

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

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Penelitian ini bertujuan untuk mengetahui: (1) Bagaimana perencanaan pembelajaran berpikir tingkat tinggi di salah satu SD di Kabupaten Bantul, Daerah Istimewa Yogyakarta kelas V; (2) Bagaimana penerapan keterampilan berpikir tingkat tinggi dalam pelaksanaan pembelajaran di salah satu SD di Kabupaten Bantul Daerah Istimewa Yogyakarta kelas V; (3) Bagaimana penilaian berpikir tingkat tinggi di salah satu SD di Kabupaten Bantul Daerah Istimewa Yogyakarta kelas V.

Penelitian ini merupakan penelitian kualitatif dengan desain penelitian studi kasus. Jumlah subjek dalam penelitian ini adalah 34 orang dengan rincian 33 orang siswa kelas V dan 1 orang guru kelas V di salah satu Sekolah Dasar yang berada di Kabupaten Bantul Provinsi Daerah Istimewa Yogyakarta. Data dalam penelitian ini didapatkan melalui teknik observasi, dokumentasi, kuisioner, dan wawancara.

Hasil penelitian menunjukkan bahwa: (1) Desain Rencana Pelaksanaan Pembelajaran (RPP) yang didapatkan oleh peneliti dari guru kelas V masih didominasi oleh indikator kognitif yang menggunakan kata kerja operasional tingkat rendah (*LOTS*); (2) Pelaksanaan pembelajaran oleh guru kelas V cenderung sering dilakukan dan mengarah pada keterampilan berpikir tingkat tinggi; (3) Pelaksanaan penilaian kelas (soal evaluasi) kata kerja operasional yang digunakan masih didominasi oleh kata kerja operasional taksonomi bloom keterampilan berpikir tingkat rendah (*LOTS*).

**Kata Kunci:** Rencana Pelaksanaan Pembelajaran (RPP), pelaksanaan Pembelajaran, pelaksanaan penilaian kelas, keterampilan berpikir tingkat tinggi, keterampilan berpikir tingkat rendah.

**ABSTRACT**

**ANALYSIS OF HIGHER ORDER THINKING SKILLS (HOTS) AT FIFTH GRADE STUDENTS BASED ON THEMATIC LEARNING**

**(A CASE STUDY IN ONE OF ELEMENTARY SCHOOL AT BANTUL)**

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*This study aims to find out: (1) How to plan high-level learning in one of the elementary schools in Bantul Regency, Yogyakarta Special Region class V; (2) How is the application of high-level thinking skills in the implementation of learning in one of the elementary schools in Bantul Regency, Yogyakarta Special Region class V; (3) What is the assessment of high-level thinking in one of the elementary schools in Bantul Regency, Special Region of Yogyakarta, class V.*

*This is a qualitative research with case study research design. The number of subjects in this study were 34 people, with details of 33 students in the fifth grade and one is the fifth grade teacher in one of the elementary schools in Bantul Regency, Yogyakarta. The data in this study were obtained through observation, documentation, questionnaires, and interviews.*

*The results of this research show that: (1) The design of the Lesson Plan obtained by researchers from fifth grade teachers is still dominated by cognitive indicators that use low-level operational verbs (LOTS); (2) The implementation of learning by class V teachers tends to be carried out frequently and leads to high-level thinking skills; (3) Implementation of class assessments (evaluation questions) operational verbs used are still dominated by bloom taxonomy operational verb low level thinking skills (LOTS).*

*Keywords: Lesson plan, implementation of learning, implementation of class assessment, high-level thinking skills, low-level thinking skills.*