

Improving Higher Order Thinking Skill (Hots) in Early Children Using Picture Story Book

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ABSTRACT

Globalization requires many sectors of life to be ready to compete globally. The application of the HOTS approach is considered an effective approach in growing higher order thinking skills based on nature. The writing of this article is to find out the teacher's strategy in developing higher order thinking skills in children at early childhood education institutions. The research method used in this research is descriptive qualitative, data obtained from observations, interviews and documentation with data analysis techniques using triangulation analysis methods. The results showed that children are often seen as weak individuals and have not been able to learn about social issues. The low ability to think in children is caused by the learning process that has not maximized children to think actively and find solutions to every challenge they face. To develop HOTS during the learning process the teacher must provide opportunities for children to be directly involved in every activity as well as questions that can spark children's thinking.

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1. INTRODUCTION

The problem of early childhood development is something that will interfere with the child's life because of it efforts made with awareness and planned in order to create an active learning atmosphere is a form of picture of education (Kuswanto & Na'imah, 2019). Globalization requires many sectors of life to be ready to compete globally. One must reform the education system even though it is not an easy thing, this is to prepare the next generation to be ready to compete globally (Salmiati, 2020). Early childhood in education is divided into six classifications including: Religious and Moral Values, Physical Motoric, Cognitive, Language, Social Emotions, Art. The six classifications are interrelated to use for children's growth in terms of habituation and thematics (Husin & Yaswinda, 2021) .

Early childhood education is considered one of the essential strategies in developing human resources (Himmah, 2022). Early childhood has various abilities that need stimulation, one of which is high order thinking skill (Munar, 2021). HOTS was first discovered by Susan M Bookhart who is an Associate Professor and author from Duscance university, she assessed that this model can transfer knowledge, think critically, and solve problems. This is written in her book "How to assess higher-order thinking skills in your classroom" (Sofyan, 2019).

Sudiarta describes that cognitive ability is the ability to think critically in various fields of knowledge carried out with various activities. According to Arifin (Salmiati, 2020) guiding children in developing higher order thinking skills (HOTS) makes children have the ability to think, is said to be able to think if the child can solve the problems/problems they face. In developing children's intelligence cognitive abilities become the most basic influence, this is because cognitive abilities in the form of critical thinking development in the form of learning in solving problems encountered, logical and symbolic thinking and learning related to science where science is described by Suyanto trains the child's five senses in connecting causes and consequences, measuring tools, understanding events and being able to understand the concepts of objects (Suyanto, 2005).

The science that Yilmaztekin describes is learning through direct activities and overall children are actively involved (Yilmaztek & Tante, 2011). Multisensory science has seven classifications described by Jackman including: 1) Providing opportunities to ask questions, identify and tell their findings in activities that involve children directly. 2) Recognize metamorphosis. 3) Recognize energy, light, power and electricity which are classified into physics as non-living things. 4) Study of the universe. 5) Understanding of environment and health. 6) Get to know ecology. 7) get to know science and technology that can simplify all human work (Jackman, 2011)

Problem solving in making decisions is a skill in higher order thinking (Lewis A, 2009). These skills can be trained in integrating disciplines through the STEAM approach, namely: Science, Technology, Engineering, Art, mathematics. Through the HOTS approach, it can stimulate children in project-based activities and challenge-based learning as well as research (Ikaningtyas, 2020).

The low ability to think in children is caused by the learning process that has not maximized children to think actively and find solutions to every challenge they face (Fahmi et al, 2021). The average ability of students in Indonesia is able to recognize a number of basic facts but is still limited in terms of communicating related to science learning causation (Amalia, 2021). In order to make provision in dealing with life's problems, creative thinking skills are needed that are developed from an early age. Creative thinking is a high-level thinking skill that is very important for changing mindsets so that it is expected to support success in the learning process. 4 indicators in creative thinking orientation according to Almeida (Almeida et al, 2016): 1) Fluency, logically correct response. 2) Flexibility, varied responses. 3) Originality, relevant new responses. 4) Elaboration, the details used in communicating the response.

High Order Thinking Skill (HOTS) aims to improve children's thinking in high classification which is related to responsiveness in obtaining information, being innovative to solve problems and being able to make decisions in the right situation.

In the realm of early childhood education, HOTS is still rarely applied, stated by Seifer (seifer, 2018), this is due to several reasons including: 1) The teacher's insensitivity to the children's higher-order thinking skills. 2) Lack of understanding of HOTS learning techniques for children. 3) The teacher only focuses on ensuring the readiness of children for further education and neglecting the children's high-level thinking skills. 4) Only run according to the curriculum reference. 5) High-order thinking skills in children have not been included in the supervisor's research.

In terms of opportunities at an early age, it is the right opportunity in an effort to develop or stimulate all areas of development including great opportunities and golden opportunities in training high-level HOTS abilities, and at this time it is also categorized in the formation phase of optimizing brain function (Salmiati, 2020). Success at an early age is a determinant at the next level of education, therefore investment from teachers and parents is a determinant in triggering the child's development process.

Media is in the form of intermediaries to connect between teachers and students (Khadijah, 2015). Learning media can also facilitate or clarify the delivery of information so as to produce optimal learning (Cecep, 2020). Learning media provides the same experience related to an event, and creates direct interaction between teachers and children, this becomes important in triggering higher order thinking skills (Ra & Fuad, 2021).

Picture story books in the form of text and illustrations or descriptions of events. A good picture book seeks to help children in the process of understanding and expanding experiences (Desy, 2021). Delivery of messages in picture books in two ways, namely by neglecting illustrations and writing (Burhan, 2010). The role of picture story books can motivate early childhood in the learning process because in the book there are pictures or illustrations that attract children's attention.

The writing of this article is to find out the teacher's strategy in developing higher-order thinking skills (HOTS) using picture storybook media in the learning process to meet the demands of the era of high-level skills development, which is considered appropriate to foster critical thinking processes in early childhood development.

The research conducted by Fuad entitled Implementation of Hots in the 2013 Curriculum was carried out with the aim of finding the link between the implementation of HOST in the 2013 Curriculum in order to advance the quality of education in Indonesia. Globalization and education (Sofyan, 2019). Furthermore, the research conducted by Ikaningtyas with the title of stimulating HOTS skills in PAUD through steam learning, according to him, HOTS prepares early childhood to have critical thinking skills, creative thinking, problem solving and decision making. This then becomes a challenge how to develop HOTS in early childhood with the STEAM approach. The use of the STEAM learning approach helps early childhood to analyze the problems encountered using the approach of science, technology, engineering, art and mathematics so that it becomes a strategy to survive the changing times (Ikaningtyas, 2020). Research gap in this study with previous research is increasing HOTS in children through picture story books.

2. METHODS

The focus of the research is the basis of this research, so this research uses a qualitative approach. Rogdan and Taylor describe that qualitative research is a procedure that produces descriptive data, which is a written form of the focus of the research being observed in its entirety (Kemendikbud, 2018). This research was conducted using qualitative methods with a qualitative descriptive approach. Qualitative method as an effort to produce descriptive data, in the form of words, both written and spoken words from people and observed behavior. Data collection techniques using observation, interviews and documentation (Sugiyono, 2013). The data analysis technique uses the triangulation technique, this analysis is used to obtain accurate results (Syafi'i, 2021). In analyzing field data: Data collection, data reduction, data presentation, and decision making and verification According to the model pioneered by Miles and Huberman (Wijaya, 2020). This qualitative research uses descriptive analytic data sources obtained through observations, interviews, photo documents, and field notes that are recorded directly when in the field. The data analysis technique used in this study is the Miles and Huberman data technique. Technically, the data analysis technique includes three flow of activities carried out simultaneously including data reduction, data presentation and data verification (Huberman, 2018).

3. FINDINGS AND DISCUSSION

In accordance with the findings in the field, it shows that picture story books are very effective in increasing HOTS in children, this can be seen when children observe picture story books, children can imagine by themselves the images they observe and each child has a different story in each picture. Picture story books also have aspects that can improve children's cognitive and thinking power because in picture books there are many models provided both in terms of unique picture characters, good picture colors and can add to the child's desire to learn through picture book media. Through picture

story books, it can increase children's imagination in thinking, making children able to explore themselves according to their imagination and desires.

Early childhood actually has the ability to perform high order thinking skills (HOTS) or higher-order thinking skills. Experts agree that HOTS includes: Critical Thinking, Logical, Reflective, Metacognitive, and Creative Thinking abilities are classifications of higher-order thinking. Often teachers judge children with the thought that in childhood children do not have high-level skills, the facts on the ground even though it is very clear that children have skills in higher-order thinking, when playing sometimes children often play various characters they like, imitating the characters they like. Liked and not infrequently children also often look curious about an object being observed. It is part of the skills in higher-order thinking, it's just that teachers and parents are less sensitive to the higher-order thinking skills possessed by children as a result of the lack of stimulation or response to improve higher-order thinking skills (HOTS) in children.

According to the researcher's observations, that there is no opportunity for children during the learning process to observe or imagine related images in story books, children only act as listeners and teachers as presenters of events in the book, teachers assume that children are not able to think at a higher level.

It is important for teachers to understand the higher-order thinking levels that they already have in childhood. Higher order thinking skills can be applied in children's daily lives. By familiarizing children to learn to think at a higher level, it is hoped that they will form the competence of children who are independent, creative, and think critically so that they can contribute positively in their lives. Therefore, it is very necessary to have the right efforts or strategies in developing high-level thinking skills in children including: giving children space to play, giving opportunities to think about what has been done, giving triggering questions, opportunities to build hypotheses, and don't be quick to intervene. Children's activities.

3.1. A New Paradigm Regarding the Concept of Children

Often children are seen as weak individuals and have not been able to learn social issues. Basically this is contrary to the UN convention on children's rights. Indonesia is one of the countries that agree with the contents of the convention. Therefore, it is appropriate if the principles related to the convention on children's rights are applied in learning activities in PAUD units.

One of the values promoted by the Convention on the Rights of the Child is in principle that children are individuals who have ideas and ideas, so that in this case it becomes the focus of educators to provide space to listen to ideas and ideas, this can stimulate children to be brave in expressing their opinions.

In addition, the UN convention also emphasizes the importance of children to get information that will have an impact on their lives. In this situation the child is part of the world community (Global Citizen), so the child should be exposed to issues that will have an impact on him, including environmental issues such as climate change or issues related to religion.

The United Nations convention on children's rights is also in line with the new paradigm in the theory of child development. Over the last 20 years, at the global level, a paradigm called post-developmentalism has developed. Post developmentalism is a theory that sees child development as something that is influenced by the cultural context that exists in the environment where they live. In addition, this theory also sees children as beings who have the capacity to think critically (McCafferty, 2017).

The idea offered by post developmentalism is actually not a new idea. The constructivist theory introduced by Vygotsky has also recognized the child's capacity to develop the zone of proximal development. According to Vygotsky, the capacity of children's abilities will develop if they are given assistance with stimulation (scaffolding) in this case, efforts are needed from teachers and parents.

These three views: the UN convention on the rights of the child, post-developmentalism theory and Vygotsky's constructivist theory recognize that every child has the ability to understand issues

that may seem difficult. Children also have the ability to think critically, as long as teachers and parents are able to provide space and activities to stimulate children.

In other words, these views see that early childhood actually has the ability to perform high order thinking skills (HOTS) or the ability to think highly. Experts agree that HOTS includes: Critical Thinking, Logical, Reflective, Metacognitive, and Creative Thinking Skills which are High-Level Thinking Ability (Sundararaja, 2018).

3.2. Hots in Early Childhood Learning

HOTS is the ability to think critically, logically, reflectively, metacognitively and cognitive thinking which is part of higher order thinking skills. HOTS includes the ability to analyze, evaluate, and create. HOTS can encourage children to have critical thinking skills. HOTS PAUD can be applied in learning because children have the ability to build their own knowledge, children have great curiosity, children are excellent learners, children have the ability to understand events around them (McCafferty, 2017).

3.3. Hots Implementation Strategy in PAUD

Giving Space To Play:

Play activities have a very important role for children. Play activities are a way of learning for children and at the same time learning must be done with close proximity to play. So basically, when children play, they will get the opportunity to build critical thinking skills. These games include: playing blocks, role playing, playing simple experiments are part of the types of games that can increase HOTS in children.

Give a Chance

Give time to think about what children do to achieve HOTS abilities, it is important for educators to give time to think about what they have done. Provide opportunities for children to ask and answer. For example, when the teacher asks the children to draw something, before drawing ask the children to think for 3 minutes about the drawing plan they will make. Then ask them to tell the plan and after this the child will draw according to the plan. This can not only stimulate thinking skills but can also stimulate other aspects of development such as language.

Give a Lighter Question

So that children can develop HOTS, make it a habit to build open-ended questions that are general in nature so that they can trigger children's answers. Back to the example of drawing activities, when the child tells the drawing plan that will be made, the teacher or the parent can respond with the question "wow, the drawing plan is very interesting. Can you tell me, why do you want to make that picture?" Listen to their answers and then give questions that will make children explore their thinking skills.

Give Children the Opportunity to Build a Hypothesis

Make it a habit to invite children to build a hypothesis. Hypothesis in the context of early childhood is a situation where children are stimulated to build a prediction. When reading a story book, for example, the teacher can invite the child to guess how the story will end. Also ask the child what would have happened if the ending did not match what the child imagined. The ability to build a hypothesis can also be stimulated through experimental activities, for example: before the teacher conducts an experiment, give the child the opportunity to imagine how the experiment will end.

Don't Quickly Intervene in Children's Activities

Allow children to be able to solve problems during the activities undertaken. Do not be quick to offer help when the child is doing activities. This is so that children can find solutions to the problems they face on their own.

Trying Alternatives

Provide opportunities for children to try various alternatives in solving problems. Get used to asking children, "anyone have other ideas?" listen to opinions and provide opportunities for them to work on their ideas (Dodge S, 2006).

3.4. Teacher's Ability in the Application of Hots

The abilities that teachers must have to teach HOTS include: 1) Teachers must have an understanding that children have the capacities to think critically. 2) Teachers must have the understanding and skills to explore learning themes so that they are not trapped in a theme that is monotonous and not in accordance with the context of the child's life. 3) Teachers must have the understanding and skills to explore activities that can encourage the emergence of critical thinking skills in children. 4) Teachers always follow the times and related to the latest issues (Dodge S, 2006).

4.4. How to develop hots in children

Among the ways that can develop HOTS in children: 1) Invite children to pay attention to objects and events with curiosity. 2) Train children's ability to solve problems flexibly. 3) Expand the exploration of cause and effect. 4) Practice the ability to apply knowledge or experience in new contexts (Strategies, 2006).

The steps in developing HOTS in children related to a series of activities in the classroom include: 1) The process of finding information related to the theme. 2) Questions to open the child's horizons. 3) Miniature exploration related to the theme. 4) Questions when the child explores. 5) Dramatize. 6) Questions while playing dramatizations. 7) Create works, play music and move related to the theme. 8) Questions about music and motion activities. 9) The process of describing in detail and writing down ideas related to pictures. 10) Questions to provoke children to tell stories. 11) The work. 12) Questions after work. 13) Display of works. 14) Exhibition of works (sundararajan, 2018).

4. CONCLUSION

Basically this is contrary to the PBB convention on children's rights. Indonesia is one of the countries that agree with the contents of the convention. Therefore, it is appropriate if the principles related to the convention on children's rights are applied in learning activities in PAUD units. It is important for teachers to have the right strategy in developing higher order thinking skills (HOTS). Early childhood actually has the ability to perform high order thinking skills (HOTS) or the ability to think highly. Experts agree that HOTS includes: critical, logical, reflective, metacognitive, and creative thinking skills which are high-level thinking abilities.

The style of the teacher in managing classroom learning has an effect on higher-order thinking skills in children, during the learning process the teacher must often be a lighter so that children can generate high-level thinking power or critical thinking. Give opportunities for children to solve the problems they face, don't be easy to offer assistance in carrying out activities so that children can solve the problems they face. This is part of developing higher order thinking skills in children.

It can be concluded in this picture story book that it can increase children's thinking and imagination, because the book offers interesting stories and colors that can attract children's interest to read books, through picture story books children can imagine what is seen from the story book. Picture story books also have aspects that can improve children's cognitive and artistic abilities, so that indirectly children also learn to recognize colors, shapes, sizes and so on, so that picture story books are effectively given to early childhood.

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