

CHAPTER I

INTRODUCTION

1.1 Background

The era of the 21st century brings massive technological developments and changes. This development certainly affects many aspects of human life, one of which is education. In the 21st century, learning encourages students to acquire 4C skills, which include communication, collaboration, creativity, and critical thinking skills. According to (Bedir, 2016), 4C skills play an important role in learning because they can help teachers face the future. Among the four existing skills, critical thinking is one of the essential skills in 21st century education that students need to master. Critical thinking is the ability to think rationally about what to do, argue about something, and **must** think rationally to prioritize facts over emotions. Among the four existing skills, higher order thinking skills are one of the essential skills in 21st century education that students need to master. Higher-order thinking skills are the ability to think rationally about what to do, argue about something, and have to think rationally to prioritize facts over emotions. With higher-order thinking skills, a person can find solutions to existing problems and develop new ideas from his thinking (Aslan, 2018).

High order thinking skills also play an important role for students in the learning process, by having a high level of thinking, students are encouraged to develop their thinking, improve their academic abilities and prepare students to become more professional. According to (Hysa, 2016), from the teacher's perspective, the notion of higher-order thinking skills is divided into two groups consisting of teachers who argue that they must learn while still learning to improve students' higher-order thinking and teachers who think higher levels are not required for the learning process. But teachers only focus on imparting knowledge to solve a problem. Interpretation, analysis, evaluation, inference, explanation, and self-regulation are the most basic concepts of higher-order thinking skills so that they are able to think of other possibilities outside the real structure of a certain thing that is clearly true (Carolina, 2010). Critical thinking must be a priority in the learning process to help students develop skills and lifelong learning (Murawski,

2014). In addition, integrating the importance of higher-order thinking in learning can improve students' understanding of the problems at hand and see the problems from a different perspective that will lead them to be responsible citizens (Shaila, Mahmuda Yasmin Trudell, 2001) This higher order thinking is directed thinking which means higher-order thinking is cognitive use to increase the likelihood of achieving the desired result and being able to write something confidently using their cognitive and relying on logical reasoning and strong empirical evidence (Moore, 2007).

In addition, teaching students higher-order thinking skills is important because it can guide and develop their abilities such as analyzing a problem, increasing concentration, and processing better thinking (Bailey & Mentz, 2015). Good higher order thinkers among students can be formed by the teacher because the teacher is one of the most important factors in developing higher-order thinking skills as a facilitator in learning. The role of the teacher in the teaching and the learning process is very important, the teacher's ability to organize the class and the learning process is considered a priority in realizing successful learning. Teachers as educational agents are required to integrate CT skills during the teaching and learning process (Aun and Kaewurai, 2017). 2013 the curriculum also supports the application of critical thinking in the learning process, but there are still many teachers who experience a lack of understanding of higher-order thinking and ultimately do not apply or include higher-order thinking in the learning process (Warmadewi, Agustini, & Wedhanti, 2019).

Integrating higher-order thinking in the classroom can be done through the application of teaching strategies used by teachers to certain lessons to achieve certain goals. It is important to plan classroom learning activities that provide direction and direction to the teacher, so that students are able to follow the lesson according to the lesson plan (Shen, Poppink, Cui, & Fan, 2007). According to Nesari and Heidari (2014), a key factor in the learning process is RPP where RPP can be considered as the right way to improve the quality of education. As a guide for teachers, what, when, where, and what strategies or methods can be applied to students in the learning process, as well as how to assess students. Hou, Chang, and Sung (2007) stated that teachers can use project-based learning in integrating higher-order thinking in the classroom. This strategy is able to make students demonstrate their knowledge by constructing real-world products. Meanwhile, to

facilitate students' critical thinking and meta-cognitive abilities, peer assessment can be used as the final guideline for student practice.

According to (Bailin et al., 1999) Stated that higher-order thinking requires intellectual thinking to make itself a thinker. In acting to avoid responsibility, a high-level thinker must have principles of action. The principles adhered to by a higher-order thinker can also become their habit in taking action. There are nine characteristics that indicate the ability to think highly. First, thinkers will prioritize reasoning and truth in order to gain beliefs, values, and actions that are beneficial to all people, secondly appreciate product quality and performance, then make it a habit to ask questions, usually asking questions to assess support. Of the assessment to be received. The fourth characteristic is open mindedness to look for other evidence to support inadequate reasons or controversy which will be used to revise existing views in the right direction, then fair-minded to consider alternative points of view, look for evidence, and also reasons. Which might conflict with someone's views. Sixth, independent, honest, and courageous to find strong evidence that underlies beliefs and actions taken, then focus and not easily tempted, the next characteristic is to enhance and support beliefs with personal strength based on beliefs, respect for others in group investigations and deliberations, accept other opinions from others. The final characteristic is listening to other people's opinions without criticizing by making others feel uncomfortable and having an intellectual work ethic, commitment to competently carry out relevant thinking tasks. Previous researchers have conducted several related studies. According to (Usmaedi, 2017) conducted a study titled the existence of low-order thinking skills (LOTS) and high-order thinking skills (HOTS) in elementary schools. This study was conducted to investigate whether there are low-level and high-level thinking skills in the classroom. The results of the observation show that students with lower-order thinking skills are more likely than students with higher-order thinking skills. It is also supported by (Wardany, 2015) who conducted a test to test students' higher order thinking skills of class XII students in high school. The results of the analysis show that students are still dominated by low-level thinking skills rather than high-critical thinking skills. The two studies above show a lack of integration of critical thinking skills in the classroom.

Based on the above phenomena and the importance of integrating higher-order thinking skills in the classroom for students, this study aims to explore the existence of

higher order thinking skills and processes in the lesson plans of teachers at SMK Negeri 3 Singaraja and how English teachers integrate skills and abilities. Critical thinking processes in their lesson plans.

1.1.1 Identification of the Problem

Based on the above background, higher-order thinking skills are important for students in the learning process to improve students' higher-order thinking and are also influenced by the way teachers teach students to improve higher-order thinking skills. RPP is a way for teachers to help students improve higher-order thinking skills. Activities and strategies in teaching students must be well prepared by the teacher. To find out how teachers incorporate critical thinking skills in the learning process, this time the researcher investigates the existence and utilization of higher-order thinking skills and processes in lesson plans made by teachers at SMK Negeri 3 Singaraja.

1.1.2 Limitation of the Problem

This research is described using a qualitative descriptive research design. Researchers limit this research in finding and explaining the existence of higher-order thinking skills and the process of developing higher-order thinking skills that are in the lesson plans made by teachers at SMK N 3 Singaraja.

1.2 Research Question

Based on the research background above, some research problems that can be formulated namely:

- 1.2.1** What are the level of higher order thinking skills identified in the teacher lesson plans?
- 1.2.2** How do development of the teacher inserting those level higher order thinking skills in the lesson plan?

1.3 Purpose of the Study

Based on the statement of problem that has been mentioned, the purpose of this study are to find out:

- 1.3.1** To find out the level of high order thinking skill that appears on the teacher lesson

plans.

1.3.2 To find out the development of the teacher in inserting those level higher order thinking skills on the teacher lesson plans.

1.4 Significances of the Study

This study will be beneficial for two aspects as follows:

1.4.1 Theoretical

Theoretically, this study provides several theories related to information and knowledge about the ability and process of thinking skills in lesson plans for teachers, especially in SMK Negeri 3 Singaraja. Furthermore, this field of study is useful as a contribution to the development of the quality of thinking skills and processes. Application of lesson plans for senior high schools, especially in English.

1.4.2 Practical

In practical terms, this research will be useful for several aspects. First, it is hoped that they can provide information to teachers to become more competent in designing lesson plans to improve thinking skills. Second, researchers hope to help educators understand the important role of lesson plans and thinking skills in education. Then the teacher is able to better identify the activities that can be prepared in the lesson plan to improve students' thinking skills. Third, to improve the quality of lesson plans, learning processes, and materials, in particular, are improving thinking skills.