

Utilization of Digital Media to Develop Students' Higher Order Thinking Skills (HOTS) at SD Negeri 3 Anyar, North Lombok

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Abstract: HOTS is one of the skills that 21st century students must have. However, not all students have HOTS such as analysis, evaluation and creation. This community service activity aims to develop Students' Higher Order Thinking Skills (HOTS) at SD Negeri 3 Anyar, North Lombok Regency through the use of digital media. The digital media in question are power points and learning videos. This community service activity was carried out at SD Negeri 3 Anyar with the number of participants being all 37 class III students. The activity was carried out on October 14 2023. The activity method was divided into three stages, namely introduction, core and conclusion. The data collection technique for HOTS is carried out by giving an essay test with four questions to activity participants. The percentage of classical completeness is declared complete if 85% of students get a score of more than or equal to 75. The results of the activity show that the average HOTS score for students is 83.4, with a percentage of classical completeness of 92%. Thus, digital media can be used as an alternative learning media to develop HOTS for class III students at SD Negeri 3 Anyar.

Keywords: Digital media; Power point; Video HOTS.

Introduction

The development of science and technology has brought changes in the use of learning media in the world of education (Samoylenko et al., 2022). The current digital era influences teachers' methods of delivering learning material to students, namely by using digital media (Novitra et al., 2021). Digital media that can be used in learning, including at elementary school level, are power point media and interesting and interactive learning videos (Primaningtyas et al., 2021). Various applications can help teachers in compiling digital media such as PPT and videos, including Canva (Liesa-Orús et al., 2020).

The use of digital media mentioned above has been proven to be able to increase student learning motivation and develop various 21st century student competencies (Machmud et al., 2021), including Higher Order Thinking Skills or HOTS (Setiyoadi et al., 2020).

HOTS in question is students' ability to carry out analysis, evaluate and create (Urooj & Farooq, Muhammad, 2023). Teachers need to carry out good learning planning in utilizing digital media so that learning objectives can be achieved (Ramos et al., 2013).

Good learning planning will have an impact on the process of implementing effective learning. The hope is that student learning outcomes will be better (Rizal et al., 2021). To improve the quality of learning processes and outcomes, teachers must of course carry out reflection and follow-up, including evaluating the learning media used as intermediaries for teachers in conveying information to students (Sulaiman et al., 2017).

Based on observations made in class III of SD Negeri 3 Anyar, information was obtained that students' abilities in analyzing (C4), evaluating (C5), and creating (C6) were still not optimal. Most students tend to have the ability to remember (C1), understand (C2), apply

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(C3). This of course requires a solution so that students' abilities, especially HOTS, can develop well.

This community service activity aims to develop Students' Higher Order Thinking Skills (HOTS) at SD Negeri 3 Anyar, North Lombok Regency through the use of digital media. The digital media in question are power points (PPT) and learning videos. The hope is that the quality of the process and learning outcomes of students in class III can improve.

Method

This community service activity was carried out at SD Negeri 3 Anyar with the number of participants being all 37 class III students. The activity was carried out on October 14 2023. The activity method was divided into three activity stages, namely preliminary, core and closing activities. Description of the stages of activity implementation, namely:

First, PRELIMINARY ACTIVITIES: Teacher opens the class, prays, and checks attendance, apperception and motivation; and the teacher conveys the learning objectives.

Second, CORE ACTIVITIES: The teacher conveys information using drum props and digital power point media; The teacher uses digital media by playing learning videos and projecting them on the LCD; The teacher facilitates the discovery of information from learning video shows with questions and answers; The teacher distributes LKPD for students' investigation activities in their groups; The teacher provides assistance in each group; The teacher facilitates students' presentation of group work results in front of the class.

Third, CLOSING ACTIVITIES: The teacher provides an evaluation (students take the test); The teacher accompanies students in making conclusions; Closing, sing together and pray.






The activity carried out in Class III, Even Semester, discusses Theme 6: Energy and Change, with Sub-Theme: Energy Change. Indicators of competency achievement related to HOTS are: 1) analyzing forms of energy and changes; 2) evaluate the form of energy and its changes in daily life; 3) Create (arrange) information related to energy sources using your own sentences. Apart from that, the skills developed are: 1) Creating examples of information about energy sources using your own sentences; 2) present the results of information about energy sources using your own sentences; 3) explain the concept of sources and forms of energy in written form with effective sentences.






The data collection technique for HOTS is carried out by giving an essay test with four questions to activity participants. The classical completeness percentage is declared complete if 85% of students get a score of more than or equal to 75.

Result and Discussion

A description of the results of community service activities based on the implementation method as described above can be seen in Table 1.

Table 1. Stages of activities

Stages.	Picture
Teacher opens the class, prays, and checks attendance, apperception and motivation; and the teacher conveys the learning objectives.	
The teacher conveys information using drum props and digital power point media;	
The teacher uses digital media by playing learning videos and projecting them on the LCD	
The teacher facilitates the discovery of information from learning video shows with questions and answers	
The teacher distributes LKPD for students' investigation activities in their groups	

Stages.	Picture
The teacher provides assistance in each group	
The teacher facilitates students' presentation of group work results in front of the class	
The teacher provides an evaluation (students take the test)	
The teacher accompanies students in making conclusions	
Closing, sing together and pray	

The average student HOTS score is 83.4. The lowest HOTS score obtained by students was 70 while the highest score was 90. From the table it can be seen that the percentage of classical completeness was 92% of students who got a score more than equal to 75. In other words, there were 3 out of 37 students who got a score below 75. This means that the use of digital media in the form of power points and learning videos can be an alternative for teachers in developing HOTS for class III students at SD Negeri 3 Anyar, North Lombok Regency.

The HOTS score for each student can be seen in Figure 1.

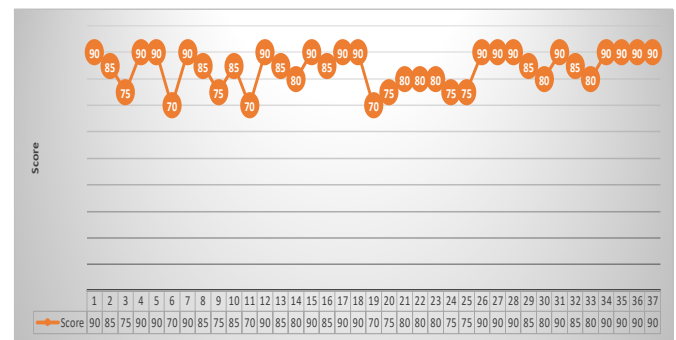


Figure 1. Student HOTS scores

Higher Order Thinking Skills (HOTS) are competencies that students must have in order to be able to overcome various problems in everyday life (Marisa, 2021). HOTS as part of 21st century student skills certainly needs attention from interested parties to create a younger generation that is better prepared to enter the world of work (Abdullah et al., 2015). HOTS development can be done in various ways, including by utilizing digital media in accordance with developments in the digital era (Kusuma et al., 2017).

Digital media can provide a new nuance, and will be more effective when combined with three-dimensional media (Suparmiasih, 2021). As in this community service activity, the teacher not only uses PPT and video media, but also uses drum props to show how the sound is heard and the energy changes that occur (Sampoerna et al., 2022). Students become enthusiastic about learning, their interest and motivation increases so that student participation in learning activities becomes better (Ichsan et al., 2019). An active and enjoyable learning process has an impact on increasing student learning outcomes, including developing abilities in analyzing, evaluating and creating (Bakry & Bin Bakar, 2015).

The topic of energy and its changes is a topic that is very close to students' daily lives. Contextual learning by utilizing learning media that is often seen by students and strengthening the use of digital media can provide meaningful learning experiences for students (Gumati, 2020). Students utilize the initial knowledge they have as provisions in deepening concepts during the learning process so that their memories of the topic of energy and its changes enter long-term memory (Prasrihamni et al., 2022). The memories or knowledge they have at elementary school level will later be used to develop their knowledge at higher levels, namely junior high school, senior high school, and even at university (Voronim et al., 2020).

Conclusion

Community service activities in the form of using digital media to develop HOTS for class III students at SD Negeri Anyar have been successfully carried out. Activities are carried out in three stages, namely introduction, core and conclusion. The average student HOTS score is 83.4, with a classical completion percentage of 92%. Digital media in the form of power points and learning videos can be an alternative for teachers in developing student HOTS as a provision for solving various problems in the future.

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