

Implementation HOTS through Cultural Education in Multiple Intelligence Classroom Management

Uril Bahrudin¹, Suci Ramadhanti Febriani²

Islamic University Maulana Malik Ibrahim Malang, Islamic University Imam Bonjol Padang

Cak.uril@gmail.com, Suciramadhantifebriani11@gmail.com

ABSTRACT

Class management is an important element in achieving learning objectives. This is related to the grouping of students based on their intelligences. The main objective of this study is to identify and describe the internalization of HOTS-based learning through local cultural education which is managed by multiple Intelligence-based classroom management at SDIT Al-Kautsar Malang. This research uses a qualitative descriptive approach with a case study method that digs in depth information related to the topics discussed. Data obtained through observation, interviews and documentation, then the data were analyzed using data triangulation techniques. The results of this study illustrate that the internalization process of HOTS Learning through character education based on Multiple Intelligence-based classroom management is very effective and encourages the process of teaching and learning activities to the maximum. The internalization process of HOTS Learning integrated with cultural education is carried out through three stages of learning implementation; a) planning, b) implementation and c) evaluation, using three learning strategies developed; a) active learning, b) collaborative learning and c) contextual learning.

Keywords: Classroom Management, Cultural Education, HOTS

Introduction

The various phenomena in the field of education that occurred in the 21st century are very complex. Teachers are required to innovate in 21st century learning that is characteristic of 4c learning; critical thinking, creative, cooperation, communicative.¹ To instill students' critical thinking processes, teachers need to integrate aspects of cognitive, affective and psychomotors, so students have hard skills and soft skills that can answer the challenges of an increasingly competitive era. Achievement of educational goals that are not optimal and the lack of a fading local cultural education causes an imbalance between cognitive, psychomotor and affective intelligence possessed by students. Related to this, there is a need for new innovations in the implementation of learning in the classroom with the aim of training students to think critically without eliminating elements of local culture.

Changes in the current conditions are very rapid along with modernization which has an impact on the decline in local cultural values that exist both individually or in groups.² Indonesia's vast geographical conditions, diverse religions and ethnic groups demand internalization of local culture such as values of tolerance, mutual cooperation, care for others.³ This needs to be instilled since basic education with a supportive educational environment, whether in the family, school or community support to help students think critically and creatively. The aim is to form a nation's civilization that is wise, respects mutual differences and maintains the unity of this country by having a high level of critical thinking aimed at solving problems that are developing.

To encourage this, the teacher is required to be able to understand the character of students according to intelligence that students tend to have. Class management based on Multiple Intelligence is very relevant to include cultural values that have faded in Indonesian education. The process of internalizing local culture using Gardner's theory is very effective. Gardner argues that every human being has a tendency to have intelligence, among them intelligence is linguistic, intrapersonal, mathematical-logical, spatial, visual, kinesthetic, naturalist, interpersonal. Gardner argues that each student has one dominant intelligence, with

¹ Cox, C. 2014. 21st Century Skills and Principles of Flow in the Foreign Language Classroom". MA Thesis: Brigham Young University. <https://scholarsarchive.byu.edu/etd/4197>.

² Siriat & Nurbayan. (2018). Pendidikan multikultural berbasis kearifan lokal dalam pembentukan karakter siswa di tanjungpinang provinsi kepulauan riau. *Jurnal Pendidikan Ilmu Sosial*, Volume 27, p.151.

³ Hengki Dwi Julianto, *Multicultural Education Based On Local Education In Elementary School*, International Journal of Education Reseach Review (IJERE), Volume 4 No.3, p.420.

this, learning is more effective in accordance with learning strategies that are in accordance with student intelligence criteria.

The current globalization that is happening is very fast and cannot be limited. This requires the preservation of local culture that is internalized in the learning process at the primary level so that local cultural values remain sustainable even though many foreign cultures enter. There needs to be a filter in the process of learning local culture, for example by internalizing culture through the learning process, one of them is at Al-Kautsar Elementary School. One form of local culture that is missing is an attitude of honesty, cooperation, tolerance, discipline that can build student character well. This requires more efforts by teachers as the main pioneers in the formation and inheritance of local culture in the education space.

SDIT Al-Kautsar applies Multiple Intelligence-based classroom management. The main source is the foundation that "teachers must adjust the conditions of students". This becomes a guideline for incorporating cultural values that are fading in the community. One form of local culture that is emphasized is character education that has begun since the first stage of the education process at this school. Referring to the factual data above, it is known that this school has implemented a Multiple Intelligence-based classroom management, so students are grouped into several classes that are tailored to their intelligence.

The thought process is the main requirement that needs to be fulfilled in learning activities. Complex problem solving or projects need to be trained in elementary school level. This is a demand of learners in the 21st century who have the characteristics of critical thinking learning known as Higher Order Thinking Skills (HOTS).

Functionally, HOTS is more studied in the field of evaluation to find out the success of learning, both the process side and the results.⁴ But it does not rule out the possibility that HOTS can be applied in complex language learning which becomes a benchmark in language learning activities related to the cognitive aspects of students. Cognitive competency category proposed by Bloom to determine the level of student competence as follows:

⁴ Moh Ainin, *Penilaian dalam Pembelajaran Bahasa Arab di Madrasah atau Sekolah: HOTS, MOTS atau LOTS?*, Prosiding Konferensi Nasional Bahasa Arab IV, Malang 6 oktober 2018, p.155.

Table 1.
Taxonomi Bloom

HOTS	Create	<ul style="list-style-type: none"> - Creates your own ideas - Verbs: develop, design, construct, formulate
	Evaluate	<ul style="list-style-type: none"> - Make your own decisions - Verbs: evaluate, judge, vote, support, refute
	Analyze	<ul style="list-style-type: none"> - Specify aspects or elements - Verbs: compare, examine, analyze, test
MOTS	Apply	<ul style="list-style-type: none"> - Use information on different domains - Verbs: use, demonstrate, illustrate, operate
	Understanding	<ul style="list-style-type: none"> - Explains ideas / concepts - Verbs: explain, classify, accept, report
LOTS	Know	<ul style="list-style-type: none"> - Knowing – Remembering - Verbs: remember, repeat, imitate

Through the exposure and urgency of HOTS learning through local cultural education with a supportive classroom management system based on Multiple Intelligence, researchers want to examine more deeply the stages of HOTS learning that are applied and the strategies that teachers use in teaching. For this reason, this study aims to make the HOTS-based learning stages systematic and useful for application to different schools later.

Sumaatmadja⁵ stated that the relationship between education and culture there are at least key words, namely "Education is acculturation (civilization), institutionalization, transfer, imparting (giving, describe), explain, justify, and directing (direct) ".

Education and culture have a very strong connection. Education inseparable from culture. Without the education process it is not possible the culture continues and develops. The education process is no more than as the process of transmitting culture. In the Anthropology perspective, education is transformation of socio-cultural systems from one

⁵Sumaatmadja, Nursid. (2002). *Pendidikan Pemanusiaan Manusia Manusiawi*. Bandung: Alfabeta, p.40.

generation to another in a the community. Tilaar⁶ explained that "Education is a processcivilizing". In other words, education and culture have a relationship can not be separated. When talking about education, then culture participate in it. There is no culture without education and so is praxis education is always within the scope of culture.

Some researchers suggest that true wisdom cannot be transferred, but through modeling and the availability of a conducive environment, wisdom can be developed as student characters. In *Teaching for Wisdom Through History: Infusing Wise Thingking Skills in the School Curriculum*, Sternberg, Jarvin and Reznitskaya on Ferrari and Potworowski, Ed., stated that schools can help develop wisdom.⁷ The conceptions of local wisdom passed down through generations fairy tales, legends, traditional advice is a strategy of transforming values considered important for children to have. Learning material must have meaning and high relevance to the empowerment of their lives in real terms, based on that reality they face. The curriculum that must be prepared is the curriculum that is in accordance with environmental conditions, interests, and conditions of students, must also pay attention the sociological and cultural constraints they face. Wisdom-based education local is education that teaches students to always be attached to the situation concrete they face.

Education is a cultural movement, then to shape the character of students must go through the formation of a school culture with character. Development effort local wisdom as the basis of character education will not be held well without optimal community participation. The participation of various elements in the community in taking the initiative and becoming the organizer of an educational program very valuable contribution, which needs attention and appreciation.

Abubakar defines local wisdom as a policy that relies on philosophy, traditionally institutionalized values, ethics, and behavior for managing resources power (natural, human, and cultural) in a sustainable way.⁸ Local wisdom as truth the tradition is a combination of the sacred values of God's word and the inheritance values developed by certain communities. Sternberg in Shavinina and Ferrari, a person is considered wise if it can

⁶ Tilaar, H.A.R .(2009). *Paraigma Baru Pendidikan Nasional*. Jakarta: Rineka Cipta, p.56.

⁷ Sternberg, Robert J, Jarvin, Linda, Reznitskaya, Alina, *Teaching for Wisdom Through History: Infusing Wise Thinking Skills in School Curriculum* dalam Ferrari, Michel, Potworowski, Georges, Ed., *Teaching for Wisdom: Cross-Cultural Perspective on Fostering Wisdom*, (Netherland: Springer, 2008)

⁸Abubakar, Mustafa, *Membangun Semangat Nasionalisme dengan Bingkai Kearifan Lokal Rakyat Aceh Tinjauan Ketahanan Pangan*, 2010, [Online], Tersedia: www.setneg.go.id, [12 Desember 2015],12, p. 172-180.

accumulate and collaborate between the context and values that surround it, and can create a balanced lifestyle, it is impossible for someone to be considered wise if their attitudes and actions contradict the prevailing values.⁹

Sibarani concluded that local wisdom was indigenous knowledge (indigineous knowledge) or local intelligence (local genius) of a society derived from value sublime cultural traditions to regulate the order of people's lives in order to achieve community progress both in creating peace and increasing welfare the community.¹⁰ Local wisdom may be in the form of local knowledge, local skills, local intelligence, local resources, local social processes, local ethics, and customs local.

For supporting HOTS based cultural education, managements class is an important issue, for the example is management class based Multiple Intelligence can support learning activities in the classroom. Multiple intelligence is a theory developed by Horward which is owned by each individual. Howard Gardner produced the seminal work in the field of multiple intelligences which culminated with his 1983 book *Frames of Mind*. This book presents different but related theories of intelligence. This theory says that people learn to have different ways. With this theory can provide productive effects and be more effective in producing knowledge.¹¹

Multiple Intelligences is a change in the concept of the meaning of a fundamental intelligence that is totally different from previous concepts. There are at least three fundamental paradigms that make the Multiple Intelligences why it receives a lot of attention to the world of psychology and education, namely:¹²

- 1) Intelligence is not limited to formal test. Someone's intelligence is impossible to be limited by the indicators in the achievement test (formal test) because after investigation, Tests are performed to assess someone, practically only to judge the intelligence at the time, not for another month, let alone ten years.

⁹Sternberg, Robert J, *Wisdom and Giftedness* dalam Shavinina, Larisa V, Ferrari, Michel. Ed, *Beyond Knowledge Extra Cognitive Aspects of Developing High Ability*, (New Jersey: Lawrence-Erlbaum, 2004).

¹⁰ Sibarani, R, *Pembentukan Karakter Berbasis Kearifan Lokal*, 2013, [Online], Tersedia: <http://www.museum.pusaka-nias.org/2013/02/pembentukan-karakter-berbasis-kearifan.html>, [12 Desember 2015].

¹¹ Mark Riha and Rebecca, *The Influence of Multiple Intelligence Theory on Web-Based Learning*, 2009, Sam Houston State University, Huntsville, TX77341 USA.

¹² Dian Fajarwati dkk, *The Implementation Of Multiple Intelligence-Based School Management*, 2016 (Journal of Educational Development; Vol. 4, Issue 1), p.33.

- 2) Someone's Intelligence can be seen from many dimensions, not just verbal intelligence (language) or logical intelligence. Gardner eloquently defines intelligence as wide (plural or diverse).
- 3) Intelligence is the process of discovering abilities which is the process of finding one's ability. Gardner believes that everyone must have the tendency of certain types of intelligence.

In theory Gardner's human intelligence consists of seven, including These seven intelligences, are now being developed both in education and training, as well as in the development of human resources. How actually the development of the seven intelligences is related to the profession choices that can be given to learning activities, as explained as explained below: linguistic intelligences, logical-mathematical intelligences, musical intelligences, naturalist intelligences, spatial intelligences, bodily kinesthetic intelligences, interpersonal, and intrapersonal intelligences.¹³

Research methods

This study uses a qualitative descriptive approach based research with case study methods. This method is used with the aim of getting data in depth. Data comes from observations, interviews and documentation. Observation is used to determine the condition of classroom management based on Multiple Intelligence, classroom learning based on Multiple Intelligence and the uniqueness of the process of internalizing local culture using Multiple Intelligence. Documentation is known from; Learning Process Plan and school academic guidelines. For data analysis using the analysis of Milez and Huberman. The collected data is in the form of words analyzed by reducing, presenting data, and drawing conclusions. The overall results are then summarized by taking the essence and writing it with standard sentences.

¹³Ririn Ayu Rizki, *Strategi Pembelajaran Berbasis Multiple Intelligence*, <https://ririnayurizki.blogspot.com/2013/03/strategi-pembelajaran-berbasis-multiple.html>

Results and Discussions

A. Implementation of HOTS Learning based on Local Cultural Education through classroom management based on Multiple Intelligence

Al-Kautsar Elementary School is one of the private schools in Malang. The school was founded in 2004 which uses cultural languages (Javanese, Arabic, English and Introduction to the learning environment). Class management is carried out by the Multiple Intelligences Coordinator. This applies to grade 3 elementary schools up to grade 5. Class determination based on Multiple Intelligence is carried out at the beginning of a new school year. Every student has the potential to change in the tendency of intelligence possessed. For example in grade 3, students may have linguistic intelligence inclinations, in the fourth year allowing for a move to logical or kinesthetic mathematics classes. This is influenced by the condition of the school environment that has the potential to lead to kinesthetic because the natural environment demands the movement of students themselves.

Through classroom management based on Multiple Intelligence, HOTS learning is integrated with local cultural education through internalizing good attitudes and ethics; for example teaching Javanese, character education; discipline, perseverance, honesty, responsibility, tolerance, empathy, etc. This encourages one of the achievements of SDIT Al-Kautsar's mission, which is to build commitment and loyalty of school members through Islamic synergy that upholds the noble values of the nation's culture (noble values).

With the existence of cultural noble values that need to be inherited, HOTS learning process is carried out with the integration of local cultural values supported by Multiple Intelligence-based classes. Class classification process based on Multiple Intelligence-based Management, divided into four classes consisting of; a) Class A: Linguistics-Interpersonal, b) Intrapersonal, Mathematics-Logic, c) Music, Visual-Spatial, d) Natural, Kinesthetic. The division of students based on multiple intelligences is done through several stages, namely: a) the teacher gives tests related to intelligence classification, for example: drawing, counting, singing, etc. b) the teacher interviews the parents about activities that tend to be students at home, c) the process Class determination will be sent to institutions in Surabaya under the auspices of Munib Chatib, the pioneer of Multiple Intelligence-based learning in Indonesia.

After forming Multiple Intelligence-based classes, HOTS learning process is internalized with local culture-based education, this can be seen in various forms of learning, namely the classification of stages as follows:

No	Research Focus	Research Findings
1.	Planning	<ul style="list-style-type: none"> - In planning learning, teachers emphasize learning activities based on Active and Cooperative Learning - The teacher plans project-based assignments to each student, so the results can be discussed simply in front of different groups - Contextual based learning process, where students carry out activities in accordance with the conditions of the school environment. For example, in learning with the theme of the school environment, students are given material directly within the scope of the school. - The teacher maximizes classroom management based on Multiple Intelligence by developing HOTS strategies according to the way students learn. - Planning in the use of Information Technology-based learning media, so students can practice creativity and ability in using information technology, such as the use of laptops, adequate school facilities.
2.	HOTS Learning Implementation	<ul style="list-style-type: none"> - When implementing HOTS-based learning, the teacher start with an introduction to learning which is commonly called apperception. This is done to determine the level of student understanding of the material to be studied - The teacher explains in general related learning themes to be discussed. - The teacher provides direct and contextual activities to the material discussed in order to practice the students' critical thinking level. - The teacher provides group-based projects that students

		<p>work on. it trains Indonesian local cultures such as a sense of cooperation, empathy, respect for each other, discussing in order to complete the project given by the teacher. For example, the classification of animals Omnivores, Herbivores or Carnivores. This makes students explore the environment directly.</p> <ul style="list-style-type: none"> - The teacher provides group projects such as plant classification, so that each student is required to find and draw to make a frame or work to be presented in front of the class. So that student learning is very meaningful.
	Evaluation	<ul style="list-style-type: none"> - Forms of evaluation are carried out in a variety of domains, namely cognitive, affective and psychomotor. This is in accordance with the 2013 curriculum which implements authentic assessment on students. - One form of evaluation when students present the learning outcomes they make, the creativity they create. For this reason, each student needs to correct each other's group work. - The teacher as a supervisor assesses the stages of the learning process, not only from the Final Examination. The existence of the value of this process helps the teacher to accumulate student activities well, so that the assessment process has a high objectivity.

B. Learning Strategies that support the HOTS Learning Process based on Local Cultural Education through classroom management based on Multiple Intelligence

Strategies that need to be done by teachers in developing HOTS learning through several ways, are as follows:

1. Active Learning

Learning applied at SDIT Al-Kautsar is Active learning. Active learning is done to train students to think critically and creatively starting at the elementary level. Students express their opinions and other students respond to ongoing activities. This is done after the project is given by the teacher. Students interact directly with nature when learning science, because this school has 70% green open space as a form of student learning tools.

This school is very caring and cultured in the environment so that the title is held by SD Plus Al-Kautsar as an Adiwiyata Mandiri school. The predicate was pinned directly by the President of the Republic of Indonesia Mr. Ir. Joko Widodo in 2015 further strengthened the commitment of SD Plus Al-Kautsar to contribute to the survival of humanity. Adiwiyata is an ideal place to develop the full potential of students based on faith and piety, love for the motherland and the nation, a spirit of cooperation and mutual cooperation, independence, and self-integrity. This encourages the inheritance of local culture with a good attitude towards the surrounding environment.

In addition, students interact with native speakers when learning foreign languages and even other implementations such as the direct practice of buying and selling in social studies learning. This requires students to communicate actively by presenting ideas or ideas they have.

2. Collaborative Learning

In this learning process, students are formed in several groups in order to complete the project given by the teacher in groups. In that case, the internalization of the values of cooperation is very effective. Students together look for and complete the assignment given by the teacher, then explain the things that have been discussed. In context, the project still had a light theme, but it was completed in groups. For example in learning science, searching for or classifying flora and fauna in the school environment. Simultaneously, the internalization process of cooperation went well. In addition, collaborative learning can instill the concept of lifelong learning (life long education) so that students are able to develop themselves independently and in groups.

The statement was supported by Nuhyal because the cooperative attitude in learning has a positive impact on students. they can exchange ideas, help each other which in turn fosters high solidarity.

3. Contextual Learning

Learning Arabic at SDIT Al-Kautsar uses contextual learning because the material provided is applied to context learning in schools. For example, the teacher gives a group assignment to make a foreign language drama according to the conditions of the students. For example in language learning, the theme is learned about "school". Students are required to express sentences that have been taught in accordance with the location of the school.

The contextual learning process is very effective, because the learning process has meaningful value for students. they do the learning consciously and gradually according to the instructions put forward by the teacher. This is supported by Nurma's statement that Contextual Learning is a learning concept that helps teachers link material with real situations of students so that it encourages students to connect their knowledge and application in life.

Conclusions and Recommendations

Critical and creative thinking processes in the era of globalization like this are needed. Critical thinking culture (HOTS) should have been trained since basic education. It aims as a form of student thinking exercise that can solve global challenges later. Local cultural inheritance as illustrated in the attitude of tolerance, honesty, discipline, mutual respect needs to be developed as the global world has increased the attitude of hedonism and a high sense of individualism. This needs to be integrated with multiple intelligence-based classroom management support that makes it easy for teachers to develop learning strategies that are appropriate for students' intelligence. related to the process of Implementing HOTS Learning through Cultural Education supported by Multiple Intelligence Classroom Management at SDIT Al-Kautsar. The internalization process of HOTS Learning integrated with cultural education is carried out through three stages of learning implementation; a) planning, b) implementation and c) evaluation, using three learning strategies developed; a) active learning, b) collaborative learning and c) contextual learning.

Learning based HOTS development needs to be studied in depth, the use of appropriate strategies also determines maximum learning outcomes. For this reason, it takes maximum effort from all elements of education to develop and integrate HOTS-based Local Cultural Education learning under the management of Multiple Intelligence-based classes, so that new findings can be implemented to achieve competitive educational outcomes.

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