

THE CHARACTER EDUCATION STRATEGIES IN HIGHER UNIVERSITY THROUGH THE IMPLEMENTATION OF ASSESSMENT FOR LEARNING BASED ON HIGHER ORDER THINKING SKILLS

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Abstract

The era of globalization which is accompanied by the era of knowledge and rapid world change has implications in various areas of life. Facing this, education in higher education must able to prepare the next generation who have the ability and habit of critical thinking, research, problem solving, decision making, and good character. To achieve that, it is necessary to develop an integrated character education strategy in well-planned and programmed learning so as to produce graduates who are scholarly, characterized, and able to appear competitive in international relations as expected. One of The character education strategy that can be taken is to apply an assessment model integrated in learning as an assessment for learning (AFL) based on higher order thinking skills (HOTS) for students. This model is expected to be able to improve the quality of learning, good character which includes motivation to always learn, honest, independent, disciplined, trusting self, responsibility, and reasoning ability which is reflected in student HOTS..

Keywords: Character education, higher education, assessment for learning (AFL), higher order, thinking skills (HOTS)

Introduction

Overview of a university environment that exists in Indonesia, even though it has applied competency-based curriculum and character, but in practice there are still many universities that apply educational knowledge or skills. Character education directed at creating ten the characters needed by the world of work have not been implemented systematically, Having this condition, it can be said that the implementation of educations' character fully and integratively in the teaching and learning process have not been done..curricula and educational objectives worldwide have focused on developing students' thinking skills (Yeung, 2015; Zohar , Schwartz, 2005, Muhammad Mujtaba Asad, Nadia Hussain.et.al, 2020). Indonesia is no exception. In the 2013 curriculum, which is the applicable curriculum in Indonesia, teachers must equip students with high-level thinking skills (HOTS), including the ability to analyze, evaluate and create (Anderson & Krathwohl, 2001; Vidergor, 2018, Nadarajan Thambu Et.al, 2021), where higher order thinking skills are not affected by the teaching material, but is more influenced by the

method in the practice of implementing learning teaching carried out ((Nalova dan Shalanyuy, 2017). The as we know that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Gaol. et.al, 2020).

Integration in each subject is intended to teach students to organize thoughts, concepts, ideas, and other skills to analyze and make a synthesis by producing an innovation or creation as the peak of their work (Witte & Beers, 2003). If a teacher does not have the appropriate skill set, it is challenging to expect students to excel in higher-level thinking and reasoning. (Jungwirth, 1990; Zohar & Schwartz, 2005). Thus, a teacher influences students' success in gaining these skills (Hidayat, 2020; Miri et al., 2007). Therefore, studying teachers' perceptions of their efforts to implement HOTS across the curriculum is required. The challenge for Indonesian higher education becomes more complex because of the mandate attached to universities to implement the three main pillars for higher education in Indonesia. Higher education in Indonesia has several functions, such as to develop capabilities and shape the character and civilization of a dignified nation in the context of intellectual life of the nation, to advance an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of Tridharma, and to improve science and technology by paying attention and applying the value of humanities (Isni Andriana, Luk Luk Fuadah (2020)

Based on this, an education in higher education must always develop higher order thinking abilities and skills abbreviated HOTS) as well as characters who good (good character) for students through well-planned and programmed character education so that can produce graduates who are intelligent, characterized, and able to appear competitive in international relations as expected. To achieve things In this case, one of the character education strategies that can be taken is to apply an assessment model that integrated in learning and acts as an assessment for learning (AFL) based on higher order thinking skills (HOTS) for the students as a generation nation's next generation.

Method

This study is qualitative and phenomenological. Phenomenology examines and describes participants' life experiences regarding a particular phenomenon (Hujar & Matthews, 2021; Merriam & Tisdell, 2015; Samardzija & Peterson, 2015), including their self-concept or view of life (Creswell, 1998). In line with the objective and the research. Data collection This is done through observation, interviews in which researchers go directly to the field to investigate observing the learning process

Result and Discussion

Characteristics Assessment HOTS

The ini application of Learning Assessment Based On High Order Thinking Skills at tertiary institutions at the Tarbiyah faculty and teacher training at the State Islamic University of Sulthan Thaha Saifuddin Jambi, using the JUMBERGI Concept. where this concept consists of **Jum'at, Berbagi, Berkah**. *first*, Friday is a very important day, especially for all Indonesian people, so we as educators should introduce the nation's history to our students. through the cultivation of character education, curiosity and love for the homeland. As for the implementation every Friday, it is carried out starting with the

religious activity of reading Yasin and tahlil letters, in all levels of the faculty, from the leadership level to the bottom (Prodi) then continuing the learning process and other activities. *Second*, instill in the learning process and blessing activities, the concept of blessing. Blessing is a gift from God that brings goodness to human life. *Third*, instilling Sharing with others is important, because without sharing we as humans lose the direction and meaning of social beings themselves. Based on the above notions can be formulated characteristics HOTS assessment is as follows.

1) Measuring the ability of a high level. High-level thinking skills, including the ability to solve problems (problem solving), critical thinking skills (critical thinking), creative thinking (creative thinking), argued ability (reasoning), and the ability to make decisions (decision making). In Bloom's Taxonomy requires the ability to analyze (C4), evaluating (C5), and create (C6).

2) Based on contextual issues. Assessment HOTS typically loads stimulus in the form of case (based on case). Stimulus could lead learners to connect knowledge in different situations (the ability to transfer concepts). Case can be removed from the real situation in everyday life (contextual), such as global issues such as the issue of information technology, science, economics, health, education, character, and infrastructure. Here is outlined five characteristics contextual assessment, which is abbreviated REACT: a) Relating, the assessment is directly related to the context of real-life experience; b) Experiencing, assessment emphasized the excavation (exploration), discovery (discovery), and creation (creation); c) Applying, assessment demands the ability of learners to apply knowledge gained in the classroom to solve real problems; d) Communicating, assessment demands the ability of learners to be able to communicate conclusions models at the conclusion context of the problem; and e) Transferring, assessment of learners who require the ability to transform the concepts of knowledge in the classroom into a new situation or context.

3) Not routine (not familiar). Assessment HOTS not regular assessments given in class. HOTS assessment used many times on the same test participant an assessment of memory (recall), because it has never been done before. HOTS unfamiliar assessment requires learners really think creatively, because of the problems encountered have never encountered or done before.

Benefits and Learning Orientation In HOTS-Oriented PAI Learning

Based on the results of interviews with several lecturers and students regarding the implementation of PAI learning courses that are oriented to the HOTS process, among others (1) prepare participants' competencies students to meet the 21st century, (2) foster a sense of love and care for regional progress, (3) increase students' learning motivation, and (4) improve the quality of the questions. lecturers are required to be creative in honing their abilities high-level thinking of students, namely students. Teachers must be able to make questions varied in the form of contextual cases according to the level of knowledge of students and experiences in everyday life. Say ask questions to hone higher order thinking skills, for example with using words: why, how, give reasons, by means what, and how to act.

The steps for compiling a HOTS stimulus include: *First*, choose information that has relevance in a case, *Second*, stimulus should require the ability to interpret, seek relationship, analyze, conclude, or create, *Third*, choose contextual and interesting (current) cases/problems so that students motivated to read, exceptions for the Language, History are okay not contextual, and *Fourth*, directly related to the question (principal question).

A question can be categorized as a HOTS question because in solving the matter; *First*, it is necessary to understand the concept of reading diagrams and read the table, and see the relationship (look for the relationship) information on the stimulus, *Second*, counting

the number of internet users by using comparison, and *Third*, comparing internet users in Indonesia with users in Asia

Student Dilemma in HOTS-Oriented PAI Learning

At the implementation level, lecturers are faced with several dilemmas in the practice of HOTS-oriented PAI learning. This dilemma is related to teaching resources, support from the faculty, timing, and student characteristics. The need to prepare a platform for students to be able to bring their real-life into the classroom and vice versa is the ultimate aim of global education (Vishalache Balakrishnan, 2017: 195-210),

Based on observations and interviews with some students to implement the material, where these students come from public schools both high school and vocational school. However, this problem can be over, when the students after completion of studies. because in the learning process there is an assimilation process.

Based on the results of observations and interviews, there are psychological factors for students who come from high school graduates or vocational high schools. *First*, Surprised by the sarong culture. *second*, more Islamic religious subjects. *third*, the existence of TOAFL or IMKA requirements as a condition for thesis trial. *fourth*, there is a statement from non-mainstream UIN lecturers. *Fifth*, the existence of cottage-style manners. However, with the implementation of Assessment For Learning Based On Higher Order Thinking Skills, gradually psychological attitudes are embedded in students, in accordance with the goals of the vision and mission of the study program and faculty. The in accordance with Moh. Ainin (2021) Based on the outcomes, teachers can give feedback to improve the planning and the implementation of the teaching process and to determine the quality of the assessment instrument. The Higher Order Thinking Skills (HOTS)-based assessment is urgently needed in schools to produce competitive graduates who have the critical thinking, communicative, collaborative, and creative skills

Conclusion

Based on the results of this study on the HOTS-based learning model in forming characteristics, it is necessary to develop an integrated character education strategy in planned and programmed learning so as to produce graduates who are scientific, have character, and are able to appear competitive in international relations as expected. One of the character education strategies that can be taken is to apply an integrated assessment model in learning as an assessment for learning (AFL) based on higher order thinking skills (HOTS) for students. This model is expected to be able to improve the quality of learning, good morals which include motivation to always learn, honest, independent, disciplined, confident, responsible, and reasoning abilities which are reflected in students' HOTS

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