

ABSTRAK

ANALISIS KETERAMPILAN BERPIKIR TINGKAT TINGGI PADA PEMBELAJARAN TEMATIK KELAS V (STUDI KASUS DI SALAH SATU SD NEGERI DI KABUPATEN BANTUL)

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Penelitian ini bertujuan untuk memperoleh gambaran keterampilan berpikir tingkat tinggi dan proses berpikir siswa kelas V di salah satu Sekolah Dasar yang berada di Kabupaten Bantul. Analisis keterampilan berpikir tingkat tinggi dilakukan dengan meninjau indikator Rencana Pelaksanaan Pembelajaran (RPP) dan analisis soal Penilaian Tengah Semester (PTS) pada dimensi menganalisis, mengevaluasi, mencipta sesuai pada taksonomi Bloom ter revisi.

Penelitian ini merupakan penelitian kualitatif dengan model studi kasus. Subjek utama dalam penelitian ini adalah siswa kelas V di salah satu Sekolah Dasar Kabupaten Bantul. Teknik pengumpulan data pada penelitian ini melalui kuesioner yang di isi siswa dan guru, wawancara guru pengampu pembelajaran tematik, observasi proses pembelajaran dan dokumentasi. Triangulasi teknik dipilih untuk menguji keabstrakan data hasil penelitian.

Hasil penelitian ini menunjukkan bahwa: (1) desain RPP yang disusun oleh guru kelas sudah memuat indikator keterampilan berpikir tingkat tinggi; (2) guru pengampu pembelajaran tematik dalam mengimplementasikan pembelajaran sudah mengarah pada pembelajaran abad-21; dan (3) pelaksanaan penilaian kelas (*assesment*) yang disusun oleh guru-guru belum mengarah pada pengukuran *Higher Order Thinking Skills* (HOTS).

Kata kunci: keterampilan berpikir tingkat tinggi, rencana pelaksanaan pembelajaran (RPP), pembelajaran tematik, pelaksanaan penilaian kelas (*assesment*).

ABSTRACT

**ANALYSIS OF HIGH ORDER THINKING SKILLS ON THEMATIC
LEARNING ON CLASS V
(CASE STUDY IN ONE OF THE PRIVATE SCHOOL IN BANTUL REGENCY)**

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This research aimed to get representation of high order thinking skills and the thinking process of student class V at one of elementary school located in Bantul regency. The analysis of higher order thinking skill is carried out by reviewing indicator of learning implementation plan (RPP) and analysis about midterm assessment (PTS) on dimension analyzing, evaluate, create according on bloom's taxonomy revised.

This research was a qualitative with study case model. The main subject of it was students of class V at one of elementary school in Bantul regency. The data collecting techniques of it was questionnaire that filled in by students and teachers, interview with thematic teacher learning, observation learning and documentation process. Triangulation of techniques was selected the abstracts of the research data.

The research result showing that (1) RPP design that was arranged by homeroom teacher it was already contains higher order thinking skills. (2) in implement of thematic teacher learning it was already leads to 21th century. And (3) implementation of class assessment (assessment) it was arranged by teachers has not led to measurement Higher Order Thinking Skills (HOTS).

Key words: high order thinking skill, learning implementation plan (RPP), thematic learning, implementation of class assessment (assessment).