
COGNITIVE ACTIVITIES ATTRIBUTE AND KNOWLEDGE ACHIEVEMENT ON THE NINTH GRADE INDONESIAN LANGUAGE BOOK TRAINING PRACTICE ISSUED BY THE MINISTRY OF EDUCATION AND CULTURE

Oleh:

Dian Rahmawati¹⁾, Suhartono²⁾, Titik Indarti³⁾

^{1,2,3}Universitas Negeri Surabaya

¹dian.17070835020@mhs.unesa.ac.id, ²suhartono@unesa.ac.id, ³titikindarti@unesa.ac.id

Abstrak

Penelitian ini mengkaji soal pelatihan aktivitas kognitif mengatribusikan beserta capaian pengetahuannya pada buku siswa. Data penelitian adalah soal berkategori HOTS, khususnya aktivitas mengatribusikan pada buku siswa kelas IX terbitan Kemendikbud. Teknik pengumpulan data penelitian adalah dokumentasi dan baca catat. Hasil penelitian menunjukkan bahwa aktivitas mengatribusikan berupa kalimat interogatif dengan kata tanya apa, mengapa, dan bagaimana. Capaian pengetahuan berdasarkan hasil penelitian adalah pengetahuan konseptual subjenis klasifikasi dan kriteria dan pengetahuan faktual subjenis terminologi.

Kata kunci: mengatribusikan, soal pelatihan, buku siswa

1. INTRODUCTION

The implementation of the 2013 curriculum in Indonesian subjects hold on to the textbooks as the main learning resource. Muslich (2016: 51) states that a textbook is a book that contains a description of material about a particular subject or field of study, which is arranged systematically and has been based on specific objectives, learning orientation, and student development, to be assimilated. Systematically and based on predetermined learning goals make textbooks have a major role so that learning becomes directed. In relation to directed learning, textbooks in addition to containing subject matter are also accompanied by practice questions.

The training questions carried out in the textbooks should ideally be adapted to the guidance of the global community, one of which is facing the challenges of the 21st century, namely competence in 4Cs (critical thinking, communication, collaboration, and creativity). Based on the National Education Standards Agency (BSNP) document, the goal of the 21st century national education is a prosperous Indonesian people, with an honorable position and equal with other nations in the global world, through the formation of a society consisting of quality human resources, namely personal independent, willing and capable of realizing the ideals of his people. Efforts to realize this are in line with the thinking of Daryanto and Karim (2017: 1) is with individuals who are competent in terms of critical thinking, problem solving, collaborating. In addition to having these three competencies, students should ideally be trained in contextual modeling issues given their usefulness in the world of society.

Cognitive activity of reasoning, critical thinking, problem solving, and collaboration is closely related to the high cognitive level of

taxonomy Anderson and Krathwohl, primarily analyzing (C4). A high level cognitive level analyze (C4) is the initial cognitive level or opening before the cognitive level evaluates (C5) and creates (C6). Therefore, there is a need for optimal analytical skills training.

Anderson and Krathwohl's taxonomy consists of two dimensions, namely cognitive processes and knowledge. Cognitive processes consist of cognitive levels ranging from LOTS to HOTS, while the dimensions of knowledge consist of factual, conceptual, procedural, and metacognitive knowledge. Both dimensions in practice practice items are an inseparable unity so analyzing cognitive levels also means exploring knowledge achievements in items.

The cognitive level in Anderson and Krathwohl is marked by operational verbs. This is different from Nugroho's thought (2018: 10) which states that a question must have a character that involves a high level of thinking, problem solving, and involves various cognitive levels. For this reason, it can be seen that HOTS categorized questions can be in the form of interrogative sentences. Interrogative sentences based on the Balai Pustaka Team's definition (2010: 366) are sentences marked by question words such as what, who, how, when, and how with or without particles –kah as confirmation. The interrogative sentence is categorized as HOTS when asking about reasons, causes, problem solving, or other HOTS characteristics. In the context of text-based Indonesian learning, HOTS categorized questions require a deeper analysis so that the answers contained in the reading text are implicitly expressed.

Research related to the discussion of HOTS had previously been conducted by Wirandani, Kasih, and Latifah (2019) who examined the exam

questions for grade XII Indonesian subjects. The results of the study were of 77.8% categorized as HOTS, while 22.2% were categorized as LOTS. The second research on HOTS by Fanani and Kusmaharti (2018) which developed learning tools such as lesson plans, teaching materials, LKPD, learning media, and assessment on learning 1 Subtheme 3 class V SDS based on HOTS. The results of this study indicate the completeness with a percentage of 91% and students become more independent and creative.

Based on some previous studies above, it is known that the more HOTS questions are trained, the more useful they are. In addition, the two previous relevant studies have differences with this study. This research focuses on the HOTS category cognitive process analyzing (C4), especially cognitive activity attributing to the ninth grade exercises in Indonesian subjects. The cognitive process of analyzing is the initial cognitive level before the higher level, which is evaluating and creating. Optimal ability to analyze allows students to master the next level as well. The question of training in the cognitive process of analyzing focuses on attributing activities because these activities generally require in-depth analysis and implicit answers to the reading text so it is interesting to know how the problem is and the achievements of its knowledge. In addition, the source of this research is ninth grade students' books. Students at these levels have passed the age of the PISA competition, but the ninth grade level will continue to a higher level or upper secondary level, so that it takes a matter of high level training to improve the quality and self competence.

2. RESEARCH METHODS

This research uses a qualitative approach and descriptive type. The purpose of qualitative research is in line with this research is to produce information in the form of attributing activities and achievement of knowledge in the matter of training. This type of descriptive research is in line with the opinion of Sukmadinata (2017: 72), aimed at giving a description of the phenomenon in accordance with reality, namely describing the problem of attributing training along with the achievements of his knowledge in the books of ninth grade students of Indonesian subjects.

The source of the data in this study is the Indonesian students' junior high school books published by the Ministry of Education and Culture class IX 2013 curriculum edition 2018 revised. The research data in the form of words, phrases and sentences categorized as attributing activities. Data collection techniques used are documentation and note taking. Data was collected by reading ninth grade students' books, then recording the category of attributing training questions. Next, the data presented is selected by sampling technique or representing. Data that has similarities in terms of

sentences as a whole are represented by one data. The data analysis technique used is content analysis which aims to analyze and describe the category of attribute attributable training along with the achievements of his knowledge in the ninth grade Indonesian Language book. The training questions are classified based on the criteria of cognitive activity and the achievement of the knowledge being trained.

3. RESULTS AND DISCUSSIONS

This chapter presents data about the training questions that are identified as *attributing* activities to the ninth grade Indonesian students' books. The following data are sourced from the student book page 106 of the response text material. The following *attributing* activities are not marked with operational verbs because they are interrogative sentences with *what* question.

1. What is the main criticism of the writer about the newest issue of Student Hidjo?

In the data presentation (1) identified *attributing* activities because the overall interrogative sentence aims to ask the author's opinion about a novel. The word signifier of *attributing* is *the writer* who is in the sentence *what is the main criticism of the writer*. Data (1) is in line with HOTS Nugroho's understanding that HOTS's emphasis lies in the essence and character of higher-order thinking. Based on the data, in describing the writer's opinion, an in-depth analysis is needed because the response of the text is implied in descriptive sentences. Presentation of data (1) in the form of interrogative sentences with question word *what* and nouns *the writer* that clarify that the problem attributed to the problem included in the cognitive process of analyzing the cause being asked is the main criticism of the author of a novel.

Besides *attributing* cognitive activities, the data presentation (1) also contains implicit knowledge achievements. The achievement of this knowledge is expressed through the noun phrase *the main object criticisms of the author about the newest issue of Student Hidjo novel*. In the critique of the response text there are criteria which should be mastered first so that the question of training can be solved. The criterion for criticism in the response text is constructive or constructive criticism delivered by appreciating honestly and sincerely, praising, or in other positive ways by focusing on the superiority of the text being read. Based on what has been described, the data presentation (1) aims to practice the ability to analyze with the problem of attributing the training activities and conceptual knowledge of the sub-types of classification and criteria.

Similar to the data presentation (1), the following data (2) is also an interrogative sentence. The following data presentation (2) is a type of discussion text and differs from the previous data

presentation. The following data is sourced from student book page 123.

2. What is the author's opinion on this topic?

In the data presentation (2) is an interrogative sentence identified as *attributing* activities. The noun *writer* that is supplemented by the question word on the matter becomes *what the writer's opinion* makes clear that the data (2) is *attributing*. The question asked was an opinion on a discussion text about the effects of not exercising and the benefits of exercising in accordance with the reading text contained in a student book. The activity of *attributing* the data presentation (2) is part of the cognitive process of *analyzing* because in its completion requires in-depth analysis to explore the writer's opinion related to the topic discussed.

Besides practicing *analytical* skills, the data presentation (2) also includes the purpose of the knowledge being trained. The purpose of this knowledge is implied through the *author's opinion on the topic*. Arguing based on the discussion text material means first mastering the concept of the discussion text and the criteria of language rules such as arguments, persuasion, and cohesiveness. By mastering these criteria, it can be distinguished between arguments and facts, sentences that persuade, and the location of cohesive language that connects ideas. Thus, it is known that the problem trains the ability to analyze through the activity of attributing and practicing conceptual knowledge of classification sub-types and categories related to the language rules of the discussion text.

In addition to the interrogative sentence with the question word *what*, the following data presentation is also an interrogative sentence but with the question word *why*. The achievement of knowledge trained is also different from the previous data presentation. The following data (3) is sourced from student book page 123.

3. In the introduction, the writer uses the word 'we'. Why did the writer do this?

In the data presentation (3) the *attributing* activity is identified because the interrogative sentence asks the author's reason for choosing words. The question word *why* occupies the function of asking the reason or cause of a subject occurs. The reason being asked is the author's intention to use word *we* in the reading text. In expressing the reasons the author uses word *we*. Solving these questions requires an analysis of one exposition text about overcoming an unhealthy lifestyle in the student book.

Meanwhile, knowledge achievements are identified based on the noun phrase *writer using the word 'we' followed by why the writer did this*. The noun phrase refers to one word, which is *us*. Achievement of knowledge that is trained through the word is to understand the context and meaning, whether our word means denotation without a

specific purpose or has its own purpose implied, for example, such as affirmation or emphasis that the author feels the same as the reader. The description of data (3) shows that the purpose of the problem is to practice analytical skills through the activity of *attributing* and practicing *factual knowledge of the term subtypes* related to the meaning of words implicitly.

The following data presentation (4) is different from the previous three data presentations. The interrogative sentence identified is attributed using the question word *how*. The following data presentation (4) is sourced from student book page 123.

4. How does the writer arrange his ideas and reasons?

In data (4) identified *attributable* because the interrogative sentence aims to ask the opinion of the author. This is identified based on the noun phrase *the writer* which previously had the question word *how* and after that there is a verb *composing*, so that it *becomes how the writer composes*. The word question *how* in the matter of training occupy the function of asking how or process. The method or process in question is not a procedure of carrying out something, but rather *analyzing* the way or process of the writer compiling an idea and reason in the text he wrote.

Concerning the presentation of data presentation (4) in addition to cognitive activities, there are also knowledge achievements that are identified based on the object *phrases the author compiles his ideas and reasons*. The noun phrase is part of the structure of the discussion text. The criterion of the discussion text is not merely an introduction, content, and closing. In the introduction there are restrictions on the topic, background, and point of view. The contents section contains pros and cons arguments along with their reasons and ideas with cohesive language, while the concluding section contains conclusions, evaluation of arguments, and points of view. These criteria are used to analyze the reading text intended in the matter of training so that it can answer whether the author adheres to these criteria in composing the text. Based on the description of the data presentation (4) it is known that the purpose of the questions is to train the ability to analyze through attributing activities and to train conceptual knowledge of classification sub-types and criteria regarding the structure of the discussion text.

Cognitive activity data presentation *attribute* what has been described in the form of interrogative sentences with question words *what, how, and why*. The exercise questions also contain knowledge achievements that are indicated by the phrase objects. Knowledge achievement is implied through the phrase noun just mentioning the subject matter without mentioning the details of the classification or the criteria being trained.

4. CONCLUSION

The ninth grade Indonesian student book published by the Ministry of Education and Culture exercises cognitive attributing activities. Cognitive activities are *attributed* based on the presentation of data in the form of interrogative sentences accompanied by question words of *what*, *why*, and *how*. In addition, there is the noun word *writer* which supports the identification that the exercise questions include *attributing* activities. The data presentation is in line with the HOTS categorical problem stated by Nugroho (2018) that the essence is important in the HOTS categorical problem and not an auxiliary verb. Characteristics of HOTS questions are found in each data presentation. The answers are obtained through in-depth analysis of the reading text because the answers are implied.

Meanwhile, knowledge achievements are in line with Anderson and Krathwohl's taxonomy. Based on the data presentation, there is *conceptual knowledge of classification sub-types and criteria and factual knowledge of the sub-types of terminology*. The achievement of knowledge is identified based on the phrases of objects, so that it can be known the objectives that are trained in the matter of training.

5. SUGGESTION

The research suggestions are practically directed to the bookkeeping team, so that the cognitive process analyzing questions that are trained with attributing activities use operational verbs. Operational verbs should vary so that students are motivated and challenged in solving problems. In addition, the achievement of knowledge and its subtypes is suggested to be more varied so that students have experience in a variety of problems.

Indonesian language teachers are also advised not to be fixated on student books in giving daily practice questions in class. The teacher can train with questions using varied and creative operational verbs. In compiling the questions, it should also be adjusted to the indicators of students' competency achievement.

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