

**ABSTRAK****ANALISIS KETERAMPILAN BERPIKIR TINGKAT TINGGI PADA  
PEMBELAJARAN TEMATIK KELAS III (STUDI KASUS DI SALAH SATU SD  
SWASTA DI YOGYAKARTA)**

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Penelitian ini bertujuan untuk mengetahui sejauh mana penerapan keterampilan berpikir tingkat tinggi atau HOTS pada perencanaan pembelajaran, pelaksanaan pembelajaran, dan penilaian pembelajaran kelas III di salah satu SD swasta di Yogyakarta. Penelitian ini dilatarbelakangi adanya kurikulum 2013 yang disusun oleh pemerintah yang diharapkan memuat proses berpikir keterampilan berpikir pada abad 21. Penelitian ini menggunakan jenis penelitian kualitatif yang dilengkapi studi kasus sebagai desain penelitian dengan subjek yaitu guru kelas III di salah satu SD swasta di Yogyakarta. Pada proses pengumpulan data, peneliti menggunakan metode kuesioner, wawancara, observasi, dan dokumentasi. Data dianalisis dengan metode triangulasi peneliti sehingga dapat menarik kesimpulan. Uji keabsahan digunakan uji kredibilitas dengan triangulasi dan *expert judgment*.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa pada perencanaan pembelajaran didominasi dengan keterampilan berpikir tingkat rendah walaupun terdapat keterampilan berpikir tingkat tinggi pada salah satu indikator perencanaan pembelajaran. Pada pelaksanaan pembelajaran masih terdapat kemampuan yang jarang diterapkan yaitu kemampuan kreativitas dan komunikasi sementara untuk kemampuan berpikir kritis dan kolaborasi sudah sering diterapkan. Penilaian pembelajaran di salah satu SD swasta di Yogyakarta juga didominasi dengan kata kerja operasional pada keterampilan berpikir tingkat rendah walaupun sudah terdapat soal keterampilan berpikir tingkat tinggi. Faktor utama dari hasil penelitian tersebut yaitu karena ketidakpahaman guru mengenai penerapan keterampilan berpikir tingkat tinggi pada perencanaan, pelaksanaan, dan penilaian pembelajaran tematik.

**Kata Kunci:** Keterampilan Berpikir Tingkat Tinggi, Kurikulum 2013, Perencanaan Pembelajaran, Pelaksanaan Pembelajaran, Penilaian Pembelajaran.

**ABSTRACT****ANALYSIS OF HIGH ORDER THINKING SKILLS ON THEMATIC LEARNING ON  
CLASS III  
(CASE STUDY IN ONE OF THE PRIVATE ELEMENTARY SCHOOLS IN  
YOGYAKARTA)**

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*This study aims to understand the extent of application the high order thinking skills or HOTS in learning plan, implementation of learning, and assessment of class III learning in one of the private elementary schools in Yogyakarta. This research is motivated by the 2013 curriculum compiled by the government which is expected to contain the thinking process of thinking skills in the 21st century. This research uses a qualitative approach which is equipped with case studies as a research design with the subject, namely third grade teacher of the private elementary schools in Yogyakarta. The researcher used questionnaire, interview, observation, and documentation methods. Data were analyzed by the researchers' triangulation method so they could draw conclusions. Validity test used credibility test with triangulation and expert judgment.*

*Based on the results of the study, it can be concluded that learning plan is dominated by low-level thinking skills even though there are high-level thinking skills on one indicator of learning planning. In the implementation of learning there are still abilities that are rarely applied, namely the ability of creativity and communication while for critical thinking skills and collaboration has often been applied. Assessment of learning at one of elementary schools in Yogyakarta is also dominated by operational verbs in low-level thinking skills even though there are already questions about high-level thinking skills. The main factor of the results of the study was due to the teacher's lack of understanding of the application of high-level thinking skills to the planning, implementation and assessment of thematic learning.*

*Keywords: High level thinking skills, 2013 curriculum, Learning Planning, Learning Implementation, Learning Assessment*