the teacher's method here is to instruct students to conclude the learning process about recount

texts. The last operational verb found is arranged in the Creating dimension (C6) (see appendix 05).

Furthermore, the second teacher's lesson plan includes the approach used in the form of a scientific approach using the project-based learning model with the discussion learning method. In addition to this, in the second teacher's lesson plan, operational verbs based on the dimension of thinking ability are also applied to learning activities. In the learning activity, the operational verbs to observe and listen are found Remember (C1) dimensions. In addition, the verbs on the dimension of thinking ability level Understanding (C2) students are invited to understand the material about recount text in terms of recount text structure. Furthermore, the dimension of thinking skills at the Analyzing (C4) level of operational verbs used is to explore detailed information about the preparation of recount texts. Finally, in the dimension of thinking ability at Creating (C6) level, students are invited to make a paragraph about recount text of personal experience (see appendix 08).

- Lesson plan 3

The third lesson plan found the topic of learning is about the song. As with the previous explanation in the first lesson plan, the learning activity is made based on existing procedures following the 2013 curriculum. The components found in the learning plan created by the first teacher in the third lesson plan, especially in the approach used is a scientific approach, method the teacher chooses is discovery learning and uses teaching techniques, namely observation, discussion, presentation. In addition, in the learning activity, it was found that several operational verbs were used to support the improvement of students' thinking skills, including the first Remember (C1). In this dimension, the verbs used by the first teacher were students observing video clips followed by writing song lyrics and students asking questions. Things that are considered problematic. The second dimension found is in the Applying dimension (C3) using operational verbs, including completing the lines and song lyrics played by the teacher. In this dimension, it was also found that students presented the results of the discussion. Furthermore, the last dimension is found in the learning activity of the first teacher, namely Creating (C6). The use of operational verbs chosen by the teacher in this dimension is that students are instructed to do the task, the instructions and the tax are focused on training students' abilities in the Creating (C6) dimension (see appendix 05).

Furthermore, the things found in the lesson plans made by the second teacher include the components of the approach used is a scientific approach using cooperative learning methods. The techniques chosen by the teacher are discussion, question, and answer. In addition, there is some use of operational verbs in the learning activity that lead to the cognitive domain following the dimensions of thinking ability. The first dimension found in the lesson plan made by the second teacher is Remember (C1) Understanding (C2) Applying (C3). Several operational verbs were found in the first dimension, such as mentioning several song titles, listening, and paying attention to the teacher's perception of the material. The second dimension found the use of operational verbs to listen carefully to the song. Furthermore, several operational verbs were found in the last dimension, conveying what they had heard in the song, completing the missing song lyrics in the worksheet, and conveying the work that students had made (see appendix 09).

The implementation of the 2013 curriculum influences teachers who are required to carry out learning well. According to Permendikbud No. 22 of 2016, the curriculum requires teachers to implement a learning process based on a scientific approach (5M) which includes (observing, asking questions, gathering information, associating, and communicating) by optimizing it through the implementation of learning based on HOTS. In addition, student skills are needed and developed through the 4Cs (creativity, critical thinking, communication, collaboration). Based on the interviews obtained, there are obstacles faced by teachers who usually arise in the classroom, so that it becomes a challenge for teachers. Based on the interview results, the teacher was able to develop material to support the learning process (see appendix 10). The results of the analysis of the lesson plan are in line with the teacher's opinion from the results of interviews conducted, there are:

Teacher 1: (Yes. Because 4C and 5M must be in the lesson plans. But sometimes, what we have planned can change depending on the situation and conditions at the time of learning. We can develop the concept of material well if students experience it in their lives. Sometimes students cannot imagine the concept of the material given. In addition, not all of the existing materials are by the daily conditions of students).

Teacher 2: (Already, this ability is in the curriculum and is a characteristic of today's learning, and it must be done to train students early for practice. To develop the material with daily activities can be done, but usually, students will have difficulty understanding the material. Due to the different abilities and experiences of students. There are obstacles but usually sometimes, due to student conditions that sometimes change, and the material presented also needs to be adjusted to the student's circumstances).

Conclusions and Suggestions

Based on the findings and discussion in this study, several conclusions can be put forward in this study:

1. The teacher's understanding of lesson plans can see from the opinions and statements given to the teacher's perception response through interviews. Teachers know about preparing lesson plans and applying higher-order thinking skills in lesson plans. Based on the educational objectives and the 2013 curriculum, teachers must be more creative and intellectual, especially in designing lesson plans.
2. The teacher gives an excellent response to the lesson plan. The teacher's ability to create lesson plans can be seen from making appropriate learning plans based on the curriculum. The teacher's knowledge of preparing learning plans is also following the applicable criteria and based on the syllabus. Besides that, the teacher also understands the use of verbs that lead to higher-order thinking skills. Teachers also understand the importance of lesson plans before the learning process.

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