

## Learning Physical Education, Sports and Health in Elementary Schools Based on Higher Order Thinking Skills During the Covid 19 Pandemic

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### Abstract

Physical Education, Sports and Health based on Higher Order Thinking Skill (HOTS) were carried out in elementary schools, but experienced obstacles during the Covid-19 pandemic, so research was needed to describe the conditions of the implementation of the learning. The purpose of the study was to analyze the Higher Order Thinking Skill (HOTS) based Primary School Physical Education learning during the covid 19 pandemic. This research is a qualitative descriptive study by analyzing the process, namely: 1) preparation / introduction, 2) implementation, 3) evaluation. Data collection techniques used observation, interviews, document searches, and documentation. Data analysis techniques using data collection, data reduction, data presentation, and drawing conclusions. The results of the research are HOTS-based Physical Education learning in Elementary Schools at the planning stage that teachers have made Learning Implementation Plan with sufficient categories, the HOTS-based learning process has been carried out well, the assessment stage has been carried out well. The obstacles encountered are that there are still many teachers who do not have the competence in making lesson plans. The planning stage in making lesson plans requires recommendations because it has not run optimally because they have difficulty writing character values that will be raised in learning, difficulties in using ICT/web addresses as learning resources, compiling a sample of assessment instrument items, developing scoring guidelines.

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## INTRODUCTION

The 2013 curriculum is a competency-based curriculum, focusing on the achievement of certain competencies by students (Zolessi, 2010:53). This curriculum includes a number of competencies and a set of learning objectives so that their achievements can be observed in the form of student behavior or skills as a criterion of success. Saputra et al., (2018) explained that the curriculum is required to be comprehensive so that it can be used as a guide for pursuing learning activities.

The policy of the Minister of Education and Culture Nadiem Anwar Makarim in 2019 related to "Freedom of Learning" namely the simplification of the Learning Implementation

Plan. The 2019 Program for International Student Assessment (PISA) research showed that the results of the assessment of Indonesian students only occupied the sixth position from the bottom, for the field of mathematics and literacy, Indonesia occupies the 47th position out of 79 countries. In response to this, the Minister of Education and Culture, Nadiem Makarim, made a breakthrough in assessing minimum abilities, including literacy, numeracy, and character surveys.

Based on the results of the physical education Teacher survey with 22 respondents in Kajen District through the google form on the link; [https://docs.google.com/forms//3xW0LT7Yex7uPwxh5qDjusSFcdycS1LFDsN\\_aCp9Ts/edit?usp=sharing](https://docs.google.com/forms//3xW0LT7Yex7uPwxh5qDjusSFcdycS1LFDsN_aCp9Ts/edit?usp=sharing)

**Tabel 1.** Preliminary Survey Result

HOTS	The Learning Implementation Plan		PB		ASSESMEN	
	Y	N	Y	N	Y	N
Understanding	59.1	40.9	63.6	36.4	63.6	36.4
Understanding the characteristics	63.6	63.6	68.2	31.8	63.6	36.4
Implementing The Learning Implementation Plan	27.3	72.7	31.8	68.2	31.8	68.2
Having Difficulty	72.7	27.3	77.3	22.7	100	0

The results of the initial survey explained that the HOTS learning gap during the COVID-19 pandemic, difficulties in making lesson plans (72.7%), had difficulty implementing HOTS-based learning (77.3%) and difficulties in making HOTS assessments (100%). In conclusion, the implementation of HOTS during the COVID-19 pandemic experienced obstacles from planning, implementation, and evaluation.

Online learning is an alternative way to carry out continuous learning. This is in accordance with the study of Fitriani, Y., Fauzi I., Sari Z, S., 2020 explaining that in the midst of the covid-19 pandemic that has hit the world, this is not a reason for students to have high learning motivation, although in practice there are shortcomings were found, but there is no other choice but to optimize online learning, because in an emergency like this, only

technology is the bridge in transferring knowledge from lecturer.

According to Agus Purwanto, 2020, learning constraints during the Covid-19 pandemic explained that students did not have adequate infrastructure, parents' expenses increased by buying quotas for distance learning, senior teachers did not master technological developments.

Based on the results of the preliminary study presented, the researchers took the title "Learning Physical Education, Sports, and Health (physical education) for Elementary Schools Based on Higher Order Thinking Skills (HOTS) during the Covid 19 Pandemic Period in Kajen District, Pekalongan Regency".

## METHOD

The approach used in this study is a qualitative descriptive approach. The research design consists of: (1) descriptive analysis; (2) Planning the research instrument of observation technique which consists of: (a) Interview; (b) Observation: The learning process before the pandemic and during the pandemic; (c) Document search, required documents: Syllabus, annual program, semester program, The Learning Implementation Plan, question cards and (d) Documentation, in the form of photos of activities. The instruments in this research are: the Learning Implementation Plan interview instrument, the implementation and evaluation of the hots-based elementary school physical education at the Korwil State Elementary School in the Education Sector, Kajen District; (3) Determine the subject and object of research. The subjects in this study were Principals and physical education Teachers of State Elementary Schools in the Regional Coordinator for Education, Kajen District, who had the status of Civil Servants and had implemented HOTS learning Technical Guidance. The objects in this study are learning tools, learning implementation, evaluation and learning barriers for HOTS-based elementary school physical education in State Elementary Schools in Kajen District and (4) Document tracing includes: Syllabus, annual program, semester program, The Learning Implementation Plan,, HOTS-based learning training certificates.

This research is focused on studying Higher Order Thinking Skill (HOTS)-based elementary school physical education learning in Elementary Schools during the Covid 19 period in Kajen District, Pekalongan Regency, including: (1) HOTS-based elementary school physical education learning planning in Kajen

District, Pekalongan Regency during the Covid pandemic 19 on the floor exercise material for class V; (2) Implementation of HOTS-based elementary school physical education learning in Kajen District, Pekalongan Regency during the Covid 19 pandemic on class V floor exercise material; (3) Evaluation of HOTS-based elementary school physical education learning in Kajen Subdistrict, Pekalongan Regency during the Covid 19 pandemic on class V floor exercise material and (4) Barriers in learning planning, learning implementation, evaluation of elementary school physical education learning in terms of the HOTS concept during the Covid 19 pandemic in class V floor exercise material.

The data in this study are: Planning of learning in the form of lesson plans, implementation of learning and evaluation of learning in the physical education Elementary School in Elementary Schools based on Hots in the Kajen District, Pekalongan Regency.

The source data used are; (1) Sources of data from people (Person). Sources of data in this study were obtained from primary school PJOK teachers and school principals in Kajen District, Pekalongan Regency, (2) Place data sources (Place) were Elementary Schools in Kajen District and (3) Papers were data sources including: Syllabus, Annual Program, Semester Program, and Learning Implementation Plans.

This study uses data collection techniques with interviews (interview), observation (observation), and document search. The instrument used is through direct interviews. The research instrument consists of discussion, variables and sub variables. The table below will clearly describe the variables and sub-variables used.

**Table 2.** Grid of Research Instruments

Discussions	Variables	Sub Variables
Learning elementary school physical education	Learning Plan	Learning Tools Learning Implementation Plan
	Implementation of Learning Process	Proses (Transaction)

	Evaluation (Assesmen) Obstacles	Evaluation (Assesmen) Obstacles
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The validity of the data in this study was tested by using triangulation techniques. Triangulation is a technique of checking the validity of research data using several data collection techniques. Qualitative data analysis is inductive, ie analysis based on the data obtained, then developed into a hypothesis.

In this study, the model used is the data analysis model of Miles and Huberman. The steps of data analysis in the field according to Miles and Huberman are data collection, data reduction, data presentation (display), and conclusion drawing.

**RESULTS AND DISCUSSION**

**Analysis of Primary School physical education Learning Plans Based on Higher Order Thinking Skills During the Covid 19 Pandemic**

**Research Results**

The results of observations made by researchers on physical education Elementary School teachers in Kajen District who are members of the KKG physical education community in Kajen District are:

**Interview**

The results of the analysis of interviews with the physical education Kajen teacher related to the Learning Implementation Plan that have been prepared, it is found that in making the Learning Implementation Plan :

**Table 3.** Results of the Learning Implementation Plan Interview

No Indicator	Sub Indicator	Results and Obtacles
A. Subject/ Theme Identity	Write the name of the school Write down the subject Writing class Write down the time allocation	All teachers write down all subject identities
B. Core Competencies	Write down KI completely and correctly	All teachers write down KI according to the syllabus sesuai silabus
C. Basic Competence	Write KD completely and correctly.	All teachers write complete and correct KD according to the syllabus
D. Indicators of Competence Achievement	Formulate indicators: competence knowledge, skills, attitudes, and skills) and use the relevant KKO, and attitudes in accordance with	All teachers write down indicators (knowledge, skills, attitudes, and skills) and use the relevant KKO, and attitudes in accordance with Teacher makes GPA
E Character Values	Write down the character values that appear in learning. Items of characters written in operational character items	Most teachers write down character values
F Learning Objectives	1. Learning objectives formulated one or more for each indicator of competency	Most of the teachers have been able to determine the learning objectives correctly. Some teachers have difficulty formulating learning objectives,

No Indicator	Sub Indicator	Results and Obstacles
	achievement	because formulating learning objectives requires
	2. Learning objectives: special skills to use operational verbs that are audience (A), behavior (B), appropriate to the cognitive level used. condition (C), degree (D).	
	3. The learning objectives are formulated with 1 KD achievement.	
G. Learning Materials	Choose regular, remedial and enrichment learning materials according to the competencies developed.	Most teachers choose learning and enrichment materials according to the competencies developed.
	The scope of regular, remedial, and enrichment learning materials according to KD, time availability, and student development.	The teacher determines the scope of regular, remedial, and enrichment learning materials according to the KD demands, time availability, and student development.
	The depth of the material abilities of students.	The teacher determines the depth of the material abilities of students.
H. Learning Methods	Apply one or more learning methods.	Teachers apply active, effective and efficient learning methods to facilitate students to achieve
	The learning method chosen is active, effective and efficient learning to facilitate students to achieve KD indicators and 21st century skills.	KD indicators and 21st century skills
I. Media and Materials	1. Make use of media	Most of the teachers have used media and materials
	2. Making use of materials	according to the indicators and characteristics of
	3. Utilizing media to realize scientific approach learning.	students. Teachers can use media and materials to achieve learning with a scientific approach.
	4. Utilizing materials to realize learning with a scientific approach	Teachers in delivering messages that are interesting, varied and in accordance with indicators of achievement
	5. Choose media to convey interesting, varied messages, and according to achievement	
	6 Choose the material to convey the message	
J Learning Resources	Utilizing the natural and/or social environment.	Teachers utilize learning resources in the good category, but there are indicators that are still lacking. Namely the use of IT/referring web addresses as learning resources.
	Using textbooks from the government.	
	Referring to the materials obtained through the library.	
	Using IT/referring to certain web addresses as a learning resource.	

No Indicator	Sub Indicator	Results and Obtacles
K Assessments	Include techniques, forms, and examples of assessment instruments 2. Prepare a sample of assessment instrument items according to the rules of instrument development. 3. Develop scoring guidelines (including rubrics) according to the instrument	Teachers have difficulty determining, making assessments. instruments. The teacher has difficulty compiling instrument items, compiling samples of questions Teachers have difficulty developing scoring guidelines (including rubrics) according to the instrument.
L Remedial Learning	1. Formulate remedial learning activities according to the characteristics of students, time allocation, facilities and media in good and media. 2. Write down one or more remedial learning activities, in the form of: relearning, individual guidance, study group and peer tutors	The teacher formulates remedial learning activities according to the characteristics of students, time allocation, facilities and media in good Teachers in determining remedial learning activities are mostly in the good category
M Enrichment Learning	Formulate enrichment learning activities according to the characteristics of students, time allocation, learning facilities and media.	All teachers in formulating enrichment learning activities according to the characteristics of students, time allocation, learning facilities and media are in good category.
N Teaching Materials	Describes teaching materials in accordance with KD	Teachers in describing teaching materials in accordance with KD well in good

**Observation**

The results of observations of the Hots Learning Implementation Plan, the physical education Kajen teacher has been able to make Hots-based Learning Implementation Plan in accordance with applicable rules. The Learning Plan contained in the Learning Implementation Plan has 13 sub-indicators, namely: (1) Subject/theme identity, (2) core competencies, (3) competency achievement indicators, (4) character values, (5) learning objectives , (6) learning materials, (7) learning methods, (8) media and materials, (9) learning resources, (10) assessment, (11) remedial learning, (12) enrichment learning, (13) teaching materials.

The results of the observations of the Learning Implementation Plan that can be compared with the standard can be said to have met, it can be said that all the Learning

Implementation Plan for the primary school Physical Education teachers in Kajen Sub-district were examined through document searches in good category. This means that the aspect of learning planning does not require consideration.

**Document Search**

Document search analysis obtained the following results: the physical education Kajen teacher in making Learning Implementation Plan already made one sheet Learning Implementation Plan, so the Hots-based Learning Implementation Plan was not optimally seen, some indicator items were lost because of the model.

Overall condition of the Physical Education and subject matter in Kajen District is good and complete, the Physical Education

teacher in each school has learning tools. The learning tools that were checked included: pandemic syllabus, annual program, semester program, The Learning Implementation Plan,. This is reinforced by the statement submitted by the principal who conveyed the completeness of the learning tools.

### Discussion

Learning tools are important and must be prepared properly so that the implementation of learning runs according to the standards set. In this study the learning devices observed included: (1) Syllabus; (2) Annual Program (Prota) (3) Semester Program; (4) Learning Implementation Plan; (5) Skills assessment tools (observation sheets, journals, etc.); (6) Attitude assessment tools (observation sheets, journals, self-assessments); (7) Teacher's handbook.

Based on the search for documents on learning tools owned by primary school physical education teachers in Kajen District, Pekalongan Regency, overall they are complete and good. This indicates that there is no gap between the existing conditions and the standard. The principal plays a role in controlling the completeness of the learning tools through regular scheduled supervision. Complete and good learning tools will support a good learning process as well.

Learning Implementation Plan In line with the completeness of the curriculum which has 100% met the standards, the lesson plans made by the physical education teachers of primary school Kajen Subdistrict have met the standards. The lesson plans made by the teacher are guided by the syllabus. This is in line with the regulations from the Ministry of Education and Culture, namely that the lesson plans made

by teachers are developed from the syllabus with the aim that learning activities achieve Basic Competencies (Kemendikbud, 2016).

Based on the evaluation of the Learning Implementation Plan instrument, it was obtained a good average, which means that there were still teachers who did not meet the criteria in writing the Hots-based Learning Implementation Plan. In the preparation of the learning implementation plan there are several indicators that still need to be improved, including: (1) most of the teachers in writing the character values that will be raised in learning, there are still teachers who have not written down. (2) Use of IT/referring to certain web addresses as learning resources, teachers have not used IT/Referring certain web addresses as learning resources, (3) there are still teachers in compiling samples of assessment instrument items that are not in accordance with the rules, (4) developing scoring guidelines according to the instrument, there are still teachers who have not developed scoring guidelines.

### Analysis of the Implementation of Primary School Physical Education Learning based on Higher Order Thinking Skills During the Covid 19 Pandemic

#### Results

The process stage in this research, namely the implementation of physical education subject teacher learning in Elementary Schools based on Higher Order Thinking Skills in State Schools in Kajen District, Pekalongan Regency:

#### Interview

The results of the analysis of interviews with physical education Elementary School teachers in Kajen District:

**Table 4.** Analysis of HOTS-Based physical education Learning Interview Results

No	Indicator	Sub Indicator	Results and Obtacles
1	Preliminary activities	Motivating students to start learning Creating a comfortable learning atmosphere Delivering objectives, competencies, indicators,	The teacher motivates, conditions, conveys competency objectives, indicators, time allocation and scenarios

No	Indicator	Sub Indicator	Results and Obstacles
2	1. Core Activities 2. Mastery of learning materials, management 3. Ability to facilitate learning	time and scenarios 1. Mastering learning materials 2. Presenting material systematically 3. Mastering the class 4. Carry out learning in accordance with the planned time allocation.	Most of the teachers mastered, presented the material and mastered the class and carried out learning according to the time in the good
3	Involvement of participants in learning	Fostering active participation of participants in activities Respond positively to participant Growing the joy or enthusiasm of the participants	The teacher's ability to foster active participation,
4	Scientific integration, HOTS Aspects, 21st century skills, knowledge	1. The scientific process 2. HOTS Problem Solving learning activities) 3. 21st Century Skills Knowledge	Some teachers determine the scientific process in the good category, but the HOTS learning activities
5	Utilization of media/learning resources in learning	1. Demonstrate media use skills 2. Demonstrate skills in using learning resources 3. Involve participants in the use of learning media	Teachers in the good category use media/learning resources, including involving students in the use of media
6	Implementation of learning assessment	1. Carry out attitude assessment 2. Carry out knowledge assessment 3. Carry out a skills assessment	The teacher has carried out an assessment of all aspects of the assessment
7	Use of correct and appropriate language in learning	1. Using spoken language clearly and fluently 2. Using good and correct written language	The teacher uses spoken language clearly and fluently in the good category
8	Closing Activities	1. Facilitate students 2. Reflecting on the process and subject matter	The teacher facilitates students in summarizing the material and reflection

#### Document Search

The results of the search for the results document that the implementation of the Hots-based primary school physical education



learning during the pandemic has not been able to be carried out optimally.

There is an important part in the implementation of HOTS learning, in the introductory part is to motivate students, condition a comfortable learning atmosphere and convey competency objectives, indicators, time allocation and scenarios of learning activities.

The core part is mastery of learning materials and learning management as well as the ability to facilitate learning, student involvement, scientific integration, HOTS aspects, 21st century and dimensions in learning, utilization of learning resources/ media in learning, implementation of learning, use of language and final closing by facilitating

participants summarize the material and of course students reflect on process and subject matter.

**Observation**

In-depth interviews were conducted by researchers to confirm with the Physical Education teacher regarding the results of observations and research findings. Based on the analysis of observation results, it is known that there is a discrepancy between the stages of learning and lesson plans, which lies in the use of Operational Verbs. Most elementary school teachers in Kajen have difficulty in compiling operational verbs used in learning objectives, because this is where the teacher apply the mindset from low level to high level.

**Table 5.** Implementation of Physical Education Learning in the Covid-19 Pandemic Period

No	Implementa-tion of Technical	Hots Learning Implementation	Implementation Time
1	Learning is online, offline	1. The teacher makes a whatsapp 2. KKG physical education made a learning video	There is a circular from the Regent of Pekalongan and the Education Office
2	Mixed learning methods, some use online/offline	1. Offline, by creating small study groups. 2. Online, teacher conducts distance learning by video call,	1. Offline activities are held once a week 2. Online, held once a week with the zoom
3	Evaluation of student progress	Evaluation of student development regarding the condition and location	Meeting : 1 meet a week

The implementation of HOTS-based primary school physical education learning during the Covid 19 pandemic presented problems, including teachers and parents and

students. These problems arise from internal and external factors, economic and social factors. Based on the results of the study, the following problems were identified:

**Table 6.** Learning Problems During the Pandemic

No	Target	Problem	Description
1	For Teacher	1. Teachers have difficulty in achieving maximum learning goals 2. The teacher does not provide the material optimally 3. The pandemic period makes teachers have to master IT	The material is not fully given in detail. The limited interaction of teachers and students, as well as physical education learning requires facilities and means for practice. Many teachers have difficulty using platforms or learning support facilities from the internet, for

No	Target	Problem	Description
			example google forms, videos
		4. Minimal facilities and infrastructure to carry out the learning process	Equipment is the main thing to do online learning
		5. Difficulty in conducting student assessments	Equipment is the main thing to do online learning
2	Peserta didik	1. Less conducive learning environment	Students' home conditions are different for doing learning
		2. Lack of understanding the material online	Students' home conditions are different for doing learning
		3. Less interest in learning	Less interesting learning videos by teachers
		4. Facilities	Online learning depends on smartphones

## DISCUSSION

The aspect of this research is the implementation of learning. The teacher's role as facilitator and evaluator determines learning. The implementation of learning provides the opportunity for teachers to make observations of students regarding the assessment. Assessment can not only be done during the learning process, it can also be carried out after the test is finished.

Based on (Bestary et al., 2019) explains that HOTS-based learning includes: (1) Preliminary activities, (2) core activities include mastery of materials and learning management as well as the ability to facilitate learning, (3) Involvement of participants in learning, (4) Scientific Integration, HOTS Aspects, (5) Scientific Process, (6) HOTS learning activities (7) Knowledge Dimensions, (8) Utilization of learning media/learning resources, (9) Implementation of learning assessments, (10) Use of correct and appropriate language in learning and (11) Closing Activities.

The results of the evaluation of the HOTS learning implementation instrument that the Physical Education teacher in Kajen District has

implemented HOTS-based learning with a very good predicate, but there are still teachers experiencing difficulties in implementing learning in several indicators, including: in the Hots-based learning process on the sub-indicators some teachers have difficulty transferring Knowledge , Critical thinking, Problem solving. In addition, some teachers have difficulty in applying 21st century skills, and in creating dimensions of knowledge.

### Elementary School physical education Assessment Analysis based on Higher Order Thinking Skills During the Covid 19 Pandemic

#### Research Results

The results of this study that most teachers have carried out HOTS-based assessments, but there are some teachers who need special attention.

#### Interview

The results of the analysis of interviews with primary school physical education teachers in the Kajen area of Pekalongan Regency, namely:

**Table 7.** Assessment Analysis based on Higher Order Thinking Skills During the Covid 19 Pandemic

No	Indicator	Sub Indicator	Results and Barriers
1	Theory	1. Questions according to Basic Competence 2. Questions according to competency achievement	Most of the teachers in making questions according to KD, GPA, do not contain SARA PPPK (good category), The use of contextual stimuli, imaginative stimuli

No	Indicator	Sub Indicator	Results and Barriers
		<p>indicators</p> <p>3. The question does not contain SARA PPPK</p> <p>4. Problems using contextual stimuli</p> <p>5. Problems using imaginative stimuli</p> <p>6. The question of using a stimulus</p> <p>7. Questions measuring cognitive level</p> <p>8. Implicit answer to the stimulus</p>	<p>have difficulty. Making questions refers to the measurement of the cognitive level of reasoning students carry out certain stages and answers implied in the stimulus</p>
2	Construction	<p>1. The subject matter is formulated briefly, clearly, firmly.</p> <p>2. Formulation of the main questions and answer choices that are needed only.</p> <p>3. The subject matter does not provide key</p> <p>4. The subject matter is free from statements that are double negative.</p> <p>5. The answer choices are homogeneous and logical in terms of material.</p> <p>6. Pictures, graphs, tables, diagrams, or the like are clear and functional.</p> <p>7. The length of the answer choices is relatively the same.</p> <p>8. The answer choices do not use the statement "all" the answers above are wrong/true" and the like.</p> <p>9. The answer choices in the form of numbers/times are arranged in order of large and small numbers</p> <p>10. The questions do not depend</p>	<p>Making a good question in the construction section consists of the subject matter being formulated briefly, clearly and firmly. The questions do not provide an answer key, the questions are free from multiple negative statements, the answer choices are homogeneous and logical, the pictures/graphs/tables are clear and functional, the answer length is relatively the same, the answer choices do not use a statement, all the answers above are correct, the answers are in the form of numbers/ When arranged in order of size, the items do not depend on the answers to the previous questions. In the construction of questions, the results of the analysis show a good category</p>
3	Language	<p>1. Using a language that is in accordance with the rules of the Indonesian</p>	<p>The teacher uses the language according to the rules of Indonesian, for regional and foreign languages</p>

No	Indicator	Sub Indicator	Results and Barriers
		language, for regional languages and foreign languages according to the rules.	
		2. Do not use local language / taboo.	according to the rules, does not use the local language / taboo, about using communicative sentences. In use
		3. Problems using communicative sentences.	

### Observation

Based on the observations of researchers, that in general the HOTS-based physical education assessment for elementary school physical education teachers in Kajen District, Pekalongan Regency is in the good category, but there are some teachers who have difficulty making assessments. This can be seen in some teachers who experience scores less than the predetermined standard. The teacher's difficulty in the assessment lies in the sub-indicators of questions that use imaginative stimuli. Problems using a stimulus that encourages students to do something.

### Document Search

Based on the search from the documents obtained, the physical education teachers of primary school Kajen in conducting assessments still depend on the role of the KKG physical education of Kajen Sub-district, but this assessment tool is only for making the Final School Examination (UAS) and Mid-Semester Assessment (PTS) questions, while for daily assessments most of the teacher making his own assessment.

### Research Results

Research (Wiwik Seiawaty, 2019) (Widana, 2017) explains the preparation of HOTS questions including: (1) Analyzing Basic Competencies: Basic competencies to be measured, Analysis of KD cognitive level according to Bloom's level, formulating Competency Achievement Indicators (supporting indicators, keys and enrichment), (2) Arrange grids, (3) Ensure interesting and contextual stimuli, (4) Write questions

according to the question grid, (5) Make scoring guidelines along with answer keys.

### CONCLUSION

The conclusions of the implementation of the primary school physical education HOTS learning during the covid 19 pandemic at the Kajen District Public Elementary School, Pekalongan Regency are: (1) the results of the research in theory, can strengthen the existing theory that the weaknesses of physical education teachers in implementing HOTS physical education primary school learning; (2) explain the steps for learning HOTS during the pandemic. Teachers can use these steps as HOTS learning guidelines so that the obstacles that exist in implementing the 2013 curriculum implementation can be minimized and (3) research results related to the implementation of learning, namely teachers can make HOTS-based physical education learning from the introduction, implementation and assessment, so that teachers can plan, implement and evaluate learning.

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