
THE INFLUENCE OF HIGHER ORDER
THINKING SKILLS (HOTS) LEARNING
MODEL AND LEARNING MOTIVATION ON
ACHIEVEMENT IN LEARNING ISLAMIC
CULTURAL HISTORY

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Mahmud Yunus
MIN 2 Pemalang, Central Java, Indonesia
mahmud.yunus@gmail.com

Abstract

The objectives to be achieved in the discussion of this tesi are 1. To analyze the effect of the HOTS learning model on the learning achievement of SKI subject at MIN 2 Pemalang, 2. To analyze the effect of learning motivation on learning achievement of SKI subject at MIN 2 Pemalang, 3. To analyze the effect HOTS learning model and learning motivation towards learning achievement of SKI subjects at MIN 2 Pemalang. This type of research is quantitative research with a quasi experimental approach. The population in this study were students of class V.B and class V students in MIN 2 Pemalang academic year 2019/2020. The data is collected through a questionnaire instrument of learning motivation variables and also the results of student tests as a variable of student achievement. The results of the data are processed through statistical calculations and the average correlation, obtained through the use of SPSS 21.0. Data analysis using t-test with a significance level. The results of this study are as follows: 1) There is a significant influence on the HOTS learning model on the learning achievement of SKI subjects. 2) There is a significant influence on the learning motivation learning achievement of SKI subjects. 3) There is a significant influence on the HOTS learning model and learning motivation on SKI subject learning achievement.

Keywords: *Higher order thinking skill (HOTS), learning model, learning motivation, achievement, Islamic cultural history*

Introduction

What is meant by a learning model is "a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives, and is useful as a guide for learning designers and teachers in planning teaching and learning activities." Therefore, teaching and learning activities will be realized according to directed and orderly learning.¹

¹ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana Prenada Media Group, 2009), hlm. 22

Along with the implementation of the 2013 curriculum, teaching and learning activities that were originally dominated by teachers (teacher centered) are now again dominated by students (student centered). An educator must try to be creative and innovate when delivering learning topics or themes. The implementation of various HOTS learning models can be applied in learning, so that the learning we apply goes to the Higher Order Thinking Skill (HOTS) level.

When students get involved with something they understand to package, with the intention that students can formulate or create the knowledge they have and bring up different things, Higher Order Thinking occurs. Students will find a mind set, argue systematically, can solve problems, can arrange explanations, can formulate hypotheses and master something complicated so that the meaning is clear, and these skills will describe how children can think logically.²

Higher Order Thinking Skill includes delivering material, thinking sharp, and deciding a problem. Teaching and learning activities to transmit are memorable learning activities because students are expected to be able to practice their knowledge and experience and then connect information from various sources. Then learning by thinking critically so that students are able to defend their own opinions, seek the wisdom of a lesson, and be able to find their own final conclusions. Problem-based teaching and learning activities aim to enable students to be able to find and differentiate and find ways or solutions to their problems both academically and non-academically.³

When practiced, the use of learning high-level thinking skills is very difficult for teachers, because educators are prioritized to really understand the material and methods that will be used in teaching and learning activities, a teacher is also faced with various problems and obstacles including environmental problems and the abilities of the students he teaches. The teacher has tried to carry out creative, innovative and fun learning, but the students still have not responded well.

One of the things we can do to improve the quality of learning apart from learning models is to increase motivation or support for learning, so that it can generate the desires, ideals and hopes of children. Learning motivation contained in students is needed for continuous strengthening. With the intention that students have the motivation to learn to the maximum, so that the learning achievement in this case is the maximum learning outcome.⁴

Students with high motivation in learning are likely to get achievement in learning or results in learning with maximum results. Students who are highly motivated to learn will make more serious efforts and efforts so that there are opportunities to get results

² Dini, H.N, *Higher Order Thinking Skills (HOTS) dan Kaitannya dengan Kemampuan Literasi Matematika. Prosiding Seminar Nasional Matematika* (Semarang : Universitas Negeri Semarang, 2018).hlm. 175

³ Brookhart, S.M. (2010). *How to Assess Higher-Order Thinking Skills in Your Classroom*.(Alexandria : ASDC, 2010), hlm. 5-8

⁴ Dimiyati dan Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Depdikbud, 1994), hlm. 98

in learning or achievement in learning with maximum results. And more satisfying as desired.

If every time you learn, there is a motive or motivation to learn, the learning outcomes will increase even more. Because they do not have a synergistic drive based on their expertise, so many children's talents cannot develop. Students who get encouragement in line with the expertise in themselves, then there is extraordinary power so that something that is not predicted can be realized from the results of their learning.⁵

Based on observations at MIN 2 Pemalang and data obtained from various parties, the lack of learning strategies that use the HOTS learning model and from most students at MIN 2 Pemalang there are many children with high learning difficulties, as evidenced by the presence of students who are lazy, unenthusiastic and not active in learning when implementing teaching and learning activities. Students who have not been active because of weak motivation to learn. So that the learning outcomes obtained are unsatisfactory because there are still many children with learning outcomes below the KKM standard, which is below a score of 75⁶. From these problems become the background of the research problem, so researchers want to analyze in more detail about the influence of the Higher Order Thinking Skill (HOTS) learning model and learning motivation on learning achievement achieved by students.

From the balance of the problem t above, the researchers took the research theme "The Influence of Higher Order Thinking Skills (HOTS) Learning Models and Learning Motivation on Learning Achievement in SKI Subjects at MIN 2 Pemalang".

Research methods

Research Method

Approach This research is a quantitative research. The methods generally involve the process of collecting, analyzing, and interpreting data, as well as writing research results. However, in survey research or quantitative experiments, for example, these methods appear more specific, which usually relate to sample and population identification, data collection and analysis, presentation of research results, interpretation, and writing of research results.⁷

Types of research

This type of research is field research. A research is called field research if the research is not carried out either in the laboratory or in the library but is carried out in

⁵ Nashar, *Peranan Motivasi dan Kemampuan Awal Dalam Kegiatan Pembelajaran* (Jakarta: Delia Press, 2004), hlm.5.

⁶ Candrawati, Hasil Belajar mapel SKI di MIN 2 Pemalang, Wawancara, (Pemalang, 21 Nopember 2019).

⁷ Moh.Slamet Untung., dari JohnW.Creswell, dalam bukunya *Metodologi Penelitian teori dan praktek riset pendidikan dan soasial* (Yogyakarta : Litera, 2019), hlm.191.

the field or in the field. Field research involves the fields of exact sciences and humanities, one of which is research in the field of education.⁸

Data source

What is meant by data sources in research are subjects from which data can be obtained.⁹ In this study the authors used primary data sources. Primary data is data collected by researchers directly from the first source or where the object of research is carried out.¹⁰ In this study are the results of learning achievement Mapel SKI MIN 2 Pemalang, Observations or observations, interviews, results of learning motivation questionnaires, and documentation.

Population and Research Sample

Population

The population is defined as the entire object being studied or observed. In a broad sense, the population is a generalization area consisting of objects or subjects that have certain characteristics that are determined by the researcher to be studied and then conclusions are drawn.¹¹

Sample

The sampling technique was carried out using a random group sampling technique (cluster random sampling), namely from 3 classes, two classes were selected to be studied, namely VB and VC classes. Both classes will be taught using the HOTS (PBL) learning model and the conventional learning model.

Data collection technique

Data collection techniques used two types of instruments, namely the type of test and non-test. The type of test instrument is learning outcomes. The non-test type instrument is a questionnaire to measure motivation.

1) Learning Outcome Test Instruments

In accordance with the above, the learning outcomes test is used to obtain the SKI Mapel learning outcomes.

2) Learning Motivation Instruments

Learning motivation instruments consist of high motivation and low motivation. The researcher compiled a scale for measuring student learning motivation which was used to see the high and low levels of student learning motivation where the measurement of this scale was in accordance with the Likert scale.

⁸ Moh.Slamet Untung, *Metodologi Penelitian teori dan praktek riset pendidikan dan sosial* (Yogyakarta : Litera, 2019), hlm.205.

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* ,hlm.129.

¹⁰ Syofian Siregar, *Metode Penelitian Kuantitatif, Dilengkapi dengan Perbandingan Perhitungan Manual dan SPSS* (Jakarta : Kencana, 2013), hlm. 16.

¹¹ Yusuf Nalim dan Salafudin Turmudi, *Statistik Deskriptif*, (Pekalongan Press, 2012), Hlm.32.

Data analysis technique

To perform data analysis used descriptive analysis techniques and inferential analysis techniques. Descriptive statistical analysis is to describe research data by making a list of frequency distributions and making histograms. From the frequency list, the mean, standard deviation, median, mode and variance were calculated.

Inferential statistical analysis, to test the hypothesis. Before testing the hypothesis, a requirement test was carried out, namely the normality test of the research data using the Liliefors technique, then continued with the homogeneity test using the Bartlett test. To test the hypothesis of this study, the 2x2 ANOVA technique (two-way ANOVA) was used with the F test with a significant level of $\alpha = 0.05$.

Data Conclusion Technique

Based on the formulation of the problem that has been described, the statistical hypothesis is as follows:

Hypothesis 1 is: $H_0 = A_1 = A_2$

$H_a = A_1 \neq A_2$

Hypothesis 2 is: $H_0 = B_1 = B_2$

$H_a = B_1 \neq B_2$

Hypothesis 3 is: $H_0 = A \times B = 0$

$H_a = A \times B \neq 0$

Information:

A1 : Average student learning outcomes of SKI taught by PBL/PjBL

A2 : Average student learning outcomes of SKI taught conventionally

B1 : Average learning outcomes of SKI students who have high learning motivation

B2 : Average learning outcomes of SKI students who have low learning motivation

A x B : Interaction between learning model and learning motivation

Results and Discussion

The Influence of the HOTS Learning Model on the Learning Achievement of the SKI Subject at MIN 2 Pemalang

In this study it was decided to reject H_0 and accept H_a based on the results of the two-way ANOVA test. This proves that the learning achievement of the SKI subject of class V MIN 2 Pemalang through the application of PBL (HOTS) is higher than the learning achievement of the SKI subject of class V of MIN 2 Pemalang through the application of the conventional model. So that it can be concluded that there is an effect of the HOTS learning model on learning achievement or learning outcomes for the SKI subject at MIN 2 Pemalang.

To get maximum learning outcomes, a teacher should be more interesting in providing each learning material. Teachers should be able to bring out the passion of students so that creative, innovative and fun learning is needed. Several learning

models, one of which is PBL, is an opportunity for educators to to implement learning activities at the HOTS level. With the HOTS learning model, it is expected to achieve maximum learning outcomes. So that the learning objectives are maximized.

Through PBL (Problem Based Learning) students are expected to be more motivated in learning activities. Namely activities to solve problems so that they will act actively to build their knowledge. By choosing the right problem, it will increase students' curiosity and cause inquiry in their minds, because problem solving requires analysis and identification of knowledge that has been possessed, as well as knowledge that has not been mastered and students are more interested because learning is not boring compared to using conventional learning.

The Influence of Learning Motivation on Learning Achievement for SKI Subjects at MIN 2 Pemalang

In this study it was decided to reject H_0 and accept H_a based on the results of the two-way ANOVA test. The research proves that the learning achievement of the SKI subject in MIN 2 Pemalang, which has a high category of learning motivation, is greater than the learning achievement of the fifth grade SKI subject in MIN 2 Pemalang with a low motivation to learn. Thus, it can be concluded that there is an influence of learning motivation on learning achievement or learning outcomes for the SKI subject at MIN 2 Pemalang.

As an effort to improve the quality of learning, one of them is through learning motivation, because the desire or willingness of students comes from the students themselves, so that it will be more successful in increasing learning motivation. The increase in learning motivation is expected to increase the value of learning achievement.

To foster passion and unsaturation in children, one of the things that an educator can strive for is the use of teaching and learning models with attractiveness and a pleasant atmosphere as well as understanding the characteristics of students well.

The Influence of the HOTS Learning Model and Learning Motivation on the Learning Achievement of the SKI Subject at MIN 2 Pemalang

In this study it was decided to reject H_0 and accept H_a based on the results of the two-way ANOVA test. This proves that there is an interaction between the HOTS learning model and learning motivation in influencing learning achievement or learning outcomes for the SKI subject at MIN 2 Pemalang.

The HOTS or PBL learning model for highly motivated children will get greater learning achievement results. From students with low motivation category. The HOTS learning model of highly motivated students will be greater than the conventional model. This shows that learning activities carried out through the application of HOTS learning accompanied by high motivation result in more optimal learning achievements.

This means that if taught with the HOTS learning model, it will increase the enthusiasm and unsaturation of students to participate in teaching and learning activities. Highly motivated students will find it easier to study and master the material being taught, so that the expected achievements or learning outcomes will be obtained

Conclusion

From the discussion and calculation results of this quantitative research, three conclusions can be drawn, namely:

1. The influence of the HOTS learning model on the learning achievement of the SKI subject at MIN 2 Pemalang HOTS learning obtained a figure of 83.75 and 80.36% completeness. While conventional learning, the mean is only 71.07 with a completeness of 35.71%. This proves that the learning achievement of the HOTS learning model is higher than the conventional learning model.
2. There is an influence of learning motivation on the learning achievement of the SKI subject at MIN 2 Pemalang. In learning with a high motivation category of conventional learning, the mean 74.64 and 85.36 in HOTS learning, this is higher than the low motivational learning of conventional learning, which only reaches a mean of 68.93 and 83.14 in HOTS learning.
3. There is an influence of the HOTS learning model and learning motivation on the learning achievement of the SKI subject at MIN 2 Pemalang In HOTS learning with high motivation, the mean is 85.36 with 85.71% completeness while HOTS learning with low motivation is only 83.14 with a completeness of only 78.57 This proves that the learning achievement of the HOTS learning model with high motivation is greater than that of low motivation.

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