

Teachers' Perceptions of the Development of Indonesian Language Assessment Guidelines Containing HOTS and Pancasila Student Profiles

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Article Info

History Articles

Received:

15 January 2024

Accepted:

12 February 2024

Published:

30 April 2024

Keywords:

Assessment Guidelines, Final Semester Assessment, HOTS, Pancasila student profile

Abstract

Assessment activities are an urgent matter that educational units must carry out. Learning assessment based on Higher-Order Thinking Skills (HOTS) is also an important part of creating the effectiveness of the learning process. HOTS-based assessment is important for the learning process. This is because the results of the critical thinking process are easier to transfer, can understand concepts in depth, and can ultimately be applied to everyday life. The Independent Curriculum frees teachers to make their assessments according to their needs. There is a need for assessment guidelines as a reference for teachers according to the Merdeka curriculum. This research aims to determine how Indonesian language teachers as user practitioners perceive the development of end-of-semester assessment guidelines for class VII Indonesian language subjects containing HOTS and Pancasila student profiles. This research uses a descriptive qualitative research method with data collection techniques originating from a teacher needs questionnaire regarding developing end-of-semester assessment guidelines for class VII Indonesian language subjects containing HOTS and Pancasila student profiles. The results of this research are a description of teachers' perceptions regarding the development of end-of-semester assessment guidelines for class VII Indonesian language subjects containing HOTS and Pancasila student profiles. As a result, 90% of respondents stated that the purpose of this assessment was to measure student learning achievement. The research findings also show that 80% of respondents stated that the development of this assessment was very interesting and useful for learning innovation and could improve students' 21st-century competencies. Apart from that, this research can also be a reference for teachers in carrying out assessment activities according to the Merdeka Belajar curriculum in Middle School Class VII Semester 1 for Indonesian Language Subjects.

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INTRODUCTION

Learning assessment is an important part of creating effectiveness in students' learning processes. Assessment is an activity to obtain authentication data that will show the standard of ability and success of students in achieving goals based on the curriculum (Bahtiar & Subyantoro, 2021). The Merdeka Curriculum currently uses assessments based on HOTS and the Pancasila student profile. This is related to students' critical thinking abilities and the implementation of Pancasila values in learning and assessment. This assessment is expected to improve students' abilities in facing the 21st century because the 21st century requires human resources to be ready to face various changes and rapid competition both nationally and internationally (Marsi, et al. 2022).

High teacher qualifications can create innovative, creative, and meaningful learning for students, as well as provide assessments that are also successful in measuring student competence (Nesi, Muhamad, & Wagiran, 2023). Unfortunately, the urgency of the need to develop this assessment has not been matched by the teacher's capabilities. Teachers' ability to create and develop tools for assessing student learning outcomes that suit HOTS-based needs and the Pancasila Student Profile is still lacking.

Budiman & Jailani, (2014) in their research explained that the real problem being faced by teachers is their ability to plan HOTS-based instruments and the lack of competence in developing HOTS assessment instruments. Apart from that, there are assessment tools specifically designed to train HOTS or students' higher-order thinking skills. Today's education, which is free from educational units, is also a problem because it turns out that teachers feel confused and lack experience in preparing HOTS-based assessment instruments and the Pancasila Student Profile.

Indonesian language teachers in junior high schools, based on the results of interviews, apparently have participated in workshops/training activity programs for preparing Higher-Order Thinking Skills (HOTS) questions. Even though they have participated,

teachers still find it difficult to develop HOTS-based instruments. The implementation and application of HOTS in Indonesian language learning according to research by Posma (2021) shows that teachers still formulate questions that do not focus on critical thinking. According to research conducted by Attamimi et al., (2020) Indonesian language lessons can be integrated with HOTS-based questions. Nugroho, (2021) defines HOTS as the ability to identify problems and be able to solve them with non-automatic strategies. With this, it is hoped that children will be able to find solutions to their problems and act efficiently. This means students can develop their skills in new situations. The levels of knowledge, understanding, and application are low-level thinking skills, while the levels of analysis (C4), evaluation (C5), and creation (C6) are HOTS (Afikah et al., 2023).

Apart from that, this ability to think is not only done by accepting all arguments and drawing conclusions but also by being able to have a critical attitude by questioning arguments and conclusions so that students can solve problems and be able to produce a decision (Krisnawati, Vera, et al. (2022)). In learning, it is very important to pay attention to students' critical thinking skills so that they continue to develop and can produce competencies that can be used to live a good and successful life (Tasrifah Tasrifah, et al. (2022)).

The development of today's education curriculum, giving rise to the newest curriculum, namely the Merdeka curriculum, requires assessment guidelines that are relevant and capable of measuring students' abilities holistically, including the ability to think critically and creatively. There is also a Pancasila student profile, namely students whose profile (competencies) are related to two things, namely the ability to become democratic Indonesian citizens and become superior and productive human beings in the 21st century (Sufyadi et al., 2021). Indonesian children should have the ability to continue learning throughout their lives and become competent children, have character, and behave by the various essences of the various Pancasila values. The formulation of the

Pancasila Student Profile, namely "Indonesian students are lifelong students who are competent, have character and behave according to Pancasila values" (Anggreana et al., 2020). There are six dimensions of the Pancasila student profile, namely (1) having faith, being devoted to God Almighty, and having noble character; (2) global diversity; (3) working together; (4) independent; (5) critical reasoning; (6) creative.

The contents of the Pancasila student profile used in this research are in line with the vision and mission of the Ministry of Education and Culture as stated in the 2020-2024 Minister of Education and Culture Regulation. Students are expected to be able to apply the Pancasila values contained in learning and assessment in everyday life (Mutiara, Wagiran, & Rahayu, 2022).

Apart from critical thinking skills, there is a need to integrate Pancasila's character values into learning. The aim is to minimize negative influences that can cause a decline in a person's moral values. For example, low tolerance, lack of courtesy, not respecting other people's opinions, and so on (Lutfianti, Kartika D., Subyantoro, & Haryadi, 2022).

Based on the things above, it can be said that the position of Indonesian language subjects in the current education curriculum is very important and central and has an important role in forming character and critical thinking skills as well as developing identity as Indonesian citizens who are guided by the values of Pancasila. Thus, it is necessary to have the perception of class VII Indonesian language teachers used as a basis for strengthening the need for developing assessment guidelines in Indonesian language learning at the end of the semester containing HOTS and the Pancasila Student Profile.

The problem formulation for this research is the need to develop final semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile. Next, the research aims to describe the need for developing final semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile. The results of this research only describe

educators' perceptions of the development of final semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile.

METHODOLOGY

This research uses a qualitative descriptive design because it only describes the perceptions of teachers and students regarding the development of final semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile. In its implementation, questionnaires were distributed to respondents, and interviews were conducted with class VII Indonesian language teachers.

There are two data used in this research, namely questionnaire data on educators' needs regarding the development of final semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile. Second, data from interviews with class VII Indonesian teachers regarding the development of end-of-semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile.

The data analysis model used in this research is qualitative descriptive analysis through the presentation of information. Questionnaires and interview guides were used as data collection techniques in this research. The steps start from processing the data, categorizing the data, then entering the data into a computer program (Excel), and checking the data. This technique is a technique used to determine teachers' perceptions of the development of end-of-semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile

RESULTS AND DISCUSSION

The results of this research were obtained from the analysis of teacher needs questionnaires regarding the development of end-of-semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila

Student Profile. Apart from that, also from the results of interviews with class VII Indonesian teachers. The results of the analysis of the teacher perception questionnaire regarding the development of assessment guidelines contained two aspects, namely the material substance needs aspect, and the presentation needs aspect. The first aspect includes: (1) the language skills assessed, (2) the material used, and (3) the learning outcomes used. The following is the explanation.

Based on the presentation of the data above, it can be seen that the teacher chooses the language skills that will be assessed using this

assessment guideline, the highest being 90% in reading and viewing abilities. For listening skills only 36%, speaking and presenting skills only 26%, and writing skills only 33%. Thus, it can be concluded that according to teachers, the language skills that can be assessed using the final semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile that will be developed are reading and viewing skills. Next, the material that will be used in developing final semester assessment guidelines for Indonesian Language subjects contains HOTS and the Pancasila Student Profile. The following is the explanation.

Table 1 Assessed Language Ability

Statement	Answer Choices	Σ	Σn	%
Ability language assessed with a summative assessment semester 1 HOTS-based by the curriculum Independent Study.	Which was Listen	11	30	36
	Read and Viewing	27	30	90
	Speaking and Presenting	8	30	26
	Write	10	30	33
	Everything is correct	1	30	1

Table 2 Materials Used

Statement	Answer Choices	Σ	Σn	%
The material can be used in preparing the final summative assessment of semester 1 for Indonesian Language Subjects class VII HOTS and profile-based Pancasila students.	Description Text	29	30	96
	Narrative Text	20	30	66
	Folk Poetry	26	30	86
	Procedure Text	20	30	66
	Explanatory Text	6	30	20
	Everything is correct	1	30	3

Based on this table, it can be seen that the material used in developing the final semester assessment guidelines for Indonesian language subjects containing HOTS and Pancasila Student Profile is descriptive text at 96%, then folk poetry text material at 86%, narrative text material, and procedural text material at 86%. the same, namely 66%. Then 20% of teachers chose explanatory text and 3% of teachers chose all correct.

It can be concluded that based on the teacher's answers, the materials that can be used in developing final semester assessment guidelines for Indonesian language subjects containing HOTS and Pancasila Student Profile are descriptive texts, folk poetry texts, narrative texts, and procedural texts because more than half of the respondents chose these texts.

Table 3 Learning Outcomes Used

Statement	Answer Choices	Σ	Σ n	%
The assessment that will be used as an evaluation summative ends semester I on the Eyes Lesson Language Indonesia class VII based on HOTS and Student Profile Pancasila based on CP which is by curriculum independent study.	Students are capable of identifying various information with accurate ideas, thoughts, instructions, views, or messages from a text description, text narrative, and text procedures from the text written, visual, and audiovisual by comparing that information with experience and knowledge.	30	30	100
	Students are capable of Assessing the choice of diction, and vocabulary, as well as how to present data appropriate with text type and purpose writing on fiction text And informational simply..	17	30	56
	Students assess intrinsic elements like flow and change of attitude of characters in the text fiction	4	30	13
	Students are capable of using resources Another is for assessing the accuracy of Information on the appropriate text level.	7	30	23
	Other	0	30	0

Based on this table, it can be seen that the CP used in developing the final semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile is the first. Students can evaluate information by assessing the accuracy of ideas, thoughts, instructions, views, or messages in written, visual, and text. audiovisual, comparing the information with one's own experience and knowledge select this, or the total is 100%. The next credit score is that students can evaluate vocabulary choices, vocabulary, and ways of presenting information according to text genre, as well as the function of simple writing in fiction and informative texts, as much as 56%. other CP options are not more than 25%.

It can be concluded that based on the teacher's answers, the Learning Outcomes (CP) that can be used in developing final semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila

Student Profile are that students can identify various information using assessments based on the accuracy of ideas, logic, direction, views, or messages contained in descriptive text, narrative text, and procedural text whether written, visual, or audiovisual. Then they can also compare this information with their experience and knowledge and students can identify the use of diction, various types of vocabulary, forms of presenting data based on various texts, and the function of writing in simple fiction and informational texts.

Next, the second aspect, namely the aspect of presentation needs. This aspect is described in several indicators. The first indicator is the component of the question instrument that will be prepared as an assessment guide. In the instrument components used, there must be a question grid, question cards, question items, an assessment rubric, and an answer key. The details will be explained in the following table.

Table 4 Instrument Components

Statement	Answer Choices	Σ	Σn	%
Component Grille instrument question about that will Card arranged question For assessment Guidelines summative Item question end semester 1 based Assessment rubric HOTS and Student Profile Answer key Pancasila on the Eyes Other Lesson Language Indonesia class VII in curriculum Independent Study	Question grid	25	30	83%
	Question card	22	30	73%
	Question items	22	30	73%
	Assessment rubric	27	30	90%
	Answer key	22	30	73%
	Other	0	30	0%

Based on this table, it can be seen that the instrument components in developing assessment guidelines according to teachers must include a question grid (83%), question cards (73%),

question items (73%), assessment rubrics (90%), and key answer (73%). From these results, it can be seen that the instrument components must be complete.

It can be concluded that according to the teacher's opinion, developing assessment guidelines must have several instrument components, namely question grids, question

cards, question items, assessment rubrics, and answer keys. All components of this assessment instrument must be included in the resulting product as a guide for teachers in compiling various instruments to meet their needs in assessment activities, especially end-of-semester summative assessments. The next indicator can be seen in the table below.

Table 5 Level Comparison Balance Problem

Statement	Answer Choices	Σ	Σn	%
Comparison level of balance between HOTS questions C4: C5: C6 in preparing summative assessment guideline end of semester 1 based on HOTS and Pancasila Student Profile in Language Subjects Indonesia class VII.	20% : 60% : 20%		30	50%
	25% : 50% : 25%	7	30	23%
	30% : 40% : 30%	9	30	30%
	Other	0	30	0%

Based on the table above, it can be seen that the ratio between HOTS questions that suit the teacher's needs, namely C4:C5:C6, is 20: 60: 20, which is known to be 50%. Other options are only 23% and 30%. Therefore, in developing the end-of-semester assessment guidelines for Indonesian language subjects containing HOTS and the Pancasila Student Profile, the ratio of the balance level of questions, namely C4:C5:C6, is 20: 60: 20.

Question C4 is analyzing, the level of analysis consists of abilities or skills in terms of differentiating, organizing, and connecting. Question C5 is assessing or evaluating, this level consists of the ability to check and criticize. Question C6 is creating or creating, this highest level consists of formulating, planning, and producing. These three are cognitive levels for critical thinking abilities. The next indicators are in the table below.

Table 6 Stimulation based on Pancasila Student Profile

Statement	Answer Choices	Σ	Σn	%
Stimulation-based Profile dimensions Pancasila students who are Interested and suitable for Text material description in preparing final summative assessment guidelines for semester 1.	Believe in God Almighty, and have noble character	21	30	40 %
	Global Diversity	23	30	76%

	Worked together	21	30	70%
	Critical Reasoning	11	30	36%
	Other	0	30	0%
Stimulation based on the interesting Pancasila Student Profile dimensions is suitable for narrative text material in preparing final semester 1 summative assessment guidelines.	Believe in God Almighty, and have noble character	22	30	73%
	Global Diversity	26	30	86%
	Worked together	21	30	70%
	Critical Reasoning	8	30	26%
	Other	0	30	0%
Stimulation based on the interesting Pancasila Student Profile dimension is suitable for folk poetry material in preparing the end-of-semester 1 summative assessment guidelines.	Believe in God Almighty, and have noble character	11	30	36%
	Global Diversity	21	30	70%
	Worked together	25	30	83%
	Critical Reasoning	7	30	23%
	Other	0	30	0%

Based on this table, stimulation based on the Pancasila student profile that can be applied in developing assessment guidelines is stimulation for descriptive material that is high or above 50% is Global Diversity at 76%, then

Working together 70%. For narrative text material, the numbers are high or above 50%, namely the dimensions of Global Diversity at 86%, Faith in God Almighty at 73%, and Mutual Cooperation at 70%. Furthermore, for folk poetry material, the highest number or above 50% is the Global Diversity dimension of 70%. There are 36% who choose to believe in God Almighty. Next, there is procedural material that has high scores, namely Faith in God Almighty as much as 60%, and Global Diversity as much as 70%.

It can be concluded that based on the teacher's answer, the stimulation based on the Pancasila Student Profile for descriptive text material is Global Diversity and Mutual Cooperation, then the stimulation for narrative text material is Global Diversity as much as possible and Faith in God Almighty. Furthermore, for folk poetry material, the stimulation is in the dimension of Faith in God Almighty. There is stimulation for Global Diversity material. Furthermore, for folk poetry material, the stimulus uses the Global Diversity dimension. Next, there is procedural material that has high value, namely Faith in God Almighty and Global Diversity.

Table 7 Stimulus Neutral

Statement	Answer Choices	Σ	Σn	%
The stimulus used in the problem must be a neutral issue in preparation guidelines for summative assessment at the end of semester 1 based on HOTS and Pancasila Student Profile in Language Subjects Indonesia class VII	SARA	27	30	90%
	Gender Bias	24	30	80%
	Pornography	25	30	83%
	Violence	25	30	83%

	Hate Speech	25	30	83%
	Other	0	30	0%

Based on the table above, it can be seen that the stimulus that will be used in the questions must not contain SARA (90%), Gender Bias 80%, then Pornography (83%), violence (83), and Hate Speech (83). Thus, in preparing the final summative assessment guidelines for semester 1 based on HOTS and the Pancasila Student Profile in the Indonesian Language Subject class VII, the stimulus must be neutral from SARA issues, gender bias, pornography, violence, and hate speech. Apart from that, based on the results of interviews with class VII Indonesian teachers regarding the final semester 1 summative assessment guidelines based on HOTS and Pancasila Student Profile in class VII Indonesian Language Subjects, they are as follows.

According to teachers, the results of the recap of interview data regarding the urgency of developing assessment guidelines are very important and need to be done because the Merdeka curriculum demands HOTS-based assessments and Pancasila Student profiles, while there are not many assessment references, so it will help teachers in carrying out learning assessments.

CONCLUSION

Teachers' perceptions regarding the development of HOTS-based end-of-semester assessment guidelines and the profile of Pancasila students are very important to know. This is related to development based on problems or needs in the field. In this way, developing these assessment guidelines will be carried out effectively. According to the teacher, in developing assessment guidelines, the aspects that need to be considered are the material substance and presentation requirements. The first aspect includes: (1) the language skills assessed, (2) the materials used, and (3) the

learning outcomes used. The second aspect, namely the aspect of presentation needs. This aspect includes instrument components, a comparison of the balance level of stimulation based on the Pancasila Student Profile, and neutral stimuli.

According to teachers, the development of assessment guidelines is very important and needs to be done because the Merdeka curriculum requires HOTS-based assessments and Pancasila Student profiles, while there are not many assessment references, so it will help teachers in conducting learning assessments.

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