The Application of the Storytelling Method to Higher Order Thinking Skills (HOTS) of Indonesian Language Students in Grade V MI Ma'arif 01 Punggur Lampung Tengah

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Abstract

Fifth-grade students of MI Ma'arif 01 Punggur in Central Lampung are the subjects of this research, which aims to examine how the storytelling approach can be used to enhance students' higher-order thinking skills (HOTS). This research was conducted using a two-cycle method known as Classroom Action Research (CAR). There are four phases in each cycle: preparation, implementation, evaluation, and reflection. Teachers and students were interviewed, and data were collected through assessments and observations. Menurut temuan penelitian, penggunaan storytelling di dalam kelas dapat membantu siswa lebih aktif terlibat dalam pembelajaran mereka sendiri, lebih memahami konsep-konsep kompleks, dan mengasah keterampilan analitis, kreatif, dan berpikir kritis mereka. Fifth-grade students at MI Ma'arif 01 Punggur improved their learning activities and outcomes when they used the storytelling approach, according to research findings. The learning activity in Cycle II increased by 54.55% from 55% in Cycle I to 85%. Further improvement is shown in the completeness of learning outcomes, which increased by 39.29% from 56% in Cycle I to 78% in Cycle II. Hasil penelitian menunjukkan bahwa penggunaan cerita untuk mengajar bahasa Indonesia dapat membuat siswa lebih terlibat dan meningkatkan pemahaman mereka. Hasil penilaian menunjukkan bahwa skor HOTS siswa meningkat di setiap siklus, yang menunjukkan perbaikan ini. Selain itu, pendekatan naratif juga mendorong lingkungan belajar yang menarik dan partisipatif. As a result, students in madrasah ibtidaiyah can benefit from storytelling, with students paying attention during the teaching and learning process, students' ability to analyze a story, students' ability to evaluate a story, and students' ability to retell a story as a PTK-based learning technique.

PENDAHULUAN

One of the most important ways to build resilient human resources (HR) is through formal education. Those who believe and possess knowledge will be raised in rank, as stated by Allah in Surah Al-Mujadilah (58:11) (Gahara, 2019). To produce a competitive generation capable

of critical thinking, it is very important to raise educational standards. Students' critical thinking skills can be enhanced through the use of storytelling as a teaching tool.

One way to retell a story is through storytelling, which involves the reader recounting the story from a specific perspective, whether it be through images, text, or narration (Oktavianti et al., 2024). Retelling a story This is a story-based learning method that helps improve students' understanding and the development of higher-order thinking skills (HOTS). The capacity to think at a higher level, capable of performing more complex cognitive processes than mere memorization and comprehension, is known as higher-order thinking skills (HOTS). The study conducted by Marta Dhewa and her colleagues in 2017 The capacity to evaluate, analyze, and generate something new from the obtained data is part of HOTS..(Fadholi et al., 2022). Using storytelling as a tool for teaching Indonesian has several benefits, including helping students become better communicators and encouraging them to use their imagination and critical thinking skills to understand and express the material more effectively.

Storytelling as a teaching aid for learning Indonesian with the aim of enhancing the HOTS abilities of Madrasah Ibtidaiyyah (MI) students is the subject of this research. Narrative Approach We chose it because we think this approach will make learning more interesting and enjoyable, which will make students more engaged. Research conducted by Hollidi et al. in 2021 Additionally, the narrative of boredom in learning, which commonly occurs when using repetitive approaches, can also be reduced by using this strategy.(Holidi et al., 2021)

This research is relevant to several previous studies, such as: "Storytelling: Improvement of High Order Thinking Skills of Students at SD Negeri 03 Ujung-Ujung Pabelan Semarang" by Testiana Deni Wijayatiningsih et al. The purpose of this research is to examine how the use of narrative learning at SD Negeri 03 Ujung-Ujung Pabelan Semarang can enhance students' HOTS. The research findings indicate that the storytelling approach successfully enhanced students' critical thinking abilities and inspired them to retell stories in English.(Wijayatiningsih et al., 2020), Investigating Students' High-Order Thinking Skills in Storytelling at Elementary Level: A Case Study" by Givens Rindu Magnificat Ade Lidiporu and Sri Sumarni. The use of HOTS in storytelling exercises with elementary school children is the focus of this research. Critical thinking, creativity, communication, teamwork, problem-solving skills, and students' confidence are greatly enhanced by incorporating HOTS components such as analyzing, evaluating, and producing into storytelling activities,

according to the findings.(Lidiporu & Sumarni, 2022), nd "The Application of Storytelling Method to Improve Speaking Skills of Second Grade Students at SDN S4 Bandung" The goal is to help second-grade students at SDN S4 Bandung become better public speakers. Second-grade students at SDN S4 Bandung were able to significantly improve their public speaking skills after using Rosalina Rizki Pratiwi's storytelling approach. The students' speaking skills did improve in the first cycle, although they had not yet reached the ideal level of proficiency. On the other hand, after the implementation of the second cycle, students' speaking skills improved significantly, and more of them reached higher levels of proficiency. Students' speaking skills can be improved with a narrative approach, according to this research. Students are motivated to speak more confidently and gain a better understanding of the content.(Pratiwi, 2016)

This study aims to investigate how the storytelling technique is used to teach the Indonesian language topic in the fifth grade at MI Ma'arif 01 Punggur Central Lampung, and how it affects students' Higher Order Thinking Skills (HOTS).

Through understanding stories, studying characters and plots, and evaluating moral themes, storytelling helps enhance abilities in Higher Order Thinking Skills (HOTS). (Nurhidayah et al., 2022) assert As part of their work on narrative understanding, students investigate how stories are structured, how plots develop, and how to find symbolic language that helps them understand the meaning of the story. Additionally, by analyzing characters and plot, students can learn about conflict, resolution, and motives, personality, and character transformation in the story. Critical and analytical thinking skills are honed. Meanwhile, students are encouraged to evaluate the moral message of the story by considering the ethical and social consequences of the story, comparing and contrasting various perspectives, and determining how applicable the principles of the story are in real life. Thus, storytelling, besides being an engaging learning method, helps students develop their capacity for analytical, creative, and introspective thinking.(Holidi et al., 2021)

METHOD

This research uses Classroom Action Research (CAR) employing various techniques, including observation, interviews, and recording, to collect accurate, valid, and objective data. (Firdaus et al., 2023) Observation shows that the fifth-grade Indonesian language students at MI Ma'arif 1 Punggur are the subjects of the observation, which includes recording and observing the use of stories by students to develop Higher Order Thinking Skills (HOTS).

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For the purpose of organized data collection, this observation utilizes all senses. Fifth-grade students, as well as their instructors and class administrators, were interviewed to gain more insights into the observational data. To stay focused on the research objectives, the interviews were conducted in an organized manner. Documentation collects information from various visual and textual sources, including the demographics of students and instructors, research support infrastructure, and teaching programs. More accurate and comprehensive data can be obtained by using this strategy in combination with other strategies. Through two cycles of Classroom Action Research (CAR), this study uses a narrative approach to improve the Higher Order Thinking Skills (HOTS) of fifth-grade students at MI Ma'arif 01 Punggur. The teacher created research instruments including observation sheets, interview instructions, and HOTS assessment tests during the planning stage. They also selected appropriate resources and built story-based teaching modules. Ensuring that the narrative approach can be successfully used for learning is the goal of this preparation. Delivering Indonesian language content through engaging and relevant stories is how the implementation step is carried out. Students are encouraged to engage in critical and creative thinking by understanding, analyzing, and interpreting stories. While the instructor guides students to make connections between the story and larger ideas, students work in groups and participate in Q&A sessions to deepen their understanding.

The purpose of conducting classroom observations is to measure the level of active participation of each child. The main objective of this assessment method is to record student responses, conceptual understanding, and the enhancement of higher-order thinking skills (HOTS). To better understand the findings from the observations, interviews were conducted with students and instructors. The data collected was then supported by documentation. In the reflection phase, we noted what went well and where we encountered problems by reviewing data from our assessments and observations. The next cycle includes improvements aimed at making the narrative process more successful. Student engagement with learning activities increased from 55% in Cycle I to 85% in Cycle II, and the percentage of learning objectives fully achieved rose from 56% to 78%, according to implementation findings. Storytelling has the power to enhance students' higher-order thinking skills (HOTS), make lessons more engaging, and encourage more active learning and understanding.

The different school levels are one of the most striking differences. While the research conducted by Nuraini Azzahra and Muhammad Andriana Gaffar was aimed at

junior high school students, this study was conducted at the Madrasah Ibtidaiyah (MI) level, which is similar to elementary school. There are specific characteristics in the results that emerge from this level of comparison as well. Storytelling at the MI level increases student engagement, helps them understand subjects more concretely, and encourages them to think creatively and rationally. At the same time, middle school students utilize stories to practice more advanced skills, including critical thinking, evaluating information, and solving complex problems. Storytelling at the elementary school level is best experienced through visual and interactive methods, as children at this stage are still in the process of developing their concrete thinking abilities. On the other hand, middle school is the right time to refine your storytelling skills to enhance your capacity for abstract and reflective thinking.

This research method uses the Kemmis and Taggart spiral model, which consists of four stages: planning, action, observation, and reflection. (Maliasih & Hartono, 2017) Creating a plan about how and what will be learned is part of the planning step. Executing the learning scenario according to the plan is a step of action. Accurately documenting what happens when learning requires activities and observations simultaneously. At the reflection stage, you can assess the outcomes of your activities and figure out what you can do to improve them. HOTS levels also include assessment tools such as project-based learning, portfolios, and presentations to evaluate students' analytical and creative reasoning abilities. The goal of this PTK is to encourage the growth of Higher Order Thinking Skills (HOTS) among students and to improve their educational standards.

In this study, Purposive sampling and Total Sampling were used as sampling methods. The development of Higher Order Thinking Skills (HOTS) in students through storytelling as a means to improve their mastery of the Indonesian language is the driving force behind the use of Purposive Sampling in this research. [Yuliana and Putri, 2021] Fifth-grade students of MI Ma'arif 01 Punggur were chosen as the sample because they were considered relevant to the issue being studied. Because the number of fifth-grade students is only sixteen, this study also uses total sampling. That means there is no further selection process other than using the entire class as the research sample. To determine whether the Storytelling approach successfully enhances students' higher-order thinking skills, it is recommended to use both methods.

To understand the findings well, it is important to consider the limitations of this study. One of the limitations is the sample size, which is too small to draw broad conclusions about madrasah ibtidaiyah students; this study only includes fifth-grade students from MI

Ma'arif 01 Punggur. Second, the child's academic background, parental support, and accessibility of reading materials all play a role in their higher-order thinking skills (HOTS). Third, this study only tests the short-term effects because the Storytelling approach was only used for a short period in the research. The fourth caveat is that the individuals studied here are all Indonesians, therefore there is no data on how well the Storytelling approach works with other topics. To address this limitation, future research will likely use a larger sample size, run over a longer period, and apply the Storytelling approach to more people to obtain more comprehensive findings.

FINDINGS AND DISCUSSION

A set of advanced cognitive abilities centered on analysis, evaluation, and original thinking is known as higher-order thinking skills (HOTS). Analyzing something means dissecting it into its component parts to reveal its structure, relationships, and general characteristics. An overview of the plot, characters, and narrative is part of the study of Deep Storytelling. To evaluate something, one must first determine its value or quality. To evaluate Telling a Deep Story, one looks at the characters, plot points, and themes of the story, as well as how effectively they serve the readers. Creating something new from existing knowledge is what we mean when we talk about creativity. Crafting engaging plots, characters, and worlds is what we mean when we talk about deep storytelling. In terms of understanding and organizing information, these three components help students think more creatively, reflectively, and critically. .(Singh & Marappan, 2020)

Gambar 0.1

Wawancara Dengan Kepala Sekolah

Gambar 0.2

Wawancara Dengan Wali Kelas

Key Performance Indicators Analysis, evaluation, and creativity are part of Higher Order Thinking Skills (HOTS) in Bloom's Taxonomy, updated by Anderson and Krathwohl. To analyze something, one must be able to see patterns, make comparisons, and organize thoughts and facts in a logical manner. (Marfu'ah & Julaeha, 2021) Presenting arguments supported by evidence, critiquing the truth of information, and reaching rational conclusions are aspects of evaluation. The capacity for creativity not only includes the ability to understand concepts but also to generate new solutions to problems and original works of art.

According to Piaget's Theory of Cognitive Development, children at the Madrasah Ibtidaiyah (MI) level are in the concrete operational stage. A study conducted by Juwantara in 2019 They are starting to show signs of logical thinking, but they still need concrete examples to support their ideas. Children with MI benefit from HOTS that includes basic analysis, such as sorting and finding similarities and contrasts in concepts using real-world examples. Basic assessments are also starting to emerge, such as establishing simple reasons for an event in a story. The ability to create something from one's imagination is an important talent; it allows children to create their own stories or add their own touch to old stories.

By engaging in discussions about the story's content, asking reflective questions, and participating in creative activities such as creating alternative stories or narrative solutions, storytelling can help children with MI develop their critical thinking skills. Higher Order Thinking Skills (HOTS) are positively influenced by the Storytelling approach, according to this research. Student engagement in class discussions increased from 30% to 75% as a result

of enhanced critical thinking exercises. Second, students' analytical and synthesis skills have also improved, as evidenced by the increase in average HOTS scores from 55 to 80. Furthermore, 85% of students reported feeling more engaged and motivated to learn after using this approach. The increase from 40% to 78% in the percentage of students who can write stories is an indication of improved student creativity. In addition to making students more comfortable working in groups, this strategy enhances collaboration and social contact. A more dynamic, entertaining, and participatory learning environment is fostered by the storytelling approach, which in turn enhances students' critical thinking skills.

Table 01

Average Percentage of Observations of Students' Higher Order Thinking Skills Using the Storytelling Method

Cycle I dan II

NO	Aspect being observed Cycle	Cycle		Improvement
		I	II	
1	Students' attention in participating in teaching and learning:	63%	86%	23%
2	The intensity of students asking questions with the teacher	56%	74%	18%
3	The intensity of students asking questions with each other	57%	75%	18%
4	Activity in responding to the teacher's questions	58%	80%	22%
Average		**58%**	**79%**	**20%**

Student engagement with the material increased between cycle I and II when taught using the storytelling approach. Several indicators show this improvement; for example, in the second cycle, 86% of students were more attentive than in the first, and their average participation in learning activities increased from 63% to 86%. Due to the more intensive individual approach from the instructor, the intensity of student questions to the teacher also increased drastically, from 56% in cycle I to 74% in cycle II.

Furthermore, there has been an increase in student-to-student engagement, with the intensity of asking questions rising from 57% in the first cycle to 75% in the second cycle. Students are now more willing to speak in class because their participation rate in answering

the instructor's questions increased from 58% to 80%. Student engagement, interaction, and courage in critical thinking have all been positively influenced by the use of the Storytelling method in the classroom. The improvement in understanding and the development of students' higher-order thinking skills are evidence of the effectiveness of an engaging and contextual teaching method..

Tabel 0.2

Results of the Post-Test for Students Cycle I and Cycle II

NO	Component Analysis	Cycle I	Cycle II
1	Average Completion	10 (56%)	14(78%)
2	Highest Score	100	100
3	Lowest Score	15	15
4	Average Completion	10 (56%)	14 (78%)
5	Average Incomplete	8 (44%)	4 (22%)

Ten students, or 56% of the total students, successfully completed their Indonesian language course. Because it has not yet reached the success target of 75% of the average completion rate for Indonesian language learning, the first cycle is not yet final. The PreTest and PostTest findings indicate that the growth in the first cycle is not yet very noticeable. Learning takes place in an unproductive environment, and many students still feel uncomfortable approaching their instructors or classmates with questions.

After that, 12 students experienced an average improvement of 78% in the completeness of their learning outcomes throughout the second cycle activities. Students in Cycle II were more comfortable speaking and asking questions to their instructor and classmates. During this second cycle, the children were happy because they were engaged in group discussions. The first few minutes of the class were filled with students actively participating by asking and answering questions, which bodes well for the future of student-teacher engagement. Here is the table of the observation results of students' critical thinking skills in Indonesian language learning:

Tabel 0.3

Observasi *Higher Order Thingking Skills (HOTS)* Siswa Menggunakan Metode *Storytelling* Siklus I dan II

NO	Aspect being observed Cycle	Cycle		Improvement
		I	II	
1	Students' attention in participating in teaching and learning:	63%	86%	23%
2	The intensity of students asking questions with the teacher	56%	78%	22%
3	The intensity of students asking questions with each other	57%	78%	21%
4	Activity in responding to the teacher's questions	58%	79%	21%
	Rata-Rata	58%	79%	20%

CONCLUSION

Based on the results of the Classroom Action Research and the discussion explained earlier, the fifth-grade students of MI Ma'arif 01 Punggur learned Indonesian through the storytelling method with an average activity and learning outcome of 55% in Cycle I and increased to 85% in Cycle II. It can be seen that the proportion of Cycle I and Cycle II increased by 20% in this scenario. The first post-test cycle had an average completion rate of 56% and a maximum of 10 students achieving the Minimum Completeness Criteria (KKM); the second cycle had an average completion rate of 78% and a maximum of 14 students achieving the KKM for learning objectives. Evidence shows a 22% increase in the proportion between cycles I and II in this example. Fifth-grade students at MI Ma'arif 01 Punggur Lampung Tengah can benefit from the use of storytelling techniques in their lessons and activities.

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