LAPORAN PENELITIAN DOSEN PEMULA

**THE PERCEPTION, KNOWLEDGE AND BEHAVIOUR OF TEACHERS
CONCERNING HOTS (HIGHER ORDER THINKING SKILLS)
IN 2013 CURRICULUM**

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ABSTRACT

This study aims at finding out teachers' perception, knowledge and behaviour of higher order thinking skill (HOTS) in 2013 curriculum and also finding out learning model mostly applied by the teachers. It is a descriptive qualitative study which involves 12 English teachers of SMA N 10, SMA N 12, SMA N 14, SMA N 15, and SMA N 8 of Semarang as the participants. Observation gave the information about early perception, knowledge, and behaviour of the teachers toward HOTS in 2013 curriculum then those data were closely identified by the result of the questionnaire which gave the information in the form of numbers and percentage of the average scoring then those are supported by the interview result. The result showed that the teachers' perception, knowledge and behavior is very good (5%), good (85%), and enough (10%). Then, it needs to be improved, it is not enough to have this level of perception, knowledge and behaviour to achieve the 21st century skills. Problem based learning (70%) is the most used learning models among other (each 10%). It relates to teachers' perception that problem based learning suits learning English language where problem comes first then the students find out the answer/ solution. That is the reason why not all of learning models can be easily applied in the classroom. The researchers suggest that the urgency of conducting HOTS workshop is very high. Teachers need to improve their HOTS in order to be able to support their students. The time allotment used in applying every learning models need to be reconsidered by the government. Students need to know English as soon as possible so the vocabulary horizon they have in high school is applicable.

Key words: 2013 curriculum, HOTS, project based learning, problem based learning, discovery learning, inquiry learning

PREFACE

We give praise to God Almighty as only the biggest thanks to him we can complete the study entitled "The Perception, Knowledge and Behaviour of Teachers Concerning HOTS (Higher Order Thinking Skills) in 2013 Curriculum" properly and smoothly.

The researchers realized that this study can take place properly and smoothly because of the help and participation of various parties. We therefore thank you for your esteemed:

1. The Rector and the Vice Rector of Universitas PGRI Semarang.
2. The Chairman of the Institute for research and community services Universitas PGRI Semarang.
3. The private senior high teachers in Semarang.
4. All parties have participated either directly or indirectly in the implementation of this study.

This report was arranged as a form of accountability research activities that have been implemented. We hope this report can become a reference for other researchers as well as beneficial to the reader.

Semarang, October 2018

The Researchers

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CHAPTER I

INTRODUCTION

A. Background of the Research

In the educational system, the key to determine the quality of the graduate students is the educational curriculum itself since it is always evaluated to be adapted to the development of science, technology, and society needs. According to the Law No. 20 of 2003 on the National Educational System of Indonesia, curriculum as the guideline for the implementation of learning activities which consist of a set of plans and regulations about the aims, content and material of lesson and the method to achieve given education objectives.

2013 curriculum is the applicable curriculum in the educational system in Indonesia. It is a fixed curriculum by the government to replace the curriculum of 2006 or usually known as *KTSP*. Currently, in 2016, the Ministry of Education and Culture of Indonesia revised the 2013 curriculum which known as 2013 Curriculum revised edition. In this new edition of 2013 curriculum, students are required to think deeply in order to develop their cognitive competence by giving some exercises or questions in higher order thinking skill or commonly called as HOTS. The application of scientific approach that includes questioning, gathering information, reasoning, and communicating is expected to change the students' learning behavior becomes more active. In other words, learning is expected to be at a higher level in the

cognitive, attitude, and psychomotor aspects. The application of the learning models becomes an opportunity for the teachers to carry out the learning activities at the higher order thinking skill (HOTS) level. The importance of higher order thinking skill (HOTS) is proven by the study of Saido, Siraj, Nordin, and Al_Amedy (2015:17) in the MOJES (Malaysian Online Journal of Educational Science) of the third volume which states that understanding the process of HOTS represents a central goal in education. Saido et al. found that most of the students who became the subject of the study were in the lower order thinking skill (LOTS), especially in synthesis and evaluation constructs which are the skills to improve the students' creativity. Thus, HOTS is expected to enhance the students' comprehension of scientific concepts to be implemented in their daily life. In every school in Indonesia, particularly the public schools of senior high school, implements that new revised edition of the 2013 curriculum. This is due to the effort of the government to socialize this new revised curriculum to teachers so that they can implement it in both lesson plan and teaching process in the classroom. English as a prestigious subject is considered to make it as a compulsory with the high competencies so that teachers are demanded to be wiser and more creative in implementing all of the characteristics of the new revised edition of the 2013 curriculum in their teaching process. Teachers have the responsibility to select and develop the learning models attractively in order to improve the students' learning motivation, particularly in EFL classroom. Thus, each school uses different

learning model with other schools that depend on the teachers' choice so that the result of the implementation in each shool will be different.

Considering the explanation above, higher order thinking skill (HOTS) is one of the most important skills students should have today. Besides, teachers should master the learning models in the latest 2013 curriculum, particularly in EFL classroom, to be designed into higher order thinking skill. Thus, this research is aimed at those urgencies.

B. Statements of the Problem

Based on the background of the research, the statements of the problem of this research are as follows:

1. How are teachers' perception, knowledge and behaviour of higher order thinking skill (HOTS) in 2013curriculum?
2. What learning model is mostly applied by the teachers?

C. Objectives of the Research

Based on the problems mentioned above, the objectives of the research are as follows:

1. To find out teachers' perception, knowledge and behaviour of higher order thinking skill (HOTS) in 2013 curriculum.
2. To figure out learning model mostly applied by the teachers.

D. Significances of the Research

By doing this research, the researchers hope that the result will be useful for:

1. Theoretical Benefit

    The result of this research is expected to find out teachers' perception, knowledge and behaviour of higher order thinking skill (HOTS) in curriculum 2013 and learning model mostly applied by them.

2. Practical Benefit

    a. For the students: the finding of this research can give them information and make them realize to follow every learning process well by using higher order thinking skill, particularly in EFL classroom.

    b. For the teachers: the finding of this research can be used as a reference and/or information about teachers' perception, knowledge, and behaviour of higher order thinking skill (HOTS) in curriculum 2013; also the learning model mostly applied by them.

    c. For the researcher: the finding of this research can give knowledge to researcher about teachers' perception, knowledge, and behaviour of higher order thinking skill (HOTS) in curriculum 2013; also the learning model mostly applied by them. Furthermore, it can be used as an additional reference in carrying out further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There were some studies which have been proven by conducting research in advance. A research conducted by Maria (2013) from Transilvania University of Brasov in the third World Conference on Psychology, Counselling and Guidance (WCPCG-2012) entitled "Teachers' Perception, Knowledge and Behaviour in Inclusive Education". Maria used questionnaire which contained 7 items for personal data and 4 categories of items regarding knowledge of specific terminology and the practice of inclusive education. There were 200 participants from 4 major counties of Romania in the age ranged from 20 to 59 years old. The result of this research was teachers must change their attitude towards children with spatial educational needs. The best way to do that is represented by the educational activity and especially by the role model that the teacher has in his relationship with his pupils. Teachers should know the meaning of the concept used which becomes the principles of the educational type. The teachers' belief regarding the knowledge of concepts was shown by the percentage of the participants think they know well the concept was 31.1%, but in reality only 26.3% of them gave the correct definition for the concept.

The next research is by Ramasamy, Rahman, Ismail, Manaf, and Said (2016) from University Putra Malaysia in the Journal of Modern Education

Review USA on the sixth volume entitled "Teachers' Level of Knowledge and Interest on Higher Order Thinking Skills (HOTS) According to the Field Taught and Category of Schools". Ramasamy et al. used quantitative method which involved 50 primary and 50 secondary school teachers. The result of the research was the teachers' knowledge on HOTS was 90% which 71% of them use variety of thinking maps to help them deliver their lesson effectively. In addition, almost 49% of teachers are practicing HOTS elements in writing their daily lesson plan. While the interest of teachers on HOTS showed the lowest score; only 31% of teachers who have various materials to be implemented on HOTS effectively.

An article by Mohamad (2015) is also need to be considered. He is from National University of Malaysia entitled "Teachers' Perception on the Integration of HOTS in Language Teaching". Mohamad used quantitative research method which 144 English teachers in Hulu Langat, Selangor were selected to be the participants; also there were 33 items of questionnaire are distributed to them. The result of the research was most of the respondents have positive perceptions towards the use of HOTS in language teaching. 95% respondents agreed that teachers need more training on how to teach HOTS to students so that it can be delivered successfully and effectively to students. English teachers should master pedagogical knowledge on how to teach English and equip themselves with skills, approaches and knowledge on how to incorporate HOTS into their teaching.

Based on the previous studies above, educators should aware by how Indonesian teachers implement the 2013 curriculum, especially Semarang city.

B. Perception

According to Cutting cited in Lewis (n.d.:274), collecting information about the world by means of the senses is called as perception. The fundamental of perception are that there is a perceiver, something is being perceived, context of situation to be perceived, and multiple senses. It can be concluded that perception deals with the sight, hearing, touch, smell, and taste.

Jordaan and Jordaan cited in Lewis (n.d.:275) explains that there are three condition of perception. The frist is there must be a sensory system which functions normally; the second is basic sensory stimulation is the subject of the sensory system; and the third is that both physiologically and psychologically, the stimulation be in constant state of flux.

Perceptual process should be understood as well as the various influencing factors to know how humans give meaning to their world. Randolph and Blackburn cited in Lewis (n.d.:275) states that gaining a clearer understanding can be presented by showing that process of a model.

C. Knowledge

Hunt (2003:102) says that believing something that is true and justified is called as knowledge. That means that knowledge is not only about true or

correct but also it must be justified. Therefore, believing something that is incorrect or false does not qualify to be called as knowledge.

Brandom cited in Encabo (2016:193-194) states that making explicit implicit epistemic claims within a social space of practical attitude and normative statuses is the concept of knowledge as an expressive tool. In addition, the epistemic authority constituted by social responses in terms of practical attitudes. The use of epistemic concept such as knowledge makes explicit something that is implicit in our doings where it through an attribution to another subject.

According to Nonaka (2006:5), there are some characteristics of knowledge. They are increasing return, unlimited usage, production and consumption unseparated, difficulties in market transaction, new value by re-categorization, quickly outdated, and created by human in relationship.

D. Behaviour

According to Ossorio cited in Bergner (2011:148), behaviour is the individual's attemption to bring about some state of affairs which involves physical movements or not. While, Alberto and Troutman cited in ABA Erinoakkids' article say that behavioural is every action of a person that can be seen or heard. It can be concluded that behavioural is the individual's movement or not that can be seen and heard.

Alberto and Troutman cited in ABA Erinoakkids' article (2012:2) state that there are some methods in measuring behaviour to provide a great deal of

information such as how often it is happening, when and with whom it is happening, is it getting better or worse, do that need a plan, and is the plane working.

E. Higher Order Thinking Skill (HOTS)

Shari et al. cited in Budsankom, Sawangboon, Damrongpanit, and Chuensirimongkol (2015:2639-2640) explain that there are some characteristics of the students taught with HOTS, such as open-mindedness for risk-taking, curiosity, keen on fact discovery, planning and indicating the most suitable method, have a system thinking process, think carefully, use evidence to think rationally, and frequent self-monitoring. Besides, Budsankom et al. also state that the condition of the students taught with HOTS can be affected by some factors; they are classroom environment, family characteristic, psychological characteristic, and intelligence.

Wagner cited in Scott (2015:3) states that in this twenty-first century there are some skills should be prepared such as critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneuralism, effective oral and written communication, accessing and analysing information, also curiosity and imagination. Conklin and Manfro (2012:8) explain that there are two characteristics of high order thinking skill, namely critical and creative thinking. Higher order thinking skill is expected to make students be active learners by challenging them to think creatively and critically.

Brookhart (2010:25) states that there are three principles for assessing higher order thinking skill. They will be explained as follows:

1) Use Introductory Material

The use of introductory material will train students about something to think about. It can be done by different types of test items and performance assessment tasks. The multiple choice sets may offer introductory material and one or several multiple choice items based on the material; which sometimes called as interpretive exercises. While, performance assessments require students to make or do something instead of answering a test question, therefore they can access higher order thinking.

2) Use Novel Material

The use of novel materials makes students to think, not only recall the material. But, the novel materials can cause problem because only the etacher will know for sure whether a test item or performance assessment actually assesses higher order thinking skill. To overcome that problem, teacher should give students opportunities to learn and practice by using other novel materials.

3) Manage Cognitive Complexity and Difficulty Separately

The level of difficulty is different by the level of thinking. The level of difficulty is about easy versus hard; while the level of thinking is about recall versus higher order thinking. The misconception that recall is easy and higher order thinking is hard may lead bad result.

The concept of HOTS originated from Bloom' Taxonomy, it was created in (Bloom, 1956) under the leadership of educational psychologist, Dr. Benjamin Bloom, in order to promote higher forms of thinking in education, such as analysing and evaluating, rather than just remembering facts (rote learning). The goals of the learning process are cognitive (mental skills/ knowledge), affective (growth in feelings or emotional areas/ attitude or self), psychomotor (manual or physical skills/ skills). (Forehand, 2005) describes that Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought." The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. But then there was terminology changes as taken from http://web.odu.edu/educ/llschult/blooms_taxonomy.htm, also from (Tan & Halili, 2015) and seen below:
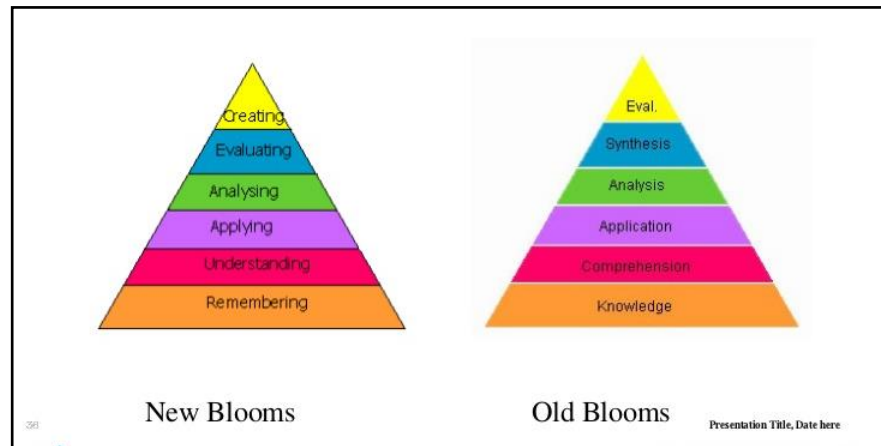
Figure 1. The terminology changes in Bloom's Taxonomy.

The new terms are defined as:

- Remembering: Retrieving, recognizing, and recalling relevant knowledge from longterm memory.

- Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

- Applying: Carrying out or using a procedure through executing, or implementing.

- Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

- Evaluating: Making judgments based on criteria and standards through checking and critiquing.

- Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (Forehand, 2005).

Over the decades, the aim of developing and enhancing students' HOT is not only has been a major educational goal but also challenges for teachers and learners. As (Seman, Yusoff, & Embong, 2017) said HOTS have been incorporated in the syllabus since 1989 to emphasize on teaching pupils to 'know how' instead of to 'know what'.

F. 2013 Curriculum

The curriculum of 2013 is the applicable curriculum in the educational system in Indonesia. It is a fixed curriculum by the government to replace the curriculum of 2006 or usually known as KTSP 2006. There are two principal terms in the curriculum of 2013, namely core competency and basic competency. In the core competency, there are four competencies, which known as K1 (religious aspect), K2 (social aspect), K3 (knowledge aspect), and K4 (application of knowledge). While basic competency includes three aspects, namely attitude, knowledge, and skill in each subject in accordance with the core competency. In the preparation of the lesson plan, the first and second competencies are only written for the religious and PPKN (Pancasila and Civic Education) subjects, while other subjects directly written the third and the fourth core competencies; even the first and second core competencies assessment are still provided.

The assessment of the learning outcomes encompasses all aspects have been mentioned above which the result will be followed by the remedial lesson to ensure the students' competency mastery at a satisfactory level; so that they are expected to achieve the equal or above from the criteria of minimum score which has been determined. In 2016, the Ministry of Education and Culture of Indonesia revised the curriculum of 2013 which known as Curriculum of 2013 revised edition. In this new edition of curriculum 2013, students are required to think deeply in order to develop their cognitive competence by giving some exercises or questions in higher order thinking skill or commonly called as HOTS.

In the curriculum of 2013, the learning models are focused on the scientific approach. There are some learning models in curriculum 2013 emphasize on the scientific approach which can be chosen and used by the teachers, such as project-based learning (PJBL), problem-based learning (PBL), discovery learning (DL), and inquiry-based learning (IBL). According to Brundiers and Wiek cited in King (2017:2), project-based learning is a learning model fits the specific context of a situation which project becomes the result of the main activity in the learning process. On the contrary, problem-based learning focused on how students investigate and solve problem so that deeper understanding is needed. While, discovery learning emphasizes constructivist experience. In addition, Mayer and Alexander (2017:413) state that discovery learning can create students' curiosity in finding answer persistently. Furthermore, Wood (2010:9-10) explains that inquiry-based

learning (IBL) encourage students to carry out their own research. IBL is called as the active learning which includes some regular basis, such as source criticism, whole group concept mapping, comparing and contrasting arguments about the topic, and brainstorming modern which discusses of why and how these might be important.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

Research can be defined as a search for knowledge. According to Woody (cited in Kothari, 1990:18), research comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organising and evaluating data, making deductions and reaching conclusions. The two of most common researches are quantitative and qualitative. Quantitative research is a research which provides the statistical analysis, while qualitative is a research which provides interpretative analysis.

This research belonged to a descriptive qualitative because it describes the existing phenomena naturally as possible and the number which are used in this research is to support the statistical calculation. Creswell (2012:16) states that central phenomenon is the key concept of qualitative research that needed to be explored. In addition, Creswell also explains that there are some characteristics in qualitative research such as stating the purpose and research question in a general and broad way, collecting data based on words from a small number of individuals so that the participant's views are obtained, analyzing data for description and interpreting the larger meaning of the findings, and writing the report using the researcher's subjective reflexivity and bias.

B. Subject of the Research

  1. Population

      According to Urdan (2010:1), all the members of a certain group or category interest which represented in a group is called as population. While, Creswell (2012:142) states that a population is a group of individuals who have the same characteristics. The population of this research is the English teachers of public Senior High School in Semarang. Based on data the researchers got from Department of education and culture of the provincial level in August 2018, there are 16 (sixteen) public senior high schools in Semarang. Each school has at least 2 English teachers. Therefore, the population of this research is at least 32 (thirty two) English teachers.

  2. Sample

      Urdan (2010:1) states that a subset drawn from the larger population is known as sample. Besides, Creswell (2012:142) states that a subgroup of the target population which chosen to be studied by the researcher was called as sample. In this research, there are five schools of public senior high school in Semarang chosen as the sample, they are: SMA N 10, SMA N 12, SMA N 14, SMA N 15, and SMA N 8. There are 12 (twelve) English teachers involved in this research, as follows:

No	Names of Schools	The Teachers
1	SMA N 10 Semarang	3
2	SMA N 14 Semarang	3
3	SMA N 15 Semarang	2
4	SMA N 12 Semarang	2
5	SMA N 8 Semarang	2
Total Amount		**12**

Table 1. The Sample of the Research

The reasons why those schools were chosen as the subject of this research is because between their average scores and the senior high national examination in 2018 have the same result that was around 62.25.

3. Sampling

Sampling is the technique of choosing the sample. In this research, the researcher used cluster sampling. According to Kothari (1990:65), cluster sampling can be used if the total population is divided into smaller unit and randomly selected. Furthermore, cluster sampling can reduce cost by concentrating surveys in selected clusters.

C. Instrument of the Research

Creswell (2012:212-213) says become familiar with the questions and topics is the important thing to do in qualitative data. Varied nature of qualitative forms of data are placed into some categories, namely observations, interviews and questionnaires, documents, and audiovisual materials. In this research, the instruments of the research used are observation, interview, and questionnaire.

1. Observation

    The activity of observing people and places at a research site in order to get firsthand information can be called as observation. Spradley cited in Creswell (2012:212) states that observation represents a frequently used form of data collection which the researcher can assume different roles in the process.

2. Questionnaire

    On questionnaire, the researcher may ask some questions that are closed-ended or open-ended which appropriate to the information needed. Creswell (2012:220) explains that questionnaire with the open-ended responses can permit the researcher to explore responses and identify any comments people.

3. Interview

    Interviewing in qualitative research can be done when researcher asks one or more participants in general some open-ended questions then record their answers. The advantages of doing interview are that it can provide useful information and permit participants to describe detailed personal information.

D. Method of Data Collection

    Collecting the data can be done in many setting, source and ways. Based on how to collect the data, the technique of collecting data can be divided into many ways, they are observation, interview, questionnaire, and documentation.

In this research, the researchers used three ways of collecting data such as observation, questionnaire, and interview. In collecting the data of the research, the researcher observed, spreaded questionnaires, and interviewed the participants of five schools of public senior high school in Semarang. There are some steps done by the researchers, as follows:

1. Observation

   The observation was actually done in some public and private senior high schools inside and outside classroom using observation checklist in order to get early information dealing with teacher's perception, knowledge, and behaviour toward HOTS in 2013 curriculum.

2. Questionnaire

   In this research, the researchers gave the participants some closed-ended questions to get the information about the teachers' perception, knowledge, and behaviour toward HOTS in 2013 curriculum.

3. Interview

   In this research, the interview was done using both written and spoken form and are transcribed to support the questionnaire result.

E. Method of Data Analysis

Qualitative data analysis was done by collecting the data observation, questionnaire, and interview; then transcribe the result in a descriptive qualitative form. Observation gave the information about early perception, knowledge, and behaviour of the teachers toward HOTS in 2013 curriculum

then those data were closely identified by the result of the questionnaire which gave the information in the form of numbers and percentage of the average scoring then those are supported by the interview result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter outlines the researchers' data and research results in accordance with the focuses of the research that have been formulated in chapter I; to know the perceptions of the teachers dealing with their perception, knowledge and behavior toward HOTS in 2013 curriculum, and to know what learning model mostly used by them. In accordance with the method used in this study that is descriptive qualitative, therefore the findings are made qualitatively then numbers in the form of percentage will be presented to support the qualitative data. The results of the research were collected by the researchers based on the results of the questionnaire which had been distributed to the respondents followed by interview to support the results of this research.

1. **Research Findings**

This part describes the questionnaire results gathered from 12 English teachers in 5 public senior high schools in Semarang (see table 1). There were 40 questions in the questionnaires include teachers' perception, behaviour and knowledge toward what is meant by higher order thinking (HOTS) that is implemented in 2013 curriculum. The results were categorized using Likert Scale which is described as follows:

Interval	Scale
5 – 4.5	Very Good
4.4 – 3.6	Good
3.5 – 3	Enough
2.9 – 2	Bad
1.9 – 1	Very bad

Table 2. Likert Scale

The result of teachers' perception, knowledge and behaviour toward HOTS in 2013 curriculum is provided in the form of chart, as follows:
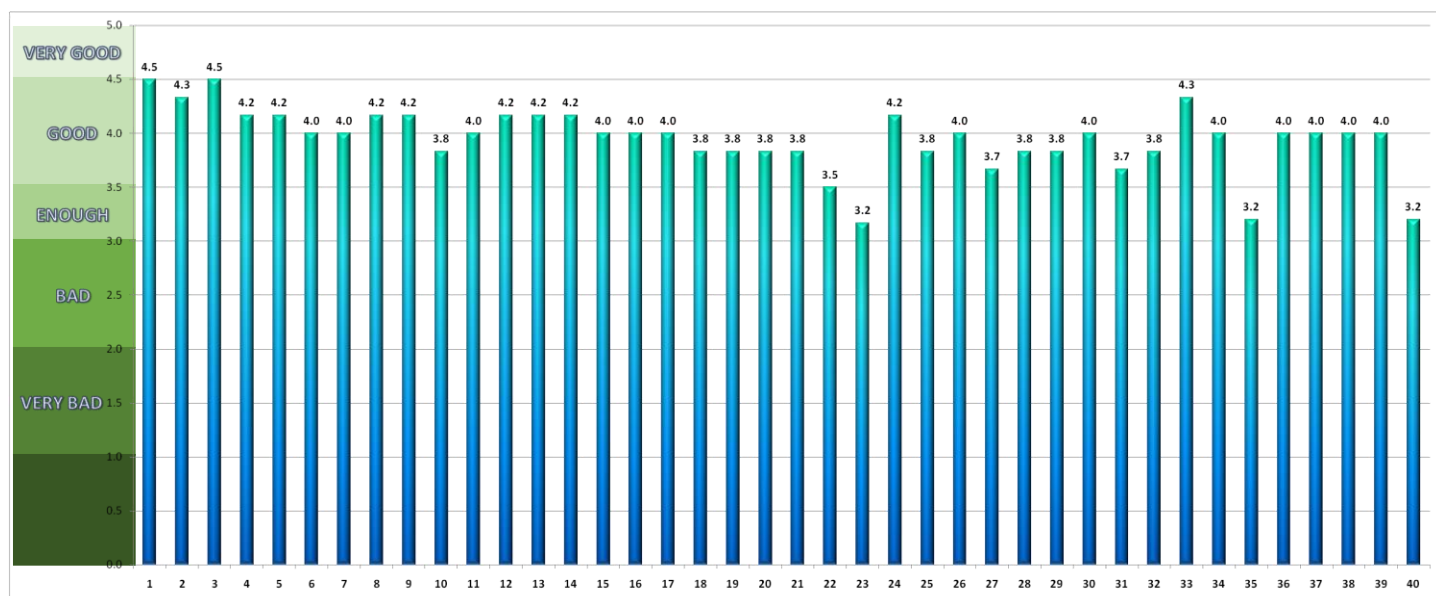
Chart 1. The Questionnaire Result

From the chart above, we can conclude that the average score of this research is categorized very good with the average score 4.5 or 5%, good with the biggest average score starting from 4.3 to 3.7 or 85%, and enough with the average score 3.5 and 3.2 or 10%.

The highest average score (4.5 categorized very good) is dealing with questions number 1 (Saya pernah mendengar istilah HOTS atau berpikir tingkat tinggi)

and number 3 (Penerapan HOTS meningkatkan tingkat berpikir peserta didik menjadi lebih tinggi). The second highest average score (4.3 categorized good) is dealing with questions number 2 (Penerapan HOTS sesuai dengan kebutuhan *21ˢᵗ Century Skills*) and number 33 (Saya mengajarkan peserta didik untuk menyaji dari yang dipelajarinya di sekolah secara mandiri). The average score 4.2 (good) is dealing with questions number 4 (Saya memahami bahwa HOTS merupakan pengembangan dari salah satu *domain* yaitu *cognitive domain* dalam *Bloom's Taxonomy)*, number 5 (Saya memahami *6 levels of cognitive domain of Taxonomy*), number 8 (Proses pembelajaran yang saya terapkan meliputi *level applying*), number 9 (Proses pembelajaran yang saya terapkan meliputi *level analysing*), number 12 (Saya memahami *4 levels of knowledge dimension of Taxonomy*), number 13 (Dalam HOTS, *knowledge of dimension* yang dikembangkan pada *factual knowledge* mendorong tumbuhnya kemampuan *metacognitive*), number 14 (Dalam HOTS, *knowledge of dimension* yang dikembangkan pada *conceptual knowledge* mendorong tumbuhnya kemampuan *metacognitive*), 24 (Proses pembelajaran yang saya terapkan mampu membuat peserta didik menjadi lebih sering bertanya). The average score 4.0 (good) is dealing with questions number 6 (Proses pembelajaran yang saya terapkan meliputi *level remembering)*, number 7 (Proses pembelajaran yang saya terapkan meliputi *level understanding*), number 11 (Proses pembelajaran yang saya terapkan meliputi *level creating*), number 15 (Dalam HOTS, *knowledge of dimension* yang dikembangkan pada *procedural knowledge* mendorong tumbuhnya kemampuan *metacognitive*),

number 16 (Model pembelajaran *Project Based Learning* mendorong tingkat berpikir peserta didik menjadi lebih tinggi), number 17 (Model pembelajaran *Problem Based Learning* mendorong tingkat berpikir peserta didik menjadi lebih tinggi), number 26 (Proses pembelajaran yang saya terapkan mampu membuat murid menjadi ingin melakukan observasi), number number 30 (Saya mengarahkan peserta didik agar bisa menerapkan pengetahuan prosedural pada bidang kajian yang spesifik untuk memecahkan masalah), number 34 (Saya mengajarkan peserta didik agar mampu melaksanakan tugas spesifik di bawah pengawasan langsung), number 36 (Proses pembelajaran yang saya terapkan mendorong aktivitas mental peserta didik lebih tinggi), number 37 (Proses pembelajaran yang saya terapkan mendorong kreatifitas peserta didik memecahkan masalah dan pada akhirnya menemukan solusi), number 38 (Proses pembelajaran yang saya terapkan membuka peluang bagi peserta didik menggunakan teknik, media dan peralatan yang beragam), number 39 (Proses pembelajaran yang saya terapkan didesain dalam kondisi nyata/hampir nyata, situasi baru yang terduga, hingga situasi baru yang tak terduga). The average score 3.8 (good) is dealing with questions number 10 (Proses pembelajaran yang saya terapkan meliputi *level evaluating)*, number 18 (Model pembelajaran *Discovery Based Learning* mendorong tingkat berpikir peserta didik menjadi lebih tinggi), number 19 (Model pembelajaran *Inquiry Based Learning* mendorong tingkat berpikir peserta didik menjadi lebih tinggi), number 20 (Saya menerapkan model pembelajaran berbasis masalah (Problem Based Learning)), number 21 (Saya menerapkan model pembelajaran berbasis

pemecahan masalah (Project Based Learning)), number 25 (Proses pembelajaran yang saya terapkan mampu membuat peserta didik menjadi lebih berani mengemukakan pendapat), number 28 (Proses pembelajaran yang saya terapkan mampu menumbuhkan kreatifitas peserta didik), number 29 (Proses pembelajaran yang saya terapkan memanfaatkan teknologi informasi yang ada di sekolah), number 32 (Saya mengajarkan peserta didik untuk menalar dari yang dipelajarinya di sekolah secara mandiri). The average score 3.7 (good) is dealing with questions number 27 (Proses pembelajaran yang saya terapkan mampu membuat peserta didik menjadi ingin melakukan eksperimen), number 31 (Saya mengajarkan peserta didik untuk mengolah dari yang dipelajarinya di sekolah secara mandiri). The second lowest average score (3.5 categorized enough) is dealing with question number 22 (Saya menerapkan model pembelajaran berbasis penyingkapan (Discovery Learning)). Then the very lowest average score (3.2 categorized enough) is dealing with questions number 23 (Saya menerapkan model pembelajaran berbasis penelitian (Inquiry Learning), number 35 (Proses pembelajaran yang saya terapkan mendorong aktivitas fisik peserta didik lebih tinggi), number 40 (Semua model pengajaran berbasis HOTS perlu dilaksanakan dalam proses pembelajaran bahasa Inggris).

Besides the result of questionnaire, the researchers provided some of the result of interview the teachers' perception, knowledge and behaviour toward HOTS in 2013 curriculum is provided as follows:

1. *Menurut Bapak/Ibu, apa yang dimaksud dengan HOTS?*

Menurut saya, HOTS adalah berfikir tingkat tinggi (mengacu C4, C5, C6).

Kegiatan berpikir yang melibatkan level kognitif hirarki tinggi dari taksonomi

berpikir Bloom.

Pemberian soal dengan tingkat kesulitan tinggi dimana siswa harus mampu

menganalisa dan mengevaluasinya (soal setingkat TOEFL/IELTS)

Pemberian soal/masalah dengan kesulitan lebih.

Berpikir yang lebih tinggi daripada menghafal, menceritakan kembali dari cerita

orang lain.

2. *Kesulitan apakah yang Bapak/Ibu alami ketika mengaplikasikan HOTS?*

Ketika peserta didik diminta untuk memecahkan suatu masalah memerlukan

waktu yang lama karena vocabulary mereka yang terbatas.

Kemampuan siswa di kelas tidak sama.

Banyak kosakata yang belum dimengerti siswa sehingga menyulitkan siswa

dalam memahami soal.

Penggunaan kosakata yang sesuai dengan tingkat kesulitan soal termasuk juga

diksi.

Siswa masih seperti pola lama yaitu berkutat pada pengetahuan, pemahaman,

menghafal.

3. *Berapa persen (10-100%) anak didik Bapak/Ibu yang mampu berpikir tingkat*

tinggi?

50%

20-30%

Kira-kira 20%

Kurang lebih 10-30%

4. *Apakah buku ajar yang digunakan (dari pemerintah) mendorong tingkat*

   berpikir peserta didik menjadi lebih tinggi? Mengapa?

   Ya, karena sudah mencakup pertanyaan-pertanyaan HOTS.

   Belum tentu. Karena kemampuan siswa yang bervariasi.

   Cukup mendorong karena sebagian soal-soal di buku ajar tersebut mengajak

   siswa untuk menerapkan dan menganalisa.

   Ya. Karena aspek yang dibutuhkan untuk mewujudkan soal/problem berstandar

   HOTS terakomodasi.

   Ya, karena bukunya di format seperti itu, siswa harus mampu menganalisis dan

   mengevaluasi.

5. *Apakah ada panduan atau contoh atau model dari pemerintah dalam*

   menyusun RPP HOTS?

   Ada

   Tidak ada

   Belum ada

   Belum, tetapi rambu-rambu sudah ada.

6. *Model pembelajaran apakah yang bapak/Ibu sering gunakan? Lingkari (boleh*

   dari satu)

     a. Problem Based Learning

     b. Project Based Learning

     c. Discovery Based Learning

     d. Inquiry Based Learning

Problem Based Learning, Project Based Learning, Discovery Based

Learning.

Inquiry Based Learning.

Problem Based Learning.

Problem Based Learning.

Problem Based Learning

Mengapa?

Karena memang harus diterapkan dalam pembelajaran agar peserta didik

HOTS nya tidak hanya pada satu model pembelajaran.

Dalam IBL, proses pembelajaran dibangun atas pertanyaan-pertanyaan yang

diajukan siswa. Disini para siswa didorong untuk berkolaborasi untuk

memecahkan masalah, dan bukannya sekedar menerima instruksi langsung

dari gurunya.

Disesuaikan dengan tingkat pemahaman siswa tentang bahasa Inggris.

Karena secara umum tingkat pemahaman dan pengetahuan bahasa Inggris

anak butuh pembenahan lebih dahulu.

Disini siswa dapat dikelompokkan jadi beregu, satu kelas jadi beberapa
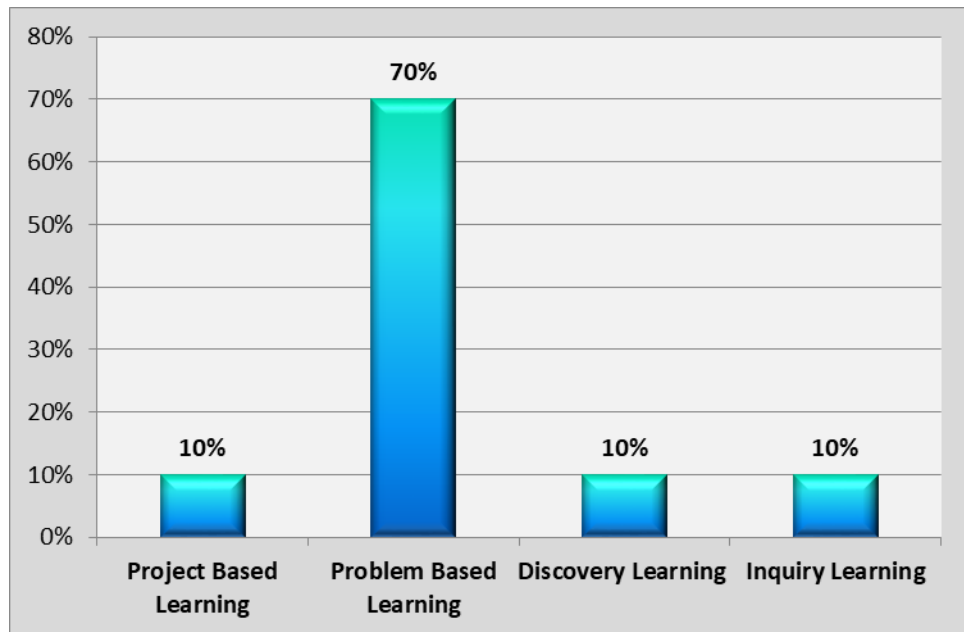
kelompok.

Chart 2. The Learning Models that Mostly Used

2. Discussion

In this section, the researchers discussed in depth the results of research that have been described above. The discussion included the result of teachers' perception, knowledge and behavior from questionnaire and interview to answer the objectives of the research; 1) Teachers' perception, knowledge and behaviour of higher order thinking skill (HOTS) in 2013curriculum, 2) The learning model that mostly applied by the teachers.

The teachers' perception, knowledge and behavior is very good (5%), it means the teachers fully support the application of HOTS that is implemented in 2013 curriculum by the government. They are already familiar with HOTS and it can positively increase the level of thinking of the students but the interview result showed that each of the teacher cannot define well what is meant by HOTS. Then, the teachers' perception, knowledge and behavior is good (85%) in the perspectives of they acknowledged that HOTS came from Bloom's Taxonomy and it is designed to manage students be more ready in facing 21st century by

30

having 21st century skills. Their knowledge also good in understanding that the learning process should improve students' creativity and level of thinking so that the students are able to find out the information to solve the problem/ question. In addition, they also acknowledged that HOTS develops students' metacognitive skills, so they apply higher level of HOTS that are analysing, evaluating, and creating but in this point the researchers found any discrepancy. The level of evaluating got the lowest score (3.8) than level of remembering (4.0) and level of understanding (4.0). One level that should not be included HOTS, that is level of applying, got even higher than level of evaluating (3.8 versus 4.0). It does not in line with what is meant by HOTS. On the other hand, the researcher got data that teachers' perception, knowledge, and behaviour is on the category enough (10%). The data showed that it relates to the physical activity in learning process, the teachers said that leaning English is different from Biology class, it is not merely physically things but mostly language skills that the students need to be good at so the important thing is the thinking skill and the practical ones. The other question that leads to enough category is whether not all learning models using HOTS based need to be applied in English learning because basically those learning models are similar in process, they only differ in the steps of learning process.

The second objectives of this research is the learning model that mostly used by the teachers in private senior high school. 2013 curriculum offers four learning models; project based learning, problem based learning, discovery learning and inquiry learning. The data showed that problem based learning has

the first place (70%), while learning model such as project based learning, discovery learning, and inquiry learning got 10% each. It because of the suitability of learning English language where problem comes first then the students find out the answer/ solution. The problem faced by the teachers are actually similar that is the level of knowledge of the students are varied and most of them are lack of vocabulary. That is the reason why not all of learning models can be easily applied in the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1. Conclusions

It comes to the conclusion that the perception, knowledge and behavior of English teachers in private senior high school in Semarang need to be improved. It is not enough to have this level of perception, knowledge and behaviour to achieve the 21st century skills. To have such dreams that our students have higher order thinking level is began with the teachers first. The teachers must have the 21st century skills then automatically the students would.

Problem based learning is the learning model that mostly used by the teachers in private senior high school. It relates to teachers' perception that problem based learning suits learning English language where problem comes first then the students find out the answer/ solution. That is the reason why not all of learning models can be easily applied in the classroom.

The problem faced by the teachers is dealing with the vocabulary horizon that the students have. The time allotment is often running out only to make them understand the content of the materials.

2. Suggestions

Referring to the research results described on the preceding section, then the researchers may suggest, as follows:

a. The urgency of conducting HOTS workshop is very high. Teachers need to improve their HOTS in order to be able to support their students.

b. The time allotment used in applying every learning models need to be reconsidered by the government.

c. Students need to know English as soon as possible so the vocabulary horizon they have in high school is applicable.

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APPENDICES

LAMPIRAN 1. BIODATA KETUA DAN ANGGOTA TIM PENELITIAN

a. **Biodata Ketua**

1	Nama Lengkap (dengan gelar)	Sukma Nur Ardini, SS., M.Pd
2	Jenis Kelamin	P
3	Jabatan Fungsional	Asisten Ahli
4	NIP/NIK/Identitas lainnya	NPP 108201277
5	NIDN	0627068201
6	Tempat dan Tanggal Lahir	Semarang, 27 Juni 1982
7	E-mail	sukmanurardini27@gmail.com
8	Nomor Telepon/HP	0813 2626 6226
9	Alamat Kantor	Universitas PGRI Semarang Jl. Sidodadi Timur No. 24 Semarang
10	Nomor Telepon/Faks	024-8316377
11	Lulusan yang Telah Dihasilkan	S-1= 75 orang, S-2= - orang, S-3= - orang
12	Mata Kuliah yang Diampu	1. General Linguistics
		2. English Phonology
		3. Pronunciation

A. Riwayat Pendidikan

	S-1	S-2
Nama Perguruan Tinggi	Universitas Diponegoro	Universitas Negeri Semarang
Bidang Ilmu	Bahasa dan Sastra Inggris	Pendidikan Bahasa Inggris
Tahun Masuk-Lulus	2000-2004	2006-2009
Judul Skripsi/Thesis/Disertasi	Konflik antara Tokoh Hatsumomo dengan Tokoh Sayuri dalam	Genre Analysis on Reading Passages Grade VII English Textbooks

	novel "Memoirs of a Geisha karya Arthur Golden"	
Nama Pembimbing/Promotor	Dra. Kristin, M.Hum/Drs. Abubakar, M.Hum	Dr. Joko Soetopo, M.Pd/ Dr. Dwi Rukmini, M.Pd

B. Pengalaman Penelitian dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, maupun Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2011	Tracer Study: Link and Match antara Alkumni Jurusan Pendidikan Bahasa Inggris IKIP PGRI Semarang dengan Dunia Kerja	Penelitian Hibah Institusi	6
2	2012	Analisis Makna Ideational dalam Teks Spoof Yang Ditulis mahasiswa Semester Empat Jurusan Bahasa Inggris IKIP PGRI Semarang Tahun Akademik 2011-2012	IKIP PGRI Semarang	4.5
3	2012	Enhancing Students' Writing Competence Using Think, Write, Pair And Share	Penelitian Mandiri	3
4	2013	Penerapan Internet Based Activity Untuk Meningkatkan Prestasi Siswa Pada Pembelajaran Genre Based Writing Mahasiswa Semester Empat Jurusan Bahasa Inggris IKIP PGRI Semarang	IKIP PGRI Semarang	5

5	2013	HELLING ESL STUDENTS BECOME MOTIVATED LISTENER: Using Films to Develop Learners' Motivation in Listening Classroom	Penelitian Mandiri	3
6	2013	Pengembangan Model Bahan Ajar Bahasa Inggris Berbasis Karakter Untuk Siswa SMA/MA di Kota Semarang	DRPM 2013	40
7	2014	Implementasi Gati "Ikip Pgriku" Oleh Mahasiswa Fakultas Pendidikan Bahasa Dan Seni Ikip Pgri Semarang Angkatan 2013-2014	Universitas PGRI Semarang	9
8	2014	Aspek-Aspek Penunjang Keberhasilan Peserta Kompetisi Story Telling Smp Tingkat Nasional Tahun 2014	Universitas PGRI Semarang	7,9
9	2014	Pengembangan Model Bahan Ajar Bahasa Inggris Berbasis Karakter Untuk Siswa SMA/MA di Kota Semarang	DRPM 2014	47.5
10	2015	Dampak Pendidikan Karakter terhadap Perilaku Dosen, Karyawan dan Mahasiswa di Universitas PGRI Semarang	YPLP PT UPGRIS	30
11	2015	Peneladanan dan Tingkat Kepuasan Pelayanan Universitas PGRI	YPLP PT UPGRIS	43,134

No	Tahun			
		Semarang: ditinjau dari perspektif mahasiswa		
12	2015	Pengembangan Model Bahan Ajar English Phonology: ditinjau dari perspektif *phonological fossilization* yang dipengaruhi oleh bahasa Ibu bagi pembelajar bahasa Inggris di Perguruan Tinggi di Kota Semarang	DRPM 2015	50
13	2016	Pengembangan Model Bahan Ajar English Phonology: ditinjau dari perspektif *phonological fossilization* yang dipengaruhi oleh bahasa Ibu bagi pembelajar bahasa Inggris di Perguruan Tinggi di Kota Semarang	DRPM 2016	50
14	2016	Upaya Pembinaan Guru Bahasa Inggris SMP di Kota Semarang terhadap Siswa dalam Meningkatkan Kemampuan Story telling	APBU	9

C. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2011	Pengenalan Lagu Nursery Rhymes untuk Para Guru Taman Kanak-Kanak Kota Semarang	IKIP PGRI Semarang	4
2	2011	Pelatihan Lagu English Barney untuk Ibu-ibu PKK Kelurahan Gemah Sebagai Upaya Membangun Karakter Anak secara Mandiri	IKIP PGRI Semarang	4.5

		dirumah		
3	2012	Pelatihan Pembuatan Proposal PTK (Penelitian Tindakan Kelas) Bagi Guru-Guru SD Cor Jesu Semarang	IKIP PGRI Semarang	3.8
4	2013	Ibm Pada Ikatan Remaja Islam Mekarsari Kelurahan Rowosari Kecamatan Tembalang	IKIP PGRI Semarang	5
5	2014	IbM Pelatihan Penyusunan Rencana Program Pembelajaran Berdasarkan Kurikulum 2013 Pada Guru SMP/SMA Tugu Soeharto Semarang	Universitas PGRI Semarang	5
6	2015	IbM Bagi Alumni Program Studi Pendidikan Bahasa Inggris Universitas PGRI Semarang	Universitas PGRI Semarang	3.730
7	2016	IbM Bagi Guru SMPN 34 Semarang Dalam Menyusun Soal Berstandar UN	APBI	5
8	2016	Ibm Budidaya Jambu Kristal Sebagai Upaya Tambahan Penghasilan Masyarakat Kelompok Posdaya Kelurahan Bubakan Kecamatan Mijen Kota Semarang	APBU	10
9	2016	Upaya Peningkatan Penghasilan Tambahan Warga Anggota Kelompok Posdaya Kelurahan Bubakan Kecamatan Mijen Kota Semarang Melalui Budidaya Ikan Lele di Pekarangan Rumah Tahun	DRPM 2016	70

No				
		2016		
10	2017	Ibm Bagi Aparat Desa Se-Kecamatan Kaliwungu Kabupaten Kendal	Universitas PGRI Semarang	10
11	2017	Kampung Keluarga Berencana Untuk Meningkatkan Kesejahteraan Masyarakat	DRPM 2017	75

D. Publikasi Artikel Ilmiah Dalam Jurnal dalam 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Volume/Nomor/Tahun	Nama Jurnal
1	Genre Analysis on Reading Passage Grade VII English Textbooks	Vol. 01 No. 01 ISSN 2086-5473 tahun 2010. Edisi Februari 2010	"ETERNAL" IKIP PGRI Semarang
2	Fostering Students' Good Character Through the Provision of Moral Values Based Reading Materials	The 58th TEFLIN International Conference, IKIP PGRI Semarang	PROCEEDINGS TEFLIN
3	White Lion's Song Lyric When The Children Cry: Children's Dream And Maturity Steps	Vol. 02 No. 02 ISSN 2086-5473 tahun 2010. Edisi Agustus 2011 Hal. 184-189	"ETERNAL" IKIP PGRI Semarang
4	Enhancing Students' Writing Competence Using Think, Write, Pair And Share	Vol. 6.2. August 2012. Page 74-84	Thai-Journal The New English Teacher (A Journal of Language Teaching & Research)
5	HELPING ESL	Edisi tahun 2013	The 2nd Unnes

	STUDENTS BECOME MOTIVATED LISTENER : Using Films to Develop Learners' Motivation in Listening Classroom		International Conference on ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION (ELTLT)
6	The Underpinning Aspects Of The Successful Participant Inthe National Story Telling Competition Of Junior High Level In 2014	Edisi tahun 2014	The 3rd Unnes International Conference on ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION (ELTLT)
7	Developing Model of Character Based English Teaching Materials for SMA/MA Students in Semarang	Vol.02 No. 01 Tgl. 1 Januari 2014 ISSN: 9-772337-646138	ELTR Journal (A Publication on English Language Teaching Research English Education Forum, Central Java and Yogyakarta, Indonesia.
8	PHONOLOGICAL FOSSILIZATION OF THE JAVANESE ADULT	Edisi Tahun 2015	The 4th Unnes International Conference on

No			
	LEARNERS OF ENGLISH (An R & D of Model of Teaching Materials of English Phonology for EFL Learners)		ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION (ELTLT)
9	The Impact of Character Education on the Behaviour of Lecturers, Employees, and Students of PGRI University of Semarang	30 Mei 2015	International Conference, Post Graduate Program, University of PGRI Semarang: Enhancing Education Quality in Facing Asian Community
10	Error Analysis of Phonetic Fossilization Uttered by English Department Students University of PGRI Semarang	Vol.06 No. 01, Januari-Juni 2016	LENSA (Kajian Kebahasaan, Kesusastraan, dan Budaya) ISSN 2086-6100 http://jurnal.unimus. ac.id/index.php/lensa

E. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1			
2	4th International Conference on ELTLT	Phonological Fossilization Of The Javanese Adult Learners Of	28-29 September 2015

		English: R&D Of A Model Of Teaching Materials Of English Phonology For Efl Learners	
3	International Conference PGRI University of Semarang	The Impact of Character Education on the Behaviour of Lecturers, Employees, and Students of PGRI University of Semarang	Juli 2015
4	3rd International Conference on ELTLT	The Underpinning Aspects Of The Successful Participant Inthe National Story Telling Competition Of Junior High Level In 2014	27-28 September 2014
5	2nd International Conference on ELTLT	Helping ESL Students Become Motivated Listener: Using Films to Develop Learners' Motivation in Listening Classroom	28-29 September 2013
6	The 58th TEFLIN International Conference, IKIP PGRI Semarang	Fostering Students' Good Character Through the Provision of Moral Values Based Reading Materials	3-5 November 2011

F. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	English for Better Character	2015	138	Univ. PGRI Semarang Press ISBN: 978-

				602-0960-09-8
2	English Phonology: For Learners of English as A Foreign Language	2016	126	Univ. PGRI Semarang Press ISBN: 978-602-71517-4-1

G. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID
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H. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

No	Judul/Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat
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I. Penghargaan dalam 10 Tahun Terakhir (dari pemerintah, asosiasi atau institusi lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
--	--	--	--

Semarang, 8 Oktober 2018

Ketua Tim,

Sukma Nur Ardini, S.S., M.Pd

b. Biodata Anggota

BIODATA ANGGOTA TIM PENELITI I

a.	Nama Lengkap	: Drs. Sutoyo, BA, M.Ed
b.	NPP	: 064901176
c.	Jabatan Fungsional	: Asisten Ahli
d.	Pangkat / Golongan	: Penata Muda / III-b
e.	Fakultas / Jurusan	: FPBS / Pendidikan Bahasa Inggris
f.	Alamat Kantor	: UNIVERSITAS PGRI Semarang, Jl. Sidodadi Timur No. 24, Semarang
g.	Telepon	: 024 - 8316377
h.	Alamat Rumah	: Jl. Karangrejo No. 94, Gendongan, Salatiga.
i.	HP / Email	: 085290052503/sutoyo4994@yahoo.com

RIWAYAT PENDIDIKAN :

No.	Jenjang	Tempat	Tahun Lulus
1.	SD	SD N 2 Gumawang, Belitang, OKU, Sumsel	1963
2.	SMP	SMP Xaverius Gumawang, Belitang, OKU, Sumsel	1966
3.	SMA	SPG Kristen Salatiga	1969
4.	Strata-1/BA Sarjana/Drs	UKSW Salatiga	1975 1982
5.	Strata-2	NTU, Darwin, Australia	1993

PENGALAMAN PENGABDIAN MASYARAKAT

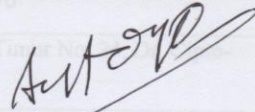| No.	Judul Pengabdian	Tahun	Tempat
1	Pengenalan Teknologi Internet Pembuatan Bahan Ajar Bahasa Inggris Bagi Guru-Guru Bahasa Inggris Sekolah Dasar di Kecamatan Randudongkal Kabupaten Pemalang	2010	SDN 2 Randudongkal

DAFTAR KARYA ILMIAH PENELITIAN

No.	Judul Penelitian	Tahun
1.	Systemic Functional Linguistics The Most Comtemporary Theory to Language	ETERNAL Journal, IKIP PGRI Semarang, Vol 02 No 01, Februari 2011
2.	Pengaruh Sertifikasi Dosen Dan Motivasi Kerja Terhadap Kinerja Dosen Di Lingkungan Perguruan Tinggi Kota Semarang	2012

Demikian Daftar Riwayat Hidup ini saya buat dengan sebenar-benarnya.

Semarang, 29 Agustus 2014

Drs. Sutoyo, BA, M. Ed

LAMPIRAN 2. SURAT TUGAS

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS PGRI SEMARANG
Jl. Dr. Cipto - Lontar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279
Email : lppmupgrismg@yahoo.co.id Website : lppm.upgrismg.ac.id

S U R A T   T U G A S
Nomor : 0201/ST/LPPM-UPGRIS/VI/2018

Dengan ini Ketua LPPM Universitas PGRI Semarang memberi tugas kepada :

Nama	: Drs. Sutoyo,BA., M.Ed.
NIDN	: 0517024901
Pangkat/Golongan	: Penata Muda Tk.I/ IIIb
Jabatan Fungsional	: Asisten Ahli
Pekerjaan	: Dosen FPBS Universitas PGRI Semarang
Pada hari / tgl	: Juni s.d. September 2018
Tempat	: SMA N di Kota Semarang
Keperluan	: Kegiatan Penelitian dengan judul The Perception, Knowledge and Behaviour of Teachers Concerning Hots (Higher Order Thinking Skills) In 2013 Curriculum

Demikian agar tugas ini dilaksanakan dengan sebaik-baiknya dan setelah selesai harap melaporkan hasilnya.

Mengetahui,
Telah melaksanakan tugas

Semarang, 28 Juni 2018
Ketua,

Ir. Suwarno Widodo, M.Si.
NPP. 876101038

NIP 19671102

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

UNIVERSITAS PGRI SEMARANG

Jl. Dr. Cipto - Lontar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279
Email : lppmupgrismg@yahoo.co.id Website : lppm.upgrismg.ac.id

S U R A T T U G A S
Nomor : 0201/ST/LPPM-UPGRIS/VI/2018

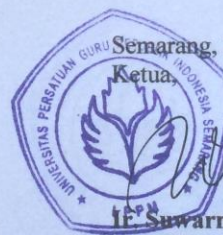Dengan ini Ketua LPPM Universitas PGRI Semarang memberi tugas kepada :

Nama	: Sukma Nur Ardini, S.S., M.Pd.
NIDN	: 0627068201
Pangkat/Golongan	: Penata Muda Tk.I/ IIIb
Jabatan Fungsional	: Asisten Ahli
Pekerjaan	: Dosen FPBS Universitas PGRI Semarang
Pada hari / tgl	: Juni s.d. September 2018
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Mengetahui,
Telah melaksanakan tugas

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Semarang, 28 Juni 2018
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