



## HOTS-Based Booklet Media Development in Learning to Analyze The Mandate of Poetry

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**Abstract:** Education plays a crucial role in developing human potential and higher-order thinking skills. Today, educators are required to be more creative, productive, and competitive. Learning media such as HOTS-based booklets (Higher Order Thinking Skills) are one of the solutions to increase the effectiveness of learning. The booklet, presented briefly and clearly, equipped with illustrative images, and easy to carry, can help students understand the material better. This study aims to develop, analyze the validity, and test the effectiveness of HOTS-based booklet media in learning to analyze poetry mandates. This research includes research and development referring to the modified 4-D model of S. Thiagarajan, et al. The instruments used in the collection of research data consist of validity testing instruments in the form of validation sheets of experts and interview instruments used to obtain validity data in the field. . The results of the study show that: (1) The validity level of the learning media that has been revised by 3 validators is in the valid category with an average score of all aspects of 3.6. (2) The level of effectiveness of the development of HOTS-based booklet media for grade IV students of SDN 3 Joho Pace Nganjuk obtained an average score of 3.6. (3) In the validity test in the field, the average response was positive to the use of booklet media. The use of booklets as a learning medium can improve student learning outcomes and help teachers deliver material better.

**Abstrak:** Pendidikan memainkan peran penting dalam menumbuhkembangkan potensi manusia dan keterampilan berpikir tingkat tinggi. Saat ini, pendidik dituntut untuk menjadi lebih kreatif, produktif, dan kompetitif. Media pembelajaran seperti booklet berbasis HOTS (Higher Order Thinking Skills) menjadi salah satu solusi untuk meningkatkan efektivitas pembelajaran. Booklet, disajikan secara singkat dan jelas, dilengkapi dengan gambar ilustrasi, dan mudah dibawa, dapat membantu siswa dalam memahami materi dengan lebih baik. Penelitian ini bertujuan untuk mengembangkan, menganalisis kevalidan, serta menguji keefektifan media booklet berbasis HOTS dalam pembelajaran menganalisis amanat puisi. Penelitian ini termasuk penelitian dan pengembangan yang mengacu pada model 4-D modifikasi S. Thiagarajan, dkk. Instrumen yang digunakan dalam pengumpulan data penelitian terdiri atas instrumen pengujian kevalidan berupa lembar validasi para ahli dan instrumen wawancara yang digunakan untuk mendapatkan data kevalidan di lapangan. Hasil penelitian menunjukkan bahwa: (1) Tingkat kevalidan media pembelajaran yang telah direvisi oleh 3 validator berada pada kategori valid dengan nilai rata-rata semua aspek yaitu 3,6. (2) Tingkat keefektifan Pengembangan media booklet berbasis HOTS untuk siswa kelas IV SDN 3 Joho Pace Nganjuk diperoleh nilai rata-rata sebesar 3,6. (3) Pada uji coba kevalidan di lapangan rata-rata mendapatkan tanggapan yang positif terhadap pemakaian media booklet. Penggunaan booklet sebagai media pembelajaran dapat meningkatkan hasil belajar siswa dan membantu guru menyampaikan materi dengan lebih baik.

## A. Introduction

Education plays a crucial role in shaping individuals' potential and preparing them to face the challenges of the modern world. Currently, technological developments are accelerating and competition between countries in various fields is getting tighter. The problems faced are becoming more complex, not simpler. This condition requires educators to be more creative, productive, and competitive. The ability to analyze, evaluate, and synthesize problems to find solutions is urgently needed.

In the realm of education, the development of higher-order thinking skills (HOTS) has received significant attention because it provides students with the ability to analyze, evaluate, and create, thereby fostering critical thinking and problem-solving skills. The ability to analyze, evaluate and apply, in the world of education is included in the realm of high-level thinking skills. According to [Tan and Halili \(2015\)](#) the goal of the international curriculum is high-level thinking skills. Thinking at a higher level or in English is a Higher Order Thing Skill (HOTS) is very important for students, because it will shape students to think creatively. HOTS requires a variety of different learning and teaching methods than just learning facts and concepts according to [Hamidah \(2018\)](#).

To make the learning process easier and able to train students to develop higher-order thinking skills, teachers use a variety of learning media. Learning media refers to means of communication in print and audio-visual form, including hardware technology and its position in learning. This media has an important role as one of the components in the learning system, because it can help teachers in delivering material to students. The presence of media that can be seen directly can make students more enthusiastic and motivated when learning.

There are various types of learning media that can be used to stimulate students to have high-level thinking skills. One of the innovative approaches to improving HOTS in education is the use of booklet media as an additional learning tool. The booklet has a small size so it is easy to carry anywhere. In the learning process, booklets also make it easier for students to use them because they contain important information accompanied by illustrative images according to [Pralisaputri et al \(2016\)](#). Booklets with a concise format and equipped with pictures, have the potential to effectively capture students' attention and help them understand complex concepts better

The concept of booklets as an educational medium is not new, but its application in promoting HOTS represents a new and promising path for educational improvement. By incorporating elements such as barcodes that link to relevant videos and interactive content, booklets can offer a dynamic and multimedia rich learning experience. The integration of technology with traditional educational materials opens up new possibilities to engage students and cater to diverse learning styles.

According to [BPTP Balitbang Jambi \(2014\)](#), a booklet is a combination of a leaflet and a book or a book that has the same size as a leaflet but presents information in a shorter format than a book. According to [Gemilang & Christiana \(2015\)](#), booklets are a type of print

media whose aim is to convey the message the author wants to convey. According to Hartati (2018) a booklet is a book that is thin and small (A5) and can have 48 back and forth pages which usually contain text and images. Because booklets consist of sheets of paper folded into small books that can be used, they are considered an appropriate and suitable medium for conveying various messages (Kurnia, 2018).

According to Parwiyati et al. (2014), booklet media is a type of mass media that can be used as media or teaching aids and can target large numbers of individuals whose content delivery times are irregular. This book is small in size and is explicitly intended to help everyone who reads it to get tips and procedures for dealing with a problem (D. Grace Sari 2017 booklet is available as a type of learning media development that can help in facilitating developing experiences. as a medium printed material that is easy to deliver anywhere. The learning material given to students certainly wants to foster a sense of interest in learning it with the assumption that the media packaged in a medium has an actual structure that is unique, interesting and easy to adapt because of its small shape and colorful design. makes people want to use it more because it is small (simpler than books in general), so it is very good to carry and use anywhere and anytime (Andreansyah, 2015).

In carrying out learning in the classroom, teachers must be able to foster the enthusiasm and motivation of students to be actively involved in learning in all subjects given by teachers, including Indonesian subjects. Indonesian subjects will be easier for students to understand if they use more real learning media, which students often see and hear. Through observation, I obtained information that at the time of learning the learning process was less effective because the learning resources used were still few or even non-existent, the only available textbooks and LKS were available. When students open a textbook, what they find is a full page of small text, sometimes accompanied by pictures or diagrams. All are arranged in textbooks and worksheets with a rigid layout because it maximizes the existing space.

The meaning of the learning process in the eyes of students is to receive skills or information that they can obtain anywhere and anytime. The final learning outcome is influenced by the value of student relationships and learning resources (Sasmita, 2020). Therefore, practical learning resources are needed that suit the needs of students. The results of observations on several fourth grade students of SD Negeri 3 Joho, Pace District, Nganjuk Regency found that students prefer learning that uses pictures and photos and students prefer textbooks or teaching materials that are not too thick so that they are easy to read and carry around. The development of learning media in the form of booklets as an effective and efficient learning medium is needed to make it easier for students to understand the material delivered by the teacher.

The current research aims to explore the development and effectiveness of HOTS-based booklet media in analyzing the theme and message of poetry in the context of Indonesian language education. As writing developed, types of poetry also developed innovatively. This improvement is a form of freedom from the old verse. The old rules of poetry, according to poets, limited their creative ideas. In the end, new poetry emerged, and

the rules of old poetry in this new poetry were not as strict as in old poetry (Sumaryanto, 2019). According to a number of experts, this is the meaning of poetry. According to Despryanti et al (2018), poetry is also a type of literary work that is composed by concentrating all the power of language by concentrating its physical structure and inner structure. It also imaginatively expresses the poet's thoughts and feelings. Poetry is full of meaning because it uses shorter language and is different from everyday speech.

Hudson (in Aminuddin, 2015) offers his view that one type of writing that is conveyed in words so that it can give birth to creative thoughts and deception is the meaning of verses. Poetry is a writer's way of expressing what he thinks. It can make you feel and make your five senses think rhythmically. In line with this, Badrun emphasized (in Setyaningsih, 2019) that poetry language, apart from being poetic, is multidimensional, able to penetrate a person's thoughts, emotions and imagination. With a focus on poetry analysis, this research aims not only to improve students' literary appreciation but also to sharpen their analytical and interpretive skills. Through the integration of multimedia elements and interactive features, the media booklet is designed to provide a comprehensive and engaging learning experience for students. A higher perspective than simply maintaining reality, expressing reality, or applying rules, equations and methodologies is often defined as High Level Thinking Skills (HOTS). This can be interpreted if the way of thinking in HOTS is not just recalling but being able to elaborate/analyse (Nugroho, 2018).

One of the key aspects that sets this study apart from previous studies is its emphasis on the integration of HOTS principles into educational booklets. By aligning content with high-level thinking goals, booklet media aims to stimulate critical thinking, creativity, and problem-solving skills among students. Additionally, the inclusion of barcode-connected videos adds a dynamic and interactive dimension to the learning process, allowing students to access additional material and improve their understanding of complex literary concepts. A thinking process of students at a higher cognitive level, which then also develops from several cognitive ideas and techniques as well as learning taxonomies, for example critical thinking strategies, Bloom's taxonomy, and taking, instructing and evaluating scientific classifications. These things can be called HOTS (Saputra, 2016). HOTS itself includes the ability to handle problems, the ability to think inventively, the ability to think fundamentally, the ability to compete, and the ability to decide.

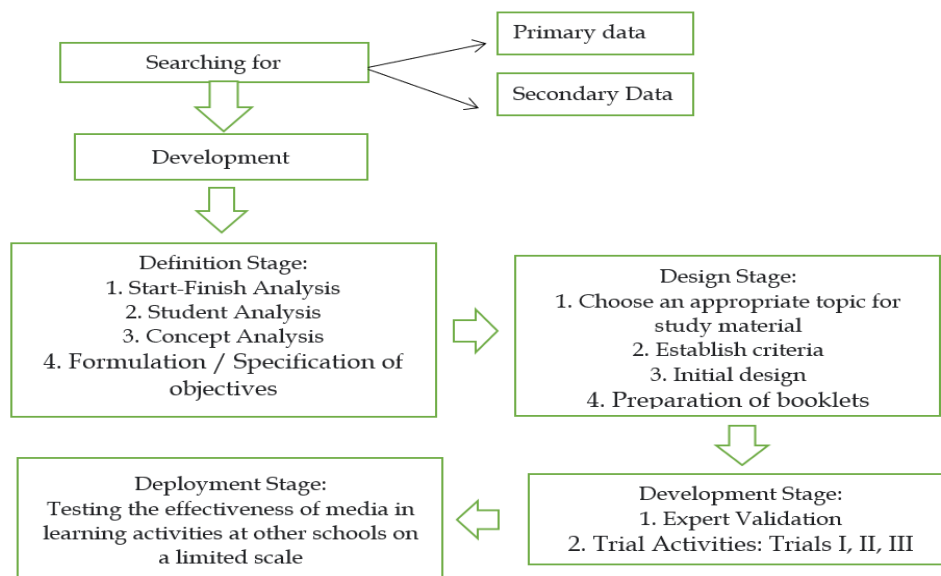
Furthermore, the validation process involves experts in language education, media design, and content analysis ensuring the quality and relevance of the media booklet. By incorporating feedback from these experts, the research aims to refine and optimize the design of the booklet to maximize the impact and effectiveness of education. This collaborative approach not only enhances the credibility of the study but also ensures that the final product meets the standards of educational excellence.

This research is a significant contribution to the field of educational technology and language education by introducing a new approach to improving HOTS through the media of booklets. By leveraging the power of multimedia, interactivity, and expert validation, this research aims to provide valuable resources for educators and students. Through the

exploration of poetry analysis in the context of HOTS-based booklet media, this research aims to empower students with the skills and knowledge necessary to succeed in the 21st century educational landscape. Azar (in [Asmariani, 2016](#)) accepts that learning media can be thought of as a method or framework that can be used to help achieve predetermined learning goals. In addition, this research was carried out based on several objectives, including: 1) developing a booklet as a learning resource, 2) analyzing the validity of the developed booklet learning media, 3) analyzing the effectiveness and practicality of the learning media in the form of a booklet at SD Negeri 3 Joho, Pace District, Nganjuk Regency. The background of the problems in this study are: 1) learning resources are still inadequate, 2) the need for the procurement and development of learning media to support student learning, 3) testing the effectiveness of the booklet media that has been prepared. Based on the above background, the problems are formulated: 1) How is the process of developing booklet-based HOTS media in learning to analyze poetry mandates? 2) How effective is HOTS-based booklet media in learning to analyze poetry mandates? 3) How is the level of validity of HOTS-based booklet media in learning to analyze poetry mandates.

## B. Method

The research flow is shown in the form of a flowchart below diagram.



**Figure 1.** Research Flow

The type of research used in this research is development research (Research and Development). This development research produces certain products and tests the effectiveness of the products produced.

This research uses the device development model proposed by Thiagarajan and Semmel, namely the 4-D Model which consists of 4 development stages, namely define, design, development, and disseminate or if adapted it can become the 4P Model, namely

definition, design, development, and dissemination (Trianto, 2015). In detail, each activity carried out at the stage of developing the 4-D model learning device is as follows:

1. Defining Stages

This stage has the aim to establish and define the terms of learning that begins with an objective analysis of the limitations of the material to be developed media. There are four main steps that must be passed in this stage, among others are: a) initial – final analysis, B) student analysis, c) concept analysis, d) formulation / specification of objectives.

2. Goal Planning Stage

This stage is done to prepare a prototype of Learning media developed. There are four steps that are carried out in this stage, namely: a) choosing the appropriate topic of study materials, b) setting criteria, c) initial design, d) preparation of media booklets.

3. Development Stage

Researchers in this phase produce booklet-based Indonesian Learning media. The next step of the media that has been produced will go through several stages as follows: a) expert validation, b) trial activities.

4. Stages of Spread

After the HOTS-based booklet media has gone through small-scale and large-scale trial stages. This dissemination phase was conducted by researchers to test the effectiveness of media in learning activities in other schools on a limited scale. By conducting trials in other schools is expected to strengthen the results of the study when the HOTS-based Learning media is reviewed based on the validity and effectiveness of learning media if used in learning in Class IV. The plan for the deployment phase will be carried out by researchers at SDN 5 Joho Pace Nganjuk district adjacent to the observation site of researchers at SDN 3 Joho Pace Nganjuk District, this deployment phase is carried out to test HOTS-based booklet Learning media on a wider scale

## C. Result and Discussion

### Result

#### **HOTS-based Booklet Media Development process in learning to analyze the mandate of poetry**

The results of the development of this research is in the form of media-based HOTS in learning to analyze the mandate of poetry for the fourth grade of elementary school. Assessment of HOTS-based booklet media design and materials in learning analyzing the mandate of poetry for the fourth grade of elementary school was carried out by media design experts, design experts, and material experts using booklet media development evaluation sheets in Indonesian language learning for the fourth grade of elementary school, and HOTS-based booklet media assessments that have been made with trials and interviews to randomly selected learners to 6 fourth grade students of SDN 3 Joho Pace Nganjuk, as well as observation sheets conducted by observers at the time of learning.

The HOTS-based media booklet development process in learning to analyze the mandate of poetry for fourth grade students of SDN 3 Joho Pace Nganjuk using

Thiagarajan's modified 4-D development model, which consists of four stages in the form of defining, designing, developing, and distributing.

The development of HOTS-based booklet media in learning to analyze the mandate of poetry for fourth grade students of SDN 3 Joho Pace Nganjuk, was carried out by product validation tests by media experts, design experts, and material experts which were carried out two revisions. Validity analysis is carried out in several steps, namely by calculating the average media Quality Assessment data from experts (validators) in every aspect of the statement points. The average score of the total assessment has been obtained the next step is to compare with the assessment criteria. Based on the observations of the validation process and the description of the theory above, the Learning media that have been developed show an average value of 3.6, the researchers in this study used the validity category of Subana, namely the value of  $2.5 \leq V < 3.5$  is in the valid category and has produced a prototype 2.

**Table 1.** Results of the Validators' Assessment of the Media Developed

No.	Rated aspect	Rating result			
		Validator I	Validator II	Validator III	Average
1.	The questions in the booklet are adjusted to the instrument grid.	3	4	4	3,5
2.	Based on the content/material aspect, the instrument can reveal the quality of the content and reveal errors in the material presented, thus supporting suggestions for improvement.	4	4	4	4
3.	Based on linguistic aspects, the instrument can reveal the quality of the language used and reveal language errors, thereby allowing suggestions for improvement.	3	3	3	3
4.	Based on the presentation aspect, the instrument can reveal the quality of the presentation of the booklet media and reveal misrepresentations, thereby allowing suggestions for improvement.	4	4	4	4
5.	Based on the aspect of the effect on learning strategies, the instrument can reveal the quality of the effect on learning strategies and reveal errors, thereby allowing suggestions for improvement .	4	4	3	3,5
6.	Based on the overall display aspect, the instrument can reveal the overall quality of the comic and reveal display errors, thereby allowing suggestions for improvement.	3	4	4	3,5

Integrated Learning Model.

**Table 2.** Criteria for Level of Validity of Learning Media

Value	Criterion
$3,5 \leq V \leq 4$	very valid

$2,5 \leq V < 3,5$	valid
$1,2 \leq V < 2,5$	quite valid
$0 \leq V < 1,5$	invalid

Furthermore, the trial phase was carried out through 3 trials, the revised media were then tested in the fourth grade of SDN 3 Joho Pace Nganjuk with a total of 24 students. In Phase 1 trials by providing revised products through validation stages by validators I, II, and III. Selecting students randomly numbered as many as 6 people then each student is given a media product booklet to read. Trial material to understand the content of poetry in elementary school students 3 Joho District Pace Kabuapten Nganjuk. Students are given the opportunity to provide criticism and suggestions about the results of products that have been read if there is proofreading of the product. Apparently, through this activity there is proofreading by students so that revision needs to be done again to conduct the next phase of testing into prototype 3.



**Figure 2.** implementation of trial I interview with 6 students randomly

Trial 2 is a continuation of the activities of trial I through prototype 3 products that have been revised by the researchers, so that the researchers re-test by taking random students as many as 6 people to ensure the level of validity of the booklet-based media HOTS being developed. As in the previous stage, revised products are given back to students to read, tested in writing tests in accordance with the material in the booklet media, and provide opportunities for students to express criticism and suggestions if there are corrections to the media in the form of booklets. Based on this, students who were taken randomly as many as 6 people showed written test scores on KKM and no proofreading was found at this stage of the trial and, so the product that will be used on a large scale is the result of prototype 3.

**Table 3.** Written Test Scores of 6 Students in Trial II

Name	Value	Mcc
Kania Kerti Handarbeni	82	72
Mahiroh Hasna Camelia	79	72
Nadya Andynka	87	72

Nayla Zahra Nur Rama	85	72
Prilen Dewi Wulan Sari	77	72
Syekha Firdausin Isnaini	90	72

(MCC: Minimum Completion Criteria)

The 3rd trial was carried out on a large scale, because it had used 1 class, namely Class IV SDN 3 Joho Pace Nganjuk using the results of the final revision product, prototype 3. The material taught is to understand the content of poetry. In the trial stage, this stage shows the efficiency of the use of HOTS-based booklet media in learning to analyze the safety of poetry in Grade IV, students are active during the learning process and easily understand the material provided by the teacher.



**Figure 3.** Implementation of trial III using 1 class

The final result in the form of prototype 3 of the booklet learning media is the learning media that the researcher has produced at the end of this development stage, then the final result of prototype 3 is applied to students in the learning process in class when delivering material analyzing the message of poetry.



**Figure 4.** Picture of the Learning Process in Class IV SDN 3 Joho Pace Nganjuk  
**The effectiveness of HOTS-based Booklet Media in learning to analyze the mandate of poetry**

When conducting classroom learning, of course the researcher focused on the level of effectiveness of the booklet product used in the teaching and learning and development process, and to measure this the researcher used an observation sheet as a learning media

implementation sheet. By using the learning media observation sheet that the researcher had provided, there were three people as observers who directly observed the teaching and learning process. The learning process observed was carried out in class IV of SDN 3 Joho Pace Nganjuk.

Below are displayed the results of the assessment based on the implementation of booklet learning media between teachers and students in the learning process which can be seen in the table below.

**Table 4.** Implementation of Learning Media at SDN 3 Joho Pace Nganjuk

No.	Observational Aspect	Observation result			
		Observer III	Observer II	Observer III	average
<b>I. Teacher Teaching Activities</b>					
1.	Learning objectives are conveyed and students are motivated.	4	4	3	3,7
2.	The concept to be studied is explained to the students.	4	4	3	3,7
3.	The class is divided into several groups, and media booklets are distributed to each group.	4	4	4	4
4.	Each group is given directions to conduct discussions, as well as to find information based on the distribution of material from booklet media.	4	4	4	4
5.	Each group is given the opportunity to present the results of each group's discussion.	4	4	4	4
6.	Each group is given the opportunity to provide responses to the results of other group discussions.	4	4	4	4
7.	Provide conclusions from the results of the group presentation.	4	4	4	4
8.	All students are given the same opportunity to ask questions if there is material they do not understand.	4	4	4	4
9.	Invite student representatives to conclude the material that has been explained.	4	4	4	4
10.	Assignments for the next meeting are submitted before the lesson ends.	3	3	4	3,3
<b>II. Student Learning Activities</b>					
11.	The booklet that has been given is read carefully by the students.	4	4	4	4

No.	Observational Aspect	Observation result			
		Observer III	Observer II	Observer III	average
12.	Students actively provide answers to questions given by the teacher.	3	4	4	3,7
13.	Discussions are carried out actively, students ask each other questions.	3	3	3	3
14.	The presentation of each group went well, each group member paid close attention to the explanation of the results of each group's discussion.	4	3	4	3,7
15.	All students pay attention to the explanation and note down anything they consider important.	4	4	4	4
16.	Students actively provide conclusions about the material that has been explained.	4	4	4	4
17.	Students focus when each group provides an explanation of the results of the discussion.	4	3	3	3,3
18.	Students actively respond to the opinions of other groups.	4	3	3	3,3
19.	Students are active and enthusiastic about learning.	4	4	4	4
20.	Students respect friends who submit opinions during the discussion, namely by listening to friends' opinions.	4	4	4	4
<b>Average</b>					<b>3,8</b>

Information :

4 = Very good

3 = Good

2 = Not good

1 = Very bad

**Table 5.** Data on Student Activity During the Learning Process

No	NISN	Name	Observation result	
			Active	Inactive
1	0112922302	Abila Ramadhani Agustina	V	-
2	0114849382	Arendra Fajar Rizkyansah	V	-
3	3114570173	Azkhania Galuh Hayuning	V	-
4	0129757568	Azryl Musthofa	V	-
5	0118603369	Calvin Ramadhan	V	-
6	0114641620	Darel Tirta Bayudinata	-	V
7	0125693430	Farida Izatul Zakiyah	V	-

No	NISN	Name	Observation result	
			Active	Inactive
8	0124098976	Fauzan Afriza	V	-
9	0128051854	Filzah Geishani	V	-
10	0118447299	Kania Kerti Handarbeni	V	-
11	3115321206	Mahiroh Hasna Camelia	V	-
12	0113200439	Mohammad Kifarel Dirvi	-	V
13	3111555857	Muhammad David Ariyoga	V	-
14	0127413087	Muhammad Zidan Aqil Najib	V	-
15	0116700055	Nadya Andynka	V	-
16	3119696234	Nayla Zahra Nur Ramadhani	V	-
17	0111703998	Nizam Dhanugroho	V	-
18	0129053460	Prilen Dewi Wulan Sari	V	-
19	0113674247	Rahma Septyani	V	-
20	0117551822	Rizki Setiawan	V	-
21	0115210441	Rr Diya Ayu Nilamsari	V	-
22	0116355897	Syekha Firdausin Isnaini	V	-
23	0113759961	Yahya Adi Nugroho	V	-
24	0129855396	Yulia Fitri	-	V

Table 6. Data on LKPD Work Values

No	NISN	Name	Value	CCM
1	0112922302	Abila Ramadhani Agustina	90	72
2	0114849382	Arendra Fajar Rizkyansah	82	72
3	3114570173	Azkhanian Galuh Hayuning	86	72
4	0129757568	Azryl Musthofa	78	72
5	0118603369	Calvin Ramadhan	80	72
6	0114641620	Darel Tirta Bayudinata	71	72
7	0125693430	Farida Izatul Zakiyah	80	72
8	0124098976	Fauzan Afriza	81	72
9	0128051854	Filzah Geishani	82	72
10	0118447299	Kania Kerti Handarbeni	89	72
11	3115321206	Mahiroh Hasna Camelia	90	72
12	0113200439	Mohammad Kifarel Dirvi	79	72
13	3111555857	Muhammad David Ariyoga	80	72
14	0127413087	Muhammad Zidan Aqil Najib	82	72
15	0116700055	Nadya Andynka	85	72
16	3119696234	Nayla Zahra Nur Ramadhani	87	72
17	0111703998	Nizam Dhanugroho	80	72
18	0129053460	Prilen Dewi Wulan Sari	87	72
19	0113674247	Rahma Septyani	84	72
20	0117551822	Rizki Setiawan	77	72
21	0115210441	Rr Diya Ayu Nilamsari	82	72
22	0116355897	Syekha Firdausin Isnaini	90	72
23	0113759961	Yahya Adi Nugroho	82	72
24	0129855396	Yulia Fitri	70	72

Information :

22 students out of 24 students got a score above the KKM, if it is a percentage:

$$\frac{22}{24} \times 100\% = 91,7\% = 92\%$$

It can be concluded that learning carried out using booklet media is more active and effective, this can be seen during the discussion and question and answer process, we can see this in table 4.9 and table 4.10 which shows the students' scores in working on LKPD as many as 22 students or 92% above the specified KKM. The average final result of 3.8 indicates the final result is in the good category.

### **The level of validity of HOTS-based Booklet Media in learning to analyze the mandate of poetry**

The large-scale trial phase has been completed, to strengthen the validity of the quality of the booklet learning media, it is necessary to conduct a validity phase test in the field. To perform the validity stage in the field, the researchers used an instrument in the form of interview sheets for students or teachers of Grade IV of SDN 3 Joho, Pace District, Nganjuk Regency.

### **Discussion**

When carrying out the learning process, of course the researcher pays attention to the level of effectiveness of the booklet product used in the teaching and learning process, and to measure this the researcher uses an observation sheet instrument in the form of a learning media implementation sheet.

The development stage of Learning media is carried out as an advanced stage. This advanced stage is carried out as the last stage, namely by evaluating learning media through a process as described in the discussion above, namely the expert validation stage through 3 validators and through the revision stage so that the media booklet based on HOTS prototype 2 is produced, and then the results of product development in the form of prototype 2 are used by researchers for initial trials to students. Furthermore, the product through the revision stage again produces a media booklet based on HOTS prototype 3. The end result of the product is a media booklet based on HOTS prototype 3 which has been valid and then used in the real learning process, namely in the learning process carried out in the classroom or in large-scale trials. This stage is carried out in Class IV SDN 3 Joho Pace Nganjuk.

Media development is based on the aim to produce a booklet learning media with good feasibility, especially on the material to understand the content of poetry, which is shown the results of the assessment of the validators of the media developed by assessing the six aspects assessed. Each teaching material has characteristics ranging from the level of difficulty to other characteristics that require special handling in learning so that learning messages can be conveyed to students. The existence of this product includes a summary of the material along with a description of sample images, as well as the appearance of a more

colorful design, especially on the material to understand the content of poetry in the media booklet in order to assist students in understanding the Learning media. It can be packaged more interestingly to be displayed on the media booklet includes material information to understand the content of poetry. This is in line with the opinion of [Silalahi et al \(2018\)](#), booklet media is used to arouse someone's curiosity, inspire them to investigate, and motivate them to try something new.

The effectiveness of developing HOTS-based booklet media is assessed by what students have obtained in learning, whether it has met the desired goals or whether what was expected could not be realized. Achievement of objectives is the main indicator in determining the level of effectiveness of a learning implementation (Muhammad Yaumi, 2012: 8). Based on this theory, the researcher measured the effectiveness of learning using an observation sheet on the implementation of booklet learning media. This implementation sheet covers teacher teaching activities and student learning activities during the learning process in the classroom. At this stage, learning effectiveness data was obtained through booklet learning media implementation sheets which were filled in by 3 observers during the learning process. The sheet is filled in according to the activities that took place during the learning activities in class by providing a check mark in the assessment column provided.

This must be done during the learning process in the classroom, namely the observer carefully observes every teacher's teaching activities and student learning activities in the class. The results of observation activities carried out by observers can be said to be effective because there is a change in attitude through the actions of students who are seen actively carrying out the learning process as shown in question and answer activities between groups. The results of the observer's observations emphasize the benefits of media, namely that one of the most effective ways to improve student learning outcomes is by developing booklets as learning media ([Puspita et al., 2017](#)) and adding and expanding existing references.

Based on table 4.8, it can be concluded that learning carried out using booklet media is more effective because students are active during the discussion process through question and answer activities between groups as shown in table 4.9, diagram 4.1, table 4.10, and diagram 4.2, which shows the students' scores in working on the LKPD as much as 22 students or 92% above the specified KKM. This can be shown by the final average result being 3.8 which is included in the good category.

## D. Conclusion

Considering the results and discussion of the value of checking information in chapter IV above in relation to testing the booklet learning media created both in terms of validator assessments and assessments from observers and student learning outcomes, it can be concluded that, development of HOTS-based booklet media in learning to analyze poetry messages in class IV was created using a 4-D development model which consists of four stages, namely the definition stage, planning stage, development stage and

dissemination stage, seen from the validity test data, booklet-based media HOTS in learning to analyze poetry messages in class IV meets valid criteria, with an average score from all assessment sections of 3.6 so it is suitable for use.

The observation sheet instrument, namely the application of booklet learning media, is used to measure the effectiveness of the HOTS-based booklet media developed in learning to analyze poetry messages in class IV. In the evaluation of the implementation observation sheet, the average result was 3.8. Based on this assessment, the good category was obtained, so that the level of suitability of HOTS-based booklet media for learning to analyze poetry messages in class IV was in the effective category for use in classroom learning.

Interview activities with class IV teachers at SDN 3 Joho, Pace District, Nganjuk Regency and class IV students at SDN 3 Joho, Pace District, Nganjuk Regency, are a stage for testing validity in the field, which is measured by interview instruments. Based on the conclusions obtained from the interview data, the responses given were an average of 3.7 indicating a positive answer so that HOTS-based booklet media in learning to analyze poetry messages in class IV can be said to be valid.

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