

ABSTRAK

Harnin, Kadek Nina (2022), *EFL Teacher's Online Learning Activities: An Analysis of Teachers' Creativity and Insertion of Higher Order Thinking Skills in Senior High Schools in SMA PGRI Blahbatuh*, Tesis, Pendidikan Bahasa Inggris. Program Studi Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: Pembelajaran daring, aktivitas pembelajaran, Kreativitas, HOTS, EFL

HOTS dan kreatifitas adalah dua kemampuan yang sangat dipertimbangkan penting dalam pembelajaran abad ke 21 di dalam Pendidikan. Meskipun HOTS dan kreatifitas menjadi dua kemampuan yang penting dalam pembelajaran abad ke 21 di dunia Pendidikan, namun tidak banyak data ditemukan mengenai penerapannya dalam proses pembelajaran terutama dalam konteks pembelajaran Bahasa Inggris di Bali. Selain itu, kemunculan pembelajaran jarak jauh menuntut guru untuk beradaptasi dalam strategi pembelajaran yang berkaitan dengan teknologi. Oleh sebab itu, tujuan dari penelitian ini adalah untuk menyelidiki aktifitas pembelajaran daring yang diterapkan guru Bahasa Inggris dan sisipan HOTS dan kreatifitas di dalam pembelajaran daring serta tantangan yang dihadapi guru dalam menerapkan aktifitas pembelajaran yang mengandung HOTS dan kreatifitas. Penelitian ini menggunakan metode kualitatif. Pengumpulan data dilakukan melalui observasi di kelas daring, dan dilengkapi dengan wawancara kepada guru. Data dalam penelitian ini dianalisis menggunakan ceklist observasi kelas daring yang dikembangkan dari *Permendikbud No 22 Tahun 2016*, ceklist kriteria kreatifitas dari teori Robinson (2016), ceklist kriteria HOTS dari teori Marzano & Kendall (2008) serta wawancara kepada guru untuk menemukan permasalahan dalam penerapan aktifitas pembelajaran yang menyisipkan HOTS dan kriteria kreatifitas. Hasil penelitian menunjukkan bahwa: 1) Guru Bahasa Inggris menerapkan pembelajaran secara synchronous dan asynchronous; 2) Penyisipan kriteria HOTS di aktifitas pembelajaran ditemukan di kegiatan awal dan kegiatan inti; 3) kriteria kreatifitas ditemukan hanya dalam kegiatan inti; 4) tantangan dalam menerapkan kriteria HOTS dan kreatifitas adalah masalah keterbatasan internet, perangkat pendukung daring serta tingkat kemampuan belajar siswa. Oleh karena itu, guru dianjurkan untuk memperoleh lebih banyak pelatihan dan mempersiapkan pembelajaran dengan merancang pembelajaran yang menyisipkan kriteria HOTS dan kreatifitas sehingga mampu beradaptasi dengan pembelajaran jarak jauh.

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Higher order thinking skills and creativity are two significant skills included in 21st century skills in education. Although HOTS and creativity become important two skills of the 21st century education, there was not much data on their insertion existing in the teachers' instructional process, especially in the EFL context in Bali. Besides, the emergence of remote online teaching demanded the teacher to adapt with teaching strategies connected to technology. Therefore, the purpose of this study was to investigate the online learning activities implemented by EFL teacher and the insertion of HOTS and creativity in online learning activities implemented by the teacher during online learning. This study used a descriptive qualitative study. The data were collected through online classroom observation and completed with an interview. The data were analyzed using classroom observation checklist about learning activities with teaching segmentations (pre-activities, whilst activities and post activities) which was developed based on *Permendikbud No 22 Tahun 2016*, creativity theory from Robinson (2016), HOTS theory from Marzano and Kendall (2008) and interview guide for finding out some problems faced by teacher during insertion of HOTS and creativity in online learning activities. The result of this study found that: 1) The EFL teacher conducted online learning both synchronous and asynchronous learning modes, 2) the insertion of HOTS in learning activities were mostly observable in pre and whilst activities in analyzing level, 3) the criteria of creativity such as innovation was found on whilst activities only, 4) the challenges of implementing online learning faced by the teacher was limited internet access, lack of devices and difficulties on designing the learning activities meet the requirement of students' level. Therefore, it indicates that the teacher needs to get more special trainings and conduct more preparation of designing learning activities which insert HOTS and creativity which were adaptable to face remote teaching.