

Question Analysis Test of High Order Thinking Skills Type on the Final Test Semester of Christian Education and Character Course

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Abstract: A good test instrument can improve the quality of the assessment results, namely the profile of students' abilities. The ability of students is a form of mastery of a concept that is obtained when students can think according to their level. The ability to think according to its level is a cognitive process according to Bloom's Taxonomy theory that has been revised, divided into two, namely high-level thinking skills or Higher Order Thinking Skill (HOTS) and low-level thinking skills or Lower Order Thinking Skill (LOTS). However, the focus of this study is the Analysis of HOTS (High Order Thinking Skills) Test Questions in the Final Test of Christian Education Subjects and Character. The results showed that there were no final semester test questions for Christian education and Character subjects included in characteristics of HOTS type (measuring high-level thinking skills) on School sample. This means that none of the questions made contain HOTS characteristics. Since there are no final semester test questions that contain the characteristics of the HOTS Type Question, then these questions are not used again in the final semester of the 2017/2018 academic year test, this has not been used for a long time when testing in class. A condition that proves that until this research was conducted, there were no questions which contained the characteristics/types of HOTS questions. The various basic concepts asked have received good explanations from the teachers (informants), (b) Designing HOTS type test questions. Generally, the teachers already understand it enough, but there are still teachers who do not understand it and design it. The teacher's attitude is related to the need for mastery of question designs that measure students' HOT (High Order thinking) abilities because in designing this problem, there must be mastery of the cognitive processes of students, also the support of related parties. Teachers have high expectations in the future related to the preparation of questions that measure the ability of HOT (High Order thinking) students in school -schools are used as research locus, meaning that the teacher is motivated to rearrange HOTS type questions for later d Test the test according to the stages.

Index Terms: High Order Thinking Skills (HOTS); question analysis; Christian education; character

I. INTRODUCTION

Assessing and evaluating student learning outcomes must be in accordance with the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 concerning educational assessment standards that provide an explanation that the assessment of education as a process of gathering and processing information to measure student achievement in the form of daily tests, middle tests semester, end of semester test and national exam. These tests are carried out to measure student competency achievement at the beginning, middle and at the end of the semester, the scope of this test includes all indicators that present some Basic Competencies in the semester, all Basic Competences in that semester, and all Basic Competencies in the school year [1].

According to the International Student Assessment Program, Indonesia's ranking in the field of science and literacy in 2008 was ranked 38th out of 41 countries. In 2010, Indonesia was 39th in 41 countries, in 2012, Indonesia was ranked 52nd out of 57 countries, in 2014, Indonesia was ranked 61 of 65 countries [2]. Trends in the International Mathematics and Science Study (TIMSS), for Science, Indonesia ranked 32 out of 38 countries in 1999. In 2008, Indonesia ranked 36th out of 45 countries, in 2011, Indonesia ranked 35th out of 49 countries, and in 2015, Indonesia ranked 40th out of 42 countries.

The results of the international study Program for International Student Assessment showed that the achievement of reading literacy, mathematical literacy, and scientific literacy achieved by Indonesian students was very low. Indonesia's ranking, as well as its literacy achievements in international eyes, means that in general, the ability of Indonesian students is deficient in terms of understanding complex information, theory, analysis, problem-solving; use of tools, procedures, and conduct an investigation. Many factors certainly cause low literacy skills. One of the contributing factors is that Indonesian students are generally poorly trained in solving problems with characteristics such as those with contextual substance, demanding reasoning, argumentation, and creativity in solving them [2].

The initial study in one of the secondary schools in Ambon City, Maluku, Indonesia was done by an interview with the Christian Religious Education teacher. The teacher found it difficult when compiling Christian education test questions that contained aspects of high-level thinking (Higher Order Thinking Skill). Besides, the test questions made by the teacher only exemplified those that had been obtained from colleagues in another secondary school. Also, Christian education teachers often use Test questions taken from the internet without analyzing them. Even the existing test questions have not improved much from year to year, and the curriculum has changed from KTSP to K-13, the questions are still maintained without assessment or evaluation while paying attention to the contents of high-level thinking types (Higher Order Thinking Skill) that fits the recommendations of the 2013 Curriculum assessment in the module on the preparation of questions on Higher Order Thinking Skills / HOTS.