

## Case Study of Application of Higher Order Thinking Skill (Hots) Students in Faith Grade 5 and 6 Daniel Creative School Elementary Semarang School Year 2022-2023

**Titin Martanti**

Sekolah tinggi teologi kristus alfa omega Semarang, Indonesia

Email: [082243748078titin@gmail.com](mailto:082243748078titin@gmail.com)

\*Correspondence

### ABSTRACT

**Keywords:** Higher Order Thinking Skills, Faith Lessons, Student Learning.

This study aimed to determine the application of higher-order thinking Skills (HOTS) in Faith subjects for grade 5 and 6 students. This research uses qualitative research methods with a case study type of research, where data collection is carried out through structured interviews with grade 5 and 6 students at Daniel Creative School Semarang. Analysis and discussion of the research problem resulted in two findings. First, related to the HOTS learning process, it was found that the application of the concept was already running but still needed to be improved to suit the characteristics of students. Grade 5 students begin to cope with complex material, while grade 6 students still face obstacles in concentration and motivation. Second, HOTS learning outcomes show that students face difficulty answering questions, especially in Bible literacy analysis and literacy-based problem-solving. The questions require critical and creative thinking skills, but their application is still tricky.



### Introduction

Man is God's most unique and glorious creation of all God's other creations. Humans are given the intelligence to think abstractly and concretely to carry out their functions as managers of the earth as He mandated (Arifianto, Budiyan, & Purwoto, 2021). In a widespread sense, intelligence is often defined as the general mental ability to learn and apply knowledge in manipulating the environment and the ability to think abstractly. Intelligence can also be interpreted as the perfection of the human mind to think, understand, sharpen the mind, and perfect the growth of the body (Pramujiono, Suhari, Rachmadtullah, Indrayanti, & Setiawan, 2020). Viewed from these two understandings, simply intelligence is an ability humans possess to increase logical thinking power that can affect their life growth (Ansari & Abdullah, 2020).

Intelligence is needed by every human being, especially for those who study at the elementary school level. Today, every elementary school educational institution is

improving the quality of its education in logical and critical thinking skills. One of the efforts is to apply HOTS (Higher Order Thinking Skill).

In general, HOTS is a way of thinking at a higher level than memorizing or retelling something someone else has told you (DePorter, Reardon, & Singer-Nourie, 2010). In another sense, HOTS is a complex thought process that involves deciphering material, making conclusions, building presentations, analyzing, and building relationships by involving the most basic mental activities (Budiayana, 2021).

The HOTS concept was also pioneered by Resnick in 1987. For him, higher-order thinking is a complex process of deciphering material, making inferences, building representations, analyzing, and building relationships by involving the most basic mental activities (Ariyana, Pudjiastuti, Bestary, & Zamroni, 2018). The mental activity in question is students' readiness to analyze a problem, be oriented to solving problems, and find the solutions they provide (Larosa, Hasibuan, & Daniel, 2023).

In Bloom's Taxonomy, higher-order thinking skills include analyzing, evaluating, and creating. The ability to remember, understand, and apply is included in low-level thinking skills (Halimah, 2021). To assist students in improving their critical thinking skills, teachers can develop learning achievements that not only focus on levels C-1 (knowing), C-2 (understanding), and C-3 (applying) but also at levels C-4 (synthesis/analysis), C-5 (evaluation), and C-6 (creating).

(Sianturi, 2021), in *A Revision of Bloom's Taxonomy: An overview Theory Into Practice*, states that indicators for measuring HOTS include Analyzing, namely analyzing incoming information and dividing it into smaller parts to recognize patterns or relationships, being able to recognize and distinguish cause and effect factors from a complex scenario, identifying and formulating questions. Evaluate, which can assess solutions, ideas, and methods using suitable criteria or existing standards to ensure the value of benefits (Pardede, 2016). Then, create, which can generalize an idea or perspective on something, and design a way to solve a problem. In implementing HOTS measurement indicators, teachers need to use a scientific approach (observing, questioning, reasoning, experimenting, communicating) to support the implementation of learning that focuses on skills in using logic (Purwonugroho & Budiayana, 2023).

The implementation of HOTS-based learning needs to be carried out on an ongoing basis, referring to the 2013 curriculum, in which students must be able to think critically both during the learning process in class and during daily assessment activities (Ritonga, 2022). This is necessary considering that data from the Programme for International Student Assessment (PISA) shows that students in Indonesia are deficient in reading, numeric, and scientific literacy. In general, the ability of Indonesian students is meager in understanding complex information, theory, analysis, problem-solving, and conducting investigations (Dwijayanti, 2021).

The problem of students' low reasoning ability in learning activities researchers found at Daniel Creative School Elementary Semarang. This school is one of the private schools in the West Semarang area. The main focus is character building and academic students (Chamisijatin, Permana, Zaenab, Hidayat, & Aini, 2022). The curriculum used

is the national curriculum, and the language of instruction is English for all subjects except Thematic lessons, Mandarin, and Javanese. In academic development, Daniel Creative School Elementary Semarang refers to the 2013 curriculum for grades 2, 3, 5, and 6, while grades 1 and 4 implement the independent curriculum (Rahmadayanti & Hartoyo, 2022).

Related to the curriculum, the research and development division urges teachers to present HOTS-based learning and problem-making. The goal is for students to be trained to reason critically and analyze the interrelation of the subjects they receive with the surrounding circumstances. The efforts made so far are to provide socialization to teachers about the urgency of HOTS and the outline of making HOTS questions.

Students with low higher-order thinking skills, especially researchers, are found in grades 5 and 6. This can be seen in student learning outcomes for daily assessments, midterm assessments, and end-of-semester 1 assessments of Faith (Christian Education) subjects on HOTS-based questions. On average, 15 grade 5 and 15 grade 6 students get scores below the minimum completeness criteria (KKM). Looking at the data from these learning outcomes, researchers conducted interviews with 5 grade 5 students and 5 grade 6 students.

Through student learning outcomes and interviews in the table above, the low ability to think at a higher level possessed by grade 5 and 6 students can be caused by several factors. First, students are not used to doing reasoning-based problems. This is thought to be because they are still patterned by answering rote questions and fixated on reading in the material book. Second, students' literacy skills about the stories of Bible characters and significant events in the Bible are lacking. This problem is thought to be caused by students relying only on the teacher's explanation and not making it a habit to read the Bible independently at home. Third, students are not confident in giving answers to higher-order thinking problems. This problem arose allegedly from students who were competitive in obtaining perfect scores. The fourth factor is that teachers are directed to make questions with reinforcement of higher-order thinking but are not equipped with adequate training. This happened because the Research & Development division of Daniel Creative School Semarang allegedly had not provided special training on how to compile HOTS questions for various subjects. Fifth, teachers are less than optimal in giving portions of high-level thinking questions in daily, midterm, and end-of-semester assessments. The initial suspicion of the researcher is that this can happen because the teacher's understanding of students' abilities is still lacking.

This study aimed to determine the application of higher-order thinking Skills (HOTS) in Faith subjects for grade 5 and 6 students. The benefits of this research are divided into theoretical and practical benefits. Theoretically, this research will contribute to the development of Christian education in Christian-based private schools and become a reference for scientific research at the elementary school level. Practical benefits include information provided to school authorities, such as management, principals, and teachers at Daniel Creative School Elementary, about the importance of implementing HOTS to form students who are careful and creative in solving problems. In addition, this research

will also help improve the quality of teaching at DCS Elementary, support the development of the world of Christian education, provide a better learning experience for researchers, and become a reference for future researchers in developing students' ability to think higher order and creatively in the era of digitalization.

## **Research Methods**

This research uses qualitative research methods with a case study type of research, where data collection is carried out through structured interviews with grade 5 and 6 students at Daniel Creative School Semarang. Credible research is characterized by using appropriate research instruments and data collection techniques appropriate to the type of research. In this case, researchers use instruments in the form of a list of interview questions validated by experts, as well as data collection techniques in the form of structured interviews. The data analysis process is carried out qualitatively by collecting interview results and compiling them in narrative form to answer research questions. This data analysis technique aims to provide a deep understanding of research findings and answer research questions comprehensively.

## **Results and Discussion**

After the researchers obtained information at Daniel Creative School Elementary Semarang using interview methods and observations of ten grade 5 and 6 students, the researchers interpreted the data from the interviews. The following will present the results and discussion of interviews with 10 grade 6 students:

### **Description of the HOTS concept's use.**

Of the ten students interviewed, two students said that Faith's subjects had not applied the HOTS concept. According to them, when the teacher teaches, some students still do not listen to the teacher's explanation. In addition, it was found that the teacher still taught him how to teach grade 4 students.

Eight other students said it was applied during the learning process and daily assessments (tests). In the learning process, teachers can provide easy-to-understand explanations from difficult materials such as Worship and Bridle Your Tongue, as well as question and answer sessions. In addition, the learning process is presented in the form of games to create interaction between teachers and students. For project-based learning activities, HOTS is applied to work on Sunday school journals. During the daily assessment, the teacher provides the type of fill-in questions by giving many deceptive answer choices.

### **The importance of the HOTS concept in faith subjects.**

Of ten students who have been interviewed for this question, there are two students who say that the concept of HOTS is not needed in Faith subjects. There are two underlying reasons. First, faith lessons are generally easy for students to understand. Second, it is not really needed if learning is only presented in a straightforward form.

Eight students answered that HOTS is needed in Faith lessons because it can help students in opinions, build ways of learning that are not oriented towards memorizing

material, students understand God's word, especially students who rarely worship in church, and the learning process is more quality than before.

#### **How to Understand the Bible Story Using the HOTS Concept.**

The way students understand Bible stories varies greatly. First, two students understand the story of the Bible and its connection to daily life through their parents. Second, six students try to read the Bible story they are reading independently, then ask their parents or teachers if there are certain parts they do not understand. For them, parents and teachers are reliable sources of information.

Three of the six students tried to apply it after obtaining information from the teacher about the Bible story they were reading. Third, two students tried to understand the story of the Bible by making a simple reflection.

#### **How students use thinking skills when understanding faith material.**

In this question, each student has their way. Six students used how to listen to the teacher's explanation and then made the essence of the explanation. The other four students are different, some honing their thinking skills in the tutoring place. Rely on logical ability. I did exercises in student modules and enrichment questions before daily assessments (tests). Finally, I asked the teacher and read the module repeatedly.

#### **Student Responses in Answering Questions Randomly.**

Based on the ten students' information, four responded fearfully if the teacher asked students questions randomly. The reason is that they are not confident in the answers given. Even so, they still try to give answers according to the teacher's questions. Three students thought it was normal because it was customary for the teacher to ask questions this way. After that, they still gave answers that were not perfunctory. One student prefers to be asked questions without his name mentioned; he usually answers or completes answers from his friends. Then, the two students who responded answered if they knew the answer and chose silence if they were the other way around.

#### **How Students Express Opinions in Discussions.**

Of the ten students interviewed, it was found that two students submitted their opinions to the teacher for validation, after which they would convey their opinions to discussion friends. Then, two students chose to try to think of the correct answer to present to friends in the discussion group. These two students are more confident in their answers and put aside the true or false factors. Moreover, the last one is that six students express reasonable opinions to discussion partners but still try to make sure to the teacher whether the answer is correct or not.

#### **The Model of Jesus' Teaching Applied by the Master.**

Through the interview process of ten fifth-grade students, it was found that as many as six students said that the learning model that teachers more often use is a learning model by providing actual examples. This can be seen from the teacher's activity of presenting Bible stories and steps to apply them in everyday life. Then, it can be seen from the examples of helping parents, teachers, friends, and other residents. There is an activity to explain the material through games and show examples of objects.

The next model involves students in the teaching and learning process. According to students, this model is effective because it helps students to explore Faith's material. In addition, the teacher also gave examples from his personal experience. Furthermore, as many as four students agreed that the learning model involving students is more often used in class. According to them, the learning process is not only centered on the teacher explaining the material but there is also a reciprocal relationship between teachers and students. This activity can be seen from question and answer, discussion, and open opinions. Another student noticed that teachers taught more often by asking the Lord for guidance. He saw that the teacher's reason for doing so was so that students would realize that before learning, they needed to ask the Lord for leading first.

#### **The Importance of Teachers Linking Faith Lessons to Everyday Life.**

Based on information from ten 6th graders, their opinion of why the teacher linked Faith's lessons to everyday life was so that they experienced repentance. This is because their generation spends more time on social media, and some have even opened "adult" sites. Second, learn to put God first and appreciate the work of salvation God has given. Third, assist students in applying God's Word in their daily lives. Fourth, they become students who realize that everything they do needs God's guidance, especially in a sophisticated and fast age. Fifth, they will increasingly have behaviors that reflect God's Word and know the true God.

#### **Obstacles Faced by Teachers in Directing Students to Find Relationships Between Faith Material and Daily Life.**

Judging from the information obtained from the ten students, the obstacle faced by the teacher in teaching students to find the connection between Faith material is that the teacher is sometimes unclear in discussing the material. Students sometimes do not understand the material after being explained by the teacher. Especially in class 6A, the obstacle is that the teacher has to spend 10 minutes to make the class conducive because active students dominate this class.

The next obstacle is that some students still do not want to listen to the teacher's explanation when Faith's lesson is in progress. As a result, students are busy with their world. Then, teachers often use words that are not familiar to students. Another obstacle is that there are students who are lazy when recording Bible verses that can be related to everyday life.

#### **Student Responses to Higher Order Thinking Training Presented in the Form of Practice Questions.**

Their responses were very varied through interviews conducted with ten grade 6 students. Some think practicing questions in the form of discussions are more exciting because they do not have to think about the answers alone. Conversely, if you have to do it yourself, feel lazy because you have to write it again. The following response is that students find this activity very helpful because it makes it easier for them to understand the problem by reasoning better, finding the essence of the story problem, and giving the correct answer. In addition, students also agree that this exercise exists because it can

train them to think critically even though there are often trickers, especially on multiple-choice questions.

The opposite response is that some students find it difficult if this practice is carried out because they have to be logical. Some think it's normal because the practice questions have not led to higher-order thinking. The answers to the practice questions are still in rote form, so they are easy to remember. However, they are also sometimes fooled when answering the question of the form of filling.

### **The Use of Bible Literacy in Discovering the Meaning of God's Word.**

Through information obtained from the ten 6th graders, the answer to this question was that six students explained that understanding literacy from Bible narratives is very helpful for students in discovering the meaning of God's Word. The reasons are very diverse. Some say that they are thus helped in giving the correct answers to the daily assessment (test); others argue that the literacy made them understand that there was still a Bible story they did not know. Then, assist them in carrying out God's commands, as described in the biblical narrative.

One student replied that it depended on his Bible story. Sometimes, there are stories that are easier to understand. If it is easy to understand and presented in the form of literacy questions, it will make it easier for them to answer questions and find meaning or messages from God's Word for daily life.

The other student replied that in this section, it was not very helpful. Most of them ignore it because they are not interested in Faith lessons. Faith lessons are only conducted once a week and fall on Fridays. The students are already too lazy to study because tomorrow is the weekend end holiday.

### **Examples of Problem Solving Strategies.**

Based on information from the ten grade 6 students, an example of the problem the teacher gave to discuss was, "Why, to this day, do many people find it easier to say unconstructive words to others?". Secondly, 2 people quarrel and then later discuss what needs to be done so that the quarrel stops and reaches a point of peace. Third, why we have to share with others when our living conditions are "mediocre" or under challenging circumstances. Fourth, the problem of cyberbullying, how to bridle our tongue, and the problem of why humans need to be grateful. Fifth, another example of a problem is to find out why students show behavior that tends to be impolite. In addition, the issue of the way students express an attitude of glorifying God is also important.

### **Compilation of Faith's Repeat Question.**

The interviews with the ten grade 6 students revealed that two students gave different answers. One student thinks that Faith questions are easy and not arranged from easy question level to difficult question level. The second student said it was arranged randomly. The reason for easy or difficult questions depends on the person; if the person learns, they can answer the type of Faith questions.

Eight students answered arranged from easy level to complex level. The underlying reason is, first, usually, the problem with the initial number is easier. Second, the easy question level starts from semester 1. Entering semester 2, especially in the test, mid-test,

and final test, has begun to be complicated. Third, there is a reason that the questions are arranged from the easy level to the most challenging level based on the numbering of the questions. Usually, the easy ones are at the beginning, such as multiple-choice questions and fill-ins from numbers 1-5. On difficult essay questions, the number 3-5 starts.

The Use of Problem-Solving-Based Questions, Based on Bible Literacy with Daily Life, and Case Studies in Daily Assessments, Midterm Assessments, and Year-End Assessments.

Based on interviews with ten grade 6 students, information was obtained that problem-solving-based questions, literacy, and case studies can train brain power to understand the material better. Please help them to give answers by not relying on memorization methods. They are easier to solve problems.

Furthermore, they learn to give answers based on theories that have been and are being worked on. This type of problem can help them think more and differently than usual, find solutions to life problems faced, and provide the proper response to the life problems faced.

#### **Student response when answering faith questions.**

From the information obtained from the ten grade 6 students, the students' answers were divided into 2 categories: the difficult level and the middle level (not tricky and relatively easy). For the difficult level as many as three students said that the Faith question was classified as a problematic level. The difficulty when answering the fill-in-the-blank question (short fill) is because deceivers and essay questions lead them to find what lessons are learned in the Bible verse in question and must present the answer in complete sentences and according to what is asked. The second factor is not carefully reading the sentence of the question and finding the trickster, especially in multiple-choice questions and fill-in, even though the question is about Bible verses. Another thing is that they are directed to think of solutions to nuanced problem-solving problems.

A total of seven students thought that Faith's question was quite tricky. They think so because they are confused about the questions, especially if presented in the test, mid-test, and final test. Then, the question asks them to analyze the meaning of the biblical text. The reason why Faith questions are relatively easy is because there are types of multiple-choice questions. For them, multiple-choice questions are very helpful in answering existing questions because of the availability of answer choices. It is not difficult to do that on the exact part of the question. The exact meaning here is the questions presented in the practice questions that have been discussed and reloaded into the test questions, test, or final test.

Next, the researcher summarized the results of interviews with grade 5 students. Here are the results of the interview.

#### 1. Description of the use of the HOTS concept.

Overall, all ten 5th graders said that the teacher has applied this concept. According to them, teachers present learning more towards honing the way of thinking. This can be seen from the teacher's presentation, which usually leads to sharpening thinking. For example, in the new life material, teachers usually ask students to answer questions whose



answers are not only written in books. Another example is when the teacher presents Paul's repentance material. In this material, the teacher gives slightly more complicated questions. The question is "why did God choose the sinful Paul to teach His word?". From this question, they are encouraged to think of the answer.

Then, the teacher stimulation students to reason when giving questions whose answers are not textbooks. In addition, the teacher also provides opportunities for students to express their opinions during the learning process. As for the assessment test, mid-test, and final test, teachers use the HOTS concept on literacy questions.

## 2. The importance of the HOTS concept in faith subjects.

Based on information obtained from the ten grade 5 students, it was obtained that all agreed if the HOTS concept was applied to the Faith subject. Some of the underlying reasons include that it can help students become more brilliant. Second, students are trained in giving answers that are not careless when answering questions directly from the teacher and those presented on the test, mid-test, and final test questions. Third, teachers usually provide test questions that are not only fixed from the material but come from the teacher's explanation through examples in everyday life. The fourth reason is that their insight is not too broad in understanding Faith lessons if the learning process is only understanding and memorizing. The fifth reason is that they will more easily understand the material and think creatively with HOTS.

## 3. How to Understand the Bible Story Using the HOTS Concept.

Through the information obtained from the ten students, four students were familiar with how to ask the teacher about the meaning of the Bible story they were listening to or reading. Then, they will try to find the moral messages necessary for themselves in advance. He will ask the Sunday school teacher if he has not found it. After that, they try to apply the message contained in the story.

Furthermore, the other five students had a different way: to read the story repeatedly and ask friends, teachers, and parents if they had not grasped the essence of the Bible story. One student had a way of reading the Bible and then retelling it in his language. To relate it, he usually does it experimentally.

## 4. How students use thinking skills when understanding faith material.

The results of the information obtained from the ten fifth graders on question number 4 were very diverse. Six students have a common way: to listen first to the teacher's presentation until they understand it and then read the material. Some, after listening to the teacher's explanation, try to answer the practice questions in the student module. Especially in discussing the story of Saul's conversion, some of them tried to think about what Saul did after believing that Jesus was Lord and Savior. There is one student who will use his thinking skills after recess. According to him, it helped him to be able to concentrate optimally in listening to the teacher's presentation.

Furthermore, there was one student who applied first what he had learned to the Faith material; after that, from the application he had done, he was able to provide answers to the teacher's questions about faith and daily life. In addition, it can help him answer critical questions from friends who ask about "who is most guilty of man's fall into sin?".

Two students will use their thinking skills in an independent way. If they have difficulties, they will ask friends or teachers to discuss them with the aim of gaining a thorough understanding.

#### 5. Student Responses in Answering Questions Randomly.

Based on information obtained from ten students in grade 5, for this question, as many as two students felt happy if the teacher gave questions to students even though randomly. The underlying reason is that it can help them express ideas that they know to convey directly without being distracted by whether the answers given are right or wrong. Second, it can add insight for them and increase points of activity in class. For the other eight students, they had a fear of the teacher asking random questions. Nevertheless, they still try to answer as best they can and answer politely and politely.

#### 6. How Students Express Opinions in Discussions.

The following information was obtained from the ten grade 5 students:

There is a type of student who gathers several possible answers, concludes, and explains them to friends and teachers. The second student has a way, which is to answer hastily because, in his view, the teacher usually gives a duration of time. If it is a group discussion, he participates in discussing with friends in order to contribute to the teamwork discussion. The third student does this by conveying to the teacher his opinion first, if he is sure of his opinion, he will convey it to his group friends.

For the fourth student, he is more silent if the teacher gives discussion questions in groups or not in groups. The fifth type of student, he will only express ideas if group friends give assignments for him in finding answers to questions to be discussed.

Furthermore, the sixth student has a way, which is to give an opinion if the teacher mentions his name, if otherwise he tends to be passive. The seventh student chose to give an opinion when the teacher appointed him. If in a discussion group, he usually gives an opportunity to friends to give his ideas first and then himself.

The eighth student, he took his hand, when he was welcome and explained his opinion. This is triggered because of the reward if students are active in opinions. The ninth type of student, he is more often a listener in a discussion. The tenth student will usually answer directly and express it in the discussion group if he knows the answer.

#### 7. The Model of Jesus' Teaching Applied by the Master.

Of the ten grade 5 students who have given the answer, researchers found that there were eight students who explained that teachers more often use learning models by providing real examples. This is because according to them, the teacher's explanation is usually about daily life related to the material being taught. The next reason is seen when the teacher explains the Living By Spirit material. For the material of the fall of man into sin is presented in the form of a brief drama, assignment of a drama project, and presentation followed by an expression depicting the event of the fall of man. They noticed that the teacher gave examples that happened in everyday life, even from the teacher's own life. The goal is to make it easier for students to understand the existing learning.

The other two students had different opinions. One student argues that the learning model commonly used by teachers is a learning model by involving students in the teaching and learning process. In the Philemon and Onesimus material, the teacher asked 2 or 3 students to come forward to serve as examples. Then another student argues that teachers usually use the learning model by asking God for guidance. This can be seen from learning activities that always begin with prayer and close with prayer.

#### 8. The Importance of Teachers Linking Faith Lessons to everyday life.

Through the information obtained from the ten grade 5 students, their opinions on this question are very varied. The first student thinks that he will easily understand the material if he practices what has been taught by his teacher. The second student thought that by doing so students could apply the message of God's word conveyed in the study of Faith.

According to the third student, Faith's lessons will be difficult for him to understand if they are not balanced by relating the material to real examples in everyday life. For the fourth student, if Faith lessons are not connected to everyday life, students may not understand how to apply them. Then the student may not believe in God's omnipotence in his life.

The other six students basically had the same assumption, that they thought it would help him become a person who feared God and obeyed God's Word. It's not just knowing the theory. Then be able to be doers of God's Word. A small example trains students to be able to pray every day, and to be able to help many people.

#### 9. Obstacles Faced by Teachers in Directing Students to Find Relationships Between Faith Material and Daily Life.

Based on information obtained from the ten grade 5 students, researchers found that the obstacles experienced by teachers came from internal and external factors.

##### **Internal**

Teachers need to manage the class better so that at the time of teaching students are not busy with their own world and create chatter that triggers the class to be less conducive. Second, teachers need to understand the characteristics of students in learning. So that if there are students who do not understand the instructions and / or already understand the material provided, the teacher can find an effective way for the students concerned. Third, when explaining the material the teacher is usually not clear in pronouncing words in English. So to understand the teacher's intentions, he had to ask again.

##### **External**

The obstacle is that students begin to lack enthusiasm for learning because the Faith subject is presented in the last hour (opinion from 5B students). The second obstacle is that students do not respond quickly in doing the part and lack discipline in using time when working on it. Furthermore, there are types of students who are easy to chat with topics outside of lessons.

#### 10. Student Responses to Higher Order Thinking Training Presented in the Form of Practice Questions.

Of the ten students who were interviewed, there were four students who had ordinary responses because for them there were questions that were easy to answer and some that were difficult. Nevertheless, they still answered as much as possible. Then two students who think that if possible do not present such a question because it makes students tend to be lazy to do it, especially about the Bible story. The last four students thought that such practice questions trained them to think differently than usual and not the text book. Train them to ask the teacher about the meaning of the question if they do not understand it. The quality of student learning becomes better and more focused. They experience an increase in learning that is not just rote memorization. If teachers give practice test preparation, mid test, or final test questions, they will be better prepared.

#### 11. The Use of Bible Literacy in Discovering the Meaning of God's Word.

All ten students answered very helpfully. The reasons that come with it are very diverse. First, students find it easier to manage answer sentences. Second, it assists students in knowing what the Lord is saying. Then later it can be applied in everyday life. Third, because in the Bible there are words written in the form of conversation, making it easier to understand and find the meaning of God's Word and write the answer using your own sentences.

Fourth, it makes it easier for students to understand the Bible story in outline. Fifth, it can spur students to study God's Word. Sixth, students experience an increase in learning that is not just rote. If the teacher provides practice test preparation questions, students will be better prepared.

#### 12. Examples of Problem Solving Strategies.

Here are the interview results from the ten grade 5 students:

For example, from the story of Zaccaeus, he learned from the character about how to love God after repentance. The teacher asked students to find out what things made Saul repent. The second is how the Holy Spirit works in the believer. Then the question of "why is the Holy Spirit called God?" The third example of the problem given by the teacher is why Jesus wanted to eat at the house of Zacchaeus who was a tax collector. Why Zacchaeus was able to undergo such a tremendous change.

Fourth is why God told Jonah to speak God's Word in the city of Nineveh which was filled with sinners and to do so was full of great risk. In this material also, the teacher divides students into groups to work on Jonah's puzzle for a predetermined duration. Then students explained the crux of Jonah's problem, the consequences he had, and how God resolved Jonah's inner conflict.

An example of the fifth problem is Onesimus. From this story there is an interesting point to investigate, namely why Paul asked Philemon to take him back when he had made a fatal mistake as a servant. The sixth is the story of the poor widow. From this story students learn to think Christianly. Should the widow's actions be implemented? Then another example of the problem is from the story of Paul who repented, "Why did God choose Paul to be the preacher of God's Word?"

#### 13. Compilation of Faith's Repeat Question.

Based on information obtained from the ten grade 5 students, for question number 13, as many as three people think that Faith questions are arranged randomly. The reason is that the preparation of larger number questions is usually easier than small numbers. Then as many as seven students argued that the questions had been arranged systematically, from easy level to difficult level. The form of multiple-choice questions, and the filling is still considered easy. The higher the question number, the more the difficulty weight increases. Usually the questions that are considered complicated are on the last page, namely the form of essay questions. It takes time to read, understand the main idea of the new reading, understand the purpose of the given problem. But in their opinion, it can still be answered by looking at the facts of daily life.

14. The Use of Problem-Solving-Based Questions, Based on Bible Literacy with Daily Life, and Case Studies in Daily Assessments, Midterm Assessments, and Year-End Assessments.

Through the information obtained from the ten grade 5 students, for answer number 14, is as follows:

So that they can understand the meaning of the Bible story. Then this literacy can help students in providing good examples in dealing with life problems. Not only understanding in theory, but in the future it can be practiced in everyday life, living what God's Word says, can build a close relationship with God. Another reason is to make them more felt or trained in thinking and not only rely on memorization methods, able to evaluate learning results, help them better understand the material taught, and teach them to learn to find the right solutions in solving problems.

15. Student response when answering faith questions.

Based on the results of interviews from the ten grade 5 students, information was obtained that as many as six students who said they did not find it difficult to answer Faith's questions. This is because they have received practice questions before carrying out the test, mid test and final test. Those who have learned Faith not only in school but from Sunday school, daily life, have even been honed since the 1st grade of elementary school. The teacher has also given specific questions so that students can easily understand the meaning of the questions. If there are students who do not understand the meaning of the teacher, they still help him. The last reason is that there are questions that are not difficult in this type of multiple-choice question. This is because the answer is already available. While the fill-in and essay questions need to be thought of and analyzed.

A total of three students felt that the Faith question was not too difficult and not too easy (enough category). The reason is that the question is considered easy because there are questions that have been understood the meaning of the question. It is difficult because there are still Bible stories that do not understand the order of the story. The type of question with a more difficult level is a question in the form of an essay. For example, the question of Zacchaeus' life is presented in the form of an essay. According to one student who chose this category because he still did not understand the events after

Zacchaeus met Jesus. Then the easy part is the fill-in-the-blank questions that have answer choices in the form of words.

For other students argued, it is not too difficult because the answers can still be reasoned. It is a little difficult because there is diction in English that is not yet understood. One student thought Faith's problem was difficult. Mainly related to the story of the Bible. The type of question that he found difficult was the essay problem, because there was still a Bible text that he did not understand the plot of.

## **Conclusion**

Analysis and discussion of the research problem resulted in two main conclusions. First, related to the HOTS learning process, it was found that the application of the concept was already running, but still needed to be improved to suit the characteristics of students. Grade 5 students begin to cope with complex material, while grade 6 students still face obstacles in concentration and motivation. Second, HOTS learning outcomes show that students face challenges in answering questions, especially in Bible literacy analysis and literacy-based problem solving. The questions designed require critical and creative thinking skills, but there are still difficulties in their application.

In formulating suggestions and recommendations, efforts need to be made to improve the understanding and application of HOTS to students and teachers. In-House Training is the right solution, with structured material and carried out regularly. This training is aimed at improving teacher skills in designing HOTS-based learning and preparing higher-order thinking problems. In addition, school management support is needed to assist teachers in implementing HOTS effectively and provide motivation and support in developing their abilities. Thus, it is hoped that Faith learning at Daniel Creative School Semarang can be more effective and have a positive impact on students' development in understanding and applying religious values in their daily lives.

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