

**KEMAMPUAN PROFESIONAL DAN PEDAGOGIK GURU DALAM  
MENERAPKAN PEMBELAJARAN BERBASIS *HIGHER ORDER THINKING*  
SKILLS PADA PEMBELAJARAN GEOGRAFI SMA  
DI KOTA SINGARAJA**

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**ABSTRAK**

Penelitian ini bertujuan untuk: (1) Menganalisis Kompetensi Profesional guru geografi SMA di Kota Singaraja dalam menerapkan pembelajaran berbasis HOTS dalam pembelajaran geografi, (2) Menganalisis Kompetensi Pedagogik guru geografi SMA di Kota Singaraja dalam menerapkan pembelajaran berbasis HOTS dalam pembelajaran geografi, (3) Mendeskripsikan faktor-faktor yang mempengaruhi kemampuan guru geografi SMA di Kota Singaraja dalam menerapkan pembelajaran berbasis HOTS dalam pembelajaran geografi, dan (4) Mendeskripsikan kendala-kendala yang dihadapi guru geografi SMA di Kota Singaraja dalam menerapkan pembelajaran berbasis HOTS. Berkenaan dengan itu dilakukan penelitian dengan rancangan deskriptif melalui studi populasi yang melibatkan lima (5) guru geografi di Kota Singaraja. Pengumpulan data menggunakan metode survei, wawancara, dokumentasi, dan pencatatan dokumen, yang selanjutnya dianalisis secara deskriptif kualitatif dengan analisis tabel. Hasil penelitian menunjukkan: (1) Kompetensi Profesional guru geografi SMA di Kota Singaraja dalam menerapkan pembelajaran berbasis HOTS dalam pembelajaran geografi tergolong dalam kriteria 'sangat Tinggi' (86,4), (2) Kompetensi Pedagogik guru geografi SMA di Kota Singaraja dalam menerapkan pembelajaran berbasis HOTS dalam pembelajaran geografi tergolong dalam kriteria 'sangat Tinggi' (89,2), (3) faktor-faktor pendukung dan penghambat yang mempengaruhi kemampuan guru geografi SMA di Kota Singaraja dalam menerapkan pembelajaran berbasis HOTS dalam pembelajaran geografi secara umum bersifat mendukung guru dalam menerapkan pembelajaran berbasis HOTS, hanya pada aspek sertifikasi dan pelatihan pada sejumlah SMA yang belum mendukung, dan (4) faktor penghambat yang dihadapi guru geografi SMA di Kota Singaraja dalam menerapkan pembelajaran berbasis HOTS, secara umum terjadi pada tiga (3) indikator yang digunakan, yaitu karakteristik peserta didik yang berbeda-beda, pemilihan kompetensi dasar, dan alokasi waktu.

**Kata Kunci:** Faktor-Faktor yang mempengaruhi, Guru Geografi, *Higer Order Thinking Skills*, Kemampuan Profesional, Kemampuan Pedagogik, Kendala-kendala yang dihadapi.

**TEACHERS' PROFESSIONAL AND PEDAGOGICAL ABILITIES IN  
IMPLEMENTING HIGHER ORDER THINKING SKILLS-BASED LEARNING IN  
SENIOR HIGH SCHOOL GEOGRAPHY LEARNING  
IN SINGARAJA CITY**

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**ABSTRACT**

This research aims to: (1) analyze the professional competence of high school geography teachers in Singaraja city in implementing HOTS-based learning in geography learning, (2) analyze the pedagogical competence of high school geography teachers in Singaraja city in implementing HOTS-based learning in geography learning, (3) describe the factors that influence the ability of high school geography teachers in Singaraja city in implementing HOTS-based learning in geography learning, and (4) describe the obstacles faced by high school geography teachers in Singaraja city in implementing HOTS-based learning. In this regard, a descriptive research design was conducted through a population study involving five (5) geography teachers in Singaraja city. Data collection used survey, interview, documentation, and document recording methods, which were then analyzed descriptively qualitatively with table analysis. The results showed: (1) Professional Competence of high school geography teachers in Singaraja city in implementing HOTS-based learning in geography learning is classified as 'very high' (86.4), (2) Pedagogical Competence of high school geography teachers in Singaraja city in implementing HOTS-based learning in geography learning is classified as 'very high' (89.2), (3) Supporting and inhibiting factors that influence the ability of high school geography teachers in Singaraja city in implementing HOTS-based learning in geography learning are generally supportive of teachers in implementing HOTS-based learning, only in the aspect of certification and training in a number of high schools that are not yet supportive, and (4) inhibiting factors faced by high school geography teachers in Singaraja city in implementing HOTS-based learning generally occur in three (3) indicators used, namely different characteristics of students, selection of basic competencies, and time allocation.

**Keywords:** Influencing factors, geography teachers, higher order thinking skills, professional skills, pedagogical skills, obstacles faced.

**UNDIKSHA**