

Improving Teachers' Ability to Write New Prose (Short Stories) in Making Higher Order Thinking Skill (HOTS) Questions through In House Training at SD Negeri Banjarsari, Samigaluh, Kulon Progo Regency for 2021/2022 Academic Year

Sutiyatmi^{a*}

^a SD Negeri Banjarsari, Samigaluh Kabupaten Kulon Progo

* Corresponding author: sutibangsan@gmail.com

Received: April 28, 2023; Accepted: July 03, 2023; Published: October 25, 2023

ABSTRACT: This study aims to determine the teacher's ability to write new prose short stories on making higher-order thinking Skills HOTS through in-house Training (IHT). This type of research is School Action Research (PTS) with a qualitative descriptive method conducted for two cycles. The sample in this study was 6 teachers at SD Negeri Banjarsari Samigaluh, Kulon Progo Regency. Data collection techniques in this study through observation and documentation. The results of the study showed an increase in the teacher's ability to write new prose, where in cycle I at the first meeting an average score of 68.33 was obtained; and in cycle II at the second meeting, an average value of 92.22 was obtained. In writing HOTS questions by including new prose for cycle I at the first meeting an average value of 81.11 was obtained, while in cycle II for the second meeting, an average value was obtained of 86.22. In the implementation of IHT participants conducted an assessment of the resource person, where in the first cycle for the first meeting an average value of 78 was obtained in the "satisfactory" category, while in the second cycle for the second meeting, an average value was obtained of 90.10 in the "very satisfying" category.

Keywords: New Prose, Higher Order Thinking Skill, In House Training

INTRODUCTION

Over time, education will continue to make changes in accordance with the demands of the times and the development of science and technology. Therefore education aims to prepare students to face various challenges in the world today and in the future, by creating an effective learning atmosphere [1]

Effective learning is learning that focuses on students through the application of appropriate procedures. This statement implies that effective learning has two important things in its implementation, namely, the occurrence of teaching and learning in two directions from students and teachers and related to all actions taken by teachers during the teaching and learning process takes place [2]. Based on this statement, it can be concluded that the teacher plays an important role in creating effective learning. Therefore, teachers should be equipped with good pedagogic abilities.

Pedagogical abilities include the teacher's ability to regulate students' learning process and the teacher's ability to optimally develop students' potential. It is intended that teachers can create effective learning and can direct participants during the learning process [3]. One subject that needs to be taught at the elementary school education level is Indonesian language lessons. This lesson is a formal subject that needs to be taught because Indonesian has a primary position in the life of the nation and state, especially the Indonesian state [4]. This is in line with the opinion put forward by Setiawan [5] in his research that efforts are being made to cultivate language skills by making Indonesian one of the lessons in formal education. Based on the opinions of these experts, it can be concluded that in addition to mastering pedagogic competencies, teachers also need to develop their abilities in writing, this is so that it can make it easier for teachers to maximize thematic learning, especially in making new prose/short stories.



The prose is a definite disclosure of an event by describing all thoughts and feelings and is not bound by certain provisions in a literary work [6]. The prose is divided into two parts, namely new prose and old prose [7]. New prose is a type of prose whose writing style is influenced by foreign cultures. The rules in the new prose are not as binding as the old prose. This is because writing new prose provides more opportunities for writers to express their imaginations and ideas more freely and broadly [8]. Meanwhile, old prose is a literary work that has not been influenced by foreign culture. Old prose has characteristics including being static, traditional, and fantasy or imaginary [9].

However, currently, there are still many teachers who still experience difficulties in writing prose, especially in writing new prose. Banjarsari Public Elementary School, Samigaluh, Kulon Progo Regency is one of the educational institutions whose teachers experience difficulties in writing new prose short story types on Higher Order Thinking Skill (HOTS) questions. The difficulties experienced by some of these teachers namely, the difficulty of finding ideas and ideas in writing prose, the difficulty in stringing words into a good sentence, arranging sentences into a paragraph, and the lack of knowledge of writing techniques. One way to overcome this problem is by implementing a training program that can improve teachers' ability to write prose. Higher Order Thinking Skill (HOTS) questions are a process of thinking students at a higher cognitive level by developing various cognitive concepts and methods and learning taxonomies [10]. One of the training programs that can be applied is In-House Training (IHT).

In-house training (IHT) is an activity that aims to improve teacher competence by utilizing all existing facilities and infrastructure in the school environment [11]. The implementation of In-House Training (IHT) aims to improve the quality of Human Resources (HR), improve teacher performance, create interaction between students, strengthen a sense of kinship and togetherness, and increase motivation and a continuous learning culture. Marwansyah [12] explains that IHT is carried out through three phases, namely the planning phase, the implementation process phase, and the training evaluation phase.

Based on the description of the statement above, the researcher initiated to conduct research on teachers at SD Negeri Banjarsari, Samigaluh, Kulon Progo Regency through In House Training (IHT) activities to improve teachers' abilities in writing new prose short story types on HOTS questions. So, This study aims to determine the teacher's ability to write new prose short stories on making Higher Order Thinking Skills HOTS through in-House Training (IHT).

METHODS

This type of research is Classroom Action Research with qualitative descriptive methods conducted for two cycles. This research was conducted from September to December 2021. The sample in this study was 6 teachers at SD Negeri Banjarsari, Samigaluh consisting of 4 class teachers and 2 subject teachers.

Data collection techniques in this study through observation and documentation. The documentation used in this study is data from the time of research at SD Negeri Banjarsari, Samigaluh as well as the teacher's completeness in carrying out the learning process in the form of pictures during the lesson. While collecting data using observation, researchers use observation sheets to observe learning activities such as the behavior of students who are assisted by colleagues as observers. Data analysis was carried out in this study by comparing the results obtained by researchers from researchers and teachers, where these results will be used as an illustration of the next action plan. Then the data analysis in this study was carried out by data reduction, data presentation, data meaning, and inference, using descriptive analysis to study the items on the results of the teacher's ability to write short stories consisting of 6 aspects each aspect was given the lowest score 2 and the highest 4 total maximum score of 24.

TABLE 1. Data interpretation

Value	Score range (%)	Category
1	$0 < X \leq 64$	Not Enough
2	$65 < X \leq 74$	Enough
3	$75 < X \leq 84$	Good
4	$85 < X \leq 100$	Very Good

RESULTS AND DISCUSSION

The results of the first observation before the In-House Training activities were carried out on the research sample, the researcher obtained data that most of the teachers were still unable to write new short story-type prose as the basis for making HOTS questions. Observational data that researchers obtained related to the teacher's ability to write new prose short stories with 6 aspects which include:

1) use of plot or plot, 2) depiction of characters and characterizations, 3) description of the setting, 4) use of language style, 5) use point of view, 6) the theme of the story, as shown in Table 1.

TABLE 2. Results of Pre-Research Observations on Teacher Ability in Writing New Prose (Short Stories)

No.	Identity	Rated aspect						Total score	Final score	Category
		1	2	3	4	5	6			
1	Classroom Teacher 2	3	3	2	3	2	3	16	53.33	Not Enough
2	Classroom Teacher 3	3	3	3	2	3	3	17	56.67	Not Enough
3	Classroom Teacher 5	2	3	2	3	2	2	14	46.67	Not Enough
4	Classroom Teacher 6	4	4	2	3	3	4	20	66.67	Enough
5	Teacher of Physical Education, Sports, and Health	3	2	3	3	2	3	16	53.33	Not Enough
6	Teacher of Islamic Religious	2	3	2	2	3	3	15	50.00	Not Enough
Average Score		2.83	3.00	2.33	2.67	2.50	3.00	16.33	54.44	Not Enough

Based on Table 2 above, it shows the average value of the teacher, there is one teacher in the "enough" category. So the researcher can conclude that based on the results of pre-research observations, Banjarsari, Samigaluh Public Elementary School teachers' ability to write new prose, and short story types in making HOTS questions, is relatively low.

Furthermore, before carrying out the In-House Training (IHT) activities, the researcher planned several stages, including making an IHT implementation plan, media and learning resources to be used, and planning a pattern of steps and actions to be taken. This research was conducted in two cycles with each cycle consisting of two meetings, which means that IHT activities were carried out in 4 meetings where at the end of each cycle product collection was carried out for reflection and improvement in the next cycle. The results in cycle I and cycle II are as follows:

1. Improving the ability of teachers to write short stories through IHT activities

Based on the data obtained from the results of the action for two cycles, the teacher's ability to write short stories showed a difference in a better direction. So it can be concluded that the application of IHT can improve the teacher's ability to write short stories. This is of course through the stages of training, mentoring, and well-programmed technical guidance able to improve the teacher's ability to write short stories.

TABLE 3. Observations on the Improvement of Teachers' Ability to Write Short Stories through IHT Cycles I and II

Activity	The average score of the Aspect assessed						Total score	Final Score	Category
	1	2	3	4	5	6			
Cycle I									
1 st Meeting	3.33	3.83	3.33	3.50	3.00	3.50	20.50	68.33	Not Enough
2 nd Meeting	4.33	4.00	4.00	3.67	4.00	4.33	24.33	81.11	Enough
Cycle II									
1 st Meeting	4.33	4.00	4.33	4.17	4.33	4.17	25.33	84.44	Good
2 nd Meeting	4.67	4.50	4.50	4.67	4.67	4.67	27.67	92.22	Very Good

Based on Table 3 above, IHT activities it can improve the teacher's ability to write short stories from cycle I at the first meeting with an average score of 68.33 in the "less" category to cycle II for the second meeting with an average score of 92.22 with the category of "very good". The increase in the average value from cycle I at the first meeting to cycle II at the second meeting was 28.89.

2. Improving the ability of teachers to write HOTS questions using short stories through IHT activities

The results of observations related to the teacher's ability to write HOTS questions by including new prose short story types show that the average score for each cycle has increased. In cycle I at the first

meeting, an average score of 81.11 was obtained. Whereas in cycle II at the second meeting, an average score of 86.22 was obtained. This shows that there was an increase of 5.11 from cycle I at the first meeting to cycle II at the second meeting. So it can be concluded that IHT has a positive impact on the teacher's ability to write HOTS questions. The increase in the average score is presented in more detail in Figure 1.

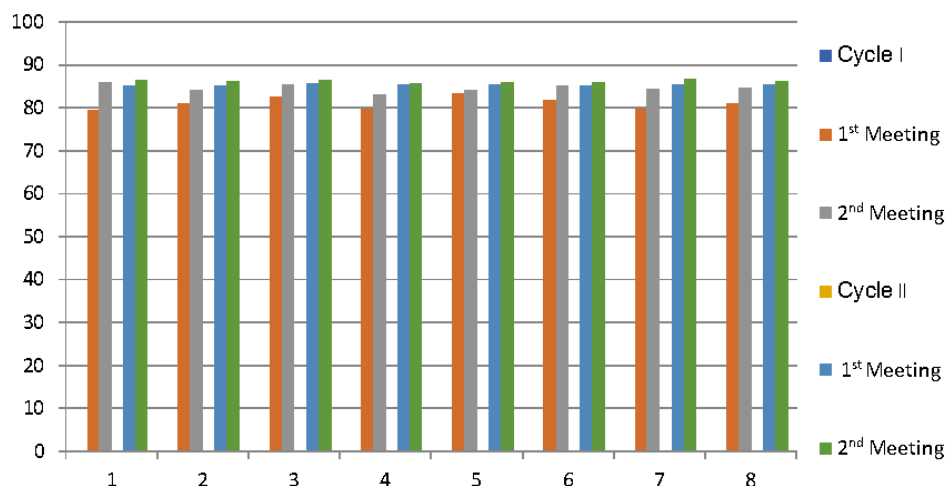


FIGURE 1. Teacher's Ability to Write HOTS Questions Using Short Stories

3. Increasing the Capacity of Resource Persons in Delivering IHT Material

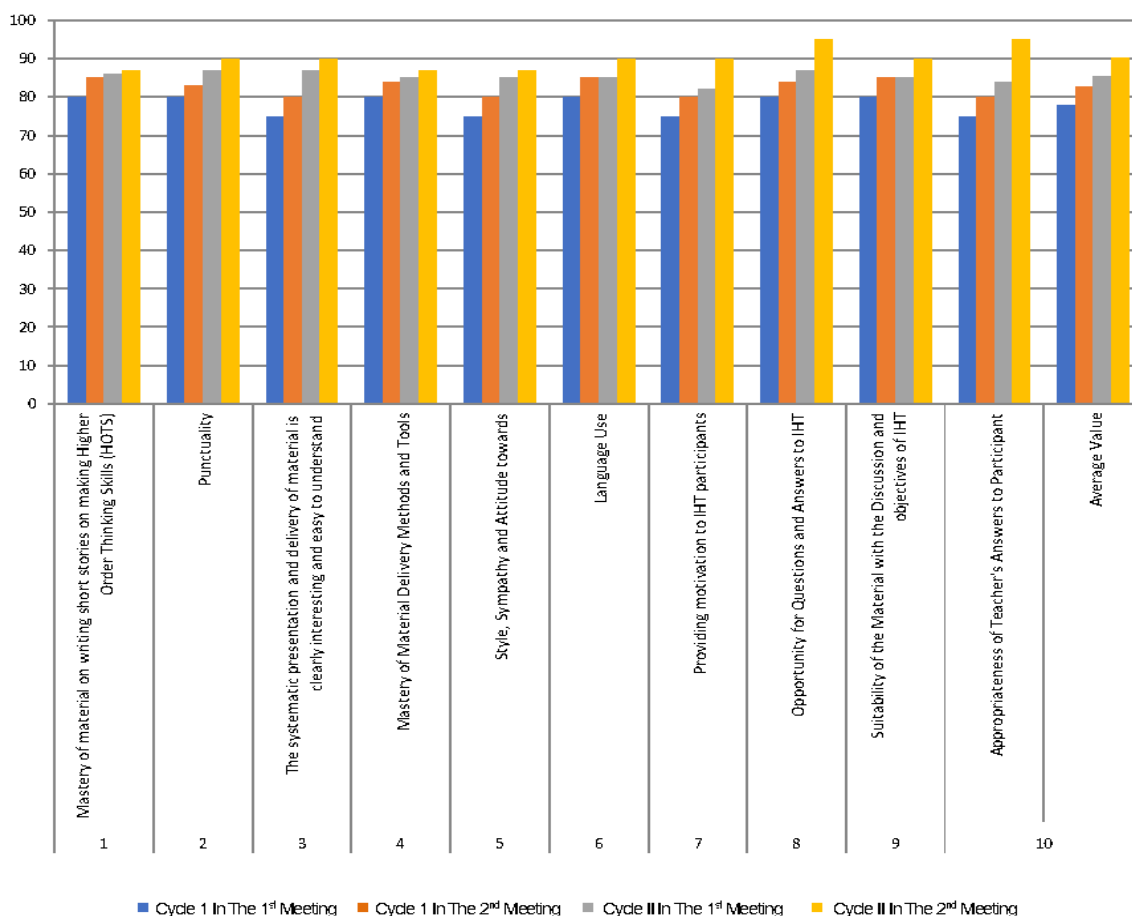


FIGURE 2. Resource Person's Ability in Delivering HOTS Question Writing Material by Using Short Stories

In IHT activities, resource persons or presenters have a very important role in the success of the participants in achieving the training objectives. Resource persons who are able to present the material well will certainly influence participants so that they are able to encourage participants to improve their abilities. The purpose of the resource person at this IHT activity is that the activities carried out are not boring, are able to motivate, master the material, and are able to present training in a fun way

From the results of the actions taken during the two cycles, it was found that the informants were able to carry out their duties properly, even at the end of cycle II the category was very satisfying. The increase in the results of participants' assessment of resource persons can be presented in the form of Figure 2.

Based on Figure 2 above, we can see that the assessment of informants from cycle I to cycle II carried out by participants has increased. In the first cycle of the first meeting, the participants rated the resource persons with an average score of 78 in the "satisfying" category, while in the second cycle of the 2nd meeting, the participants rated the resource persons with an average score of 90.10 in the "very satisfying" category.

CONCLUSION

Based on the results of the research, it can be concluded that implementing In House Training (IHT) activities can improve the ability of SD Negeri Banjarsari teachers, Kapanewon Samigaluh, Kulon Progo Regency in writing new prose short story types in making higher order thinking questions (HOTS).

REFERENCES

1. I. Junaedi, Journal of Information System, Applied, Management, Accounting and Research, 3, 2, 19-25 (2019).
2. Y. Fitriyani, and N. Supriatna, Effect of Effectiveness of Application Used Cooperative Learning Model Type Numbered Head Together (NHT), Teams Games Tournament (TGT) and Course Review Horay (CRH) Against Increased Critical Thinking Skill of Students. *The 2nd International Conference on Elementary Education*, (Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, 2019), pp. 955-968.
3. H. Lubis, Journal Biology Education, Science & Technology, 1, 2, 16-19 (2018)
4. Faradina and R. Effendi, *Dinamika: Jurnal Bahasa, Sastra, dan Pembelajarannya*, 5, 2, 51-68 (2022).
5. M. N. Setiawan, Identifikasi Permasalahan Pembelajaran Bahasa Indonesia Kelas III SDN Bancaran 4 Bangkalan. *Prosiding Nasional Pendidikan*. (LPPM IKIP PGRI Bojonegoro, Bojonegoro, 2020), pp. 414-419.
6. F. Zainuddin, *Telaah Sastra*, (Muhamadiyah University Press, Surakarta, 1991)
7. M.T. Hidayat, and M. Yakob, *Jurnal Metamorfosa*, 7, 2, 189-200 (2019)
8. T.R. Akhmad, S. Rarasati, and Y. Lidyawati, *Logat: Jurnal Bahasa Indonesia dan Pembelajaran*, 6, 1, 57-69 (2019).
9. W. Siswanto. *Pengantar Teori Sastra*. (Grasindo, Jakarta, 2008).
10. H. Saputra, 2016. *Pengembangan Mutu Pendidikan Menuju Era Global: Penguatan Mutu Pembelajaran Dengan Penerapan HOTS (Higher Order Thinking Skills)*. (Smile's Publishing, Bandung, 2016).
11. S. Astuti, Slameto and D. Yari, *Jurnal Manajemen Pendidikan*, 4, 1, 37-47 (2017).
12. Marwansyah, *Manajemen Sumber Daya Manusia: Edisi Dua*. (Alfabeta, Bandung, 2012)