

ORIGINAL

## Practicality of Developing the Work Based Learning Higher Order Thinking Skills Employability (Wbl-Hotse) Model to Improve Critical Thinking Ability in 3T Regional Vocational High Schools

### Practicalidad Del Desarrollo Modelo Aprendizaje Basado En El Trabajo Habilidades De Pensamiento De Orden Superior Empleabilidad (Wbl-Hotse) Para Mejorar La Capacidad De Pensamiento Crítico En Las Escuelas Secundarias Vocacionales Regionales 3T

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#### ABSTRACT

In world of education, critical thinking skills students are very much needed. This This based on based on the information found by researchers during observations at the State Vocational High School (SMKN) 01 Mentawai Islands, the critical thinking skills of students are still low. The purpose of this research This is done to produce a learning model that can improve students' critical thinking skills by implementing a valid Work Based Learning Higher Order Thinking Skills Employability (Wbl-Hotse) model. And practical for video editing technique elements in class XI SMK. Type The research carried out by researchers is development research that applies a model R&D by Borg and Gall. The practicality data collection instruments in this research are in the form of student response questionnaires and teacher activity observation sheets. The practicality of the learning device in the teacher and instructor respondent trials is the Practicality of the Learning Model 85 %, the Practicality of the WBL-HOTSE Learning Model Book 90 %, the Practicality of the Teacher's Guide Book 80 %. The conclusion of this research is that the learning device developed by implementing the WBL-HOTSE model is practical to improve students' critical thinking skills.

**Keywords:** Model Learning; Work Based Learning; Higher Order Thinking Skills Employability; Ability Critical Thinking.

#### RESUMEN

En el mundo de la educación, las habilidades de pensamiento crítico de los estudiantes son muy necesarias. Esto se basa en la información encontrada por los investigadores durante las observaciones en la Escuela Secundaria Vocacional Estatal (SMKN) 01 Islas Mentawai, las habilidades de pensamiento crítico de los estudiantes aún son bajas. El propósito de esta investigación se realiza para producir un modelo de aprendizaje que pueda mejorar las habilidades de pensamiento crítico de los estudiantes mediante la implementación de un modelo válido de empleabilidad de habilidades de pensamiento de orden superior de aprendizaje basado en el trabajo (Wbl-Hotse). Y práctico para elementos técnicos de edición de video en clase XI SMK. Tipo La investigación realizada por investigadores es investigación de desarrollo que aplica un modelo de I+D de Borg y Gall. Los instrumentos prácticos de recopilación de datos en esta investigación son cuestionarios de

respuesta de los estudiantes y hojas de observación de la actividad docente. La practicidad del dispositivo de aprendizaje en las pruebas de docentes e instructores encuestados es la practicidad del modelo de aprendizaje 85 %, la practicidad del libro modelo de aprendizaje WBL-HOTSE 90 % y la practicidad de la guía del maestro 80 %. La conclusión de esta investigación es que el dispositivo de aprendizaje desarrollado mediante la implementación del modelo WBL-HOTSE es práctico para mejorar las habilidades de pensamiento crítico de los estudiantes.

**Palabras clave:** Aprendizaje Modelo; Aprendizaje Basado en el Trabajo; Habilidades de Pensamiento de Orden Superior Empleabilidad; Capacidad de Pensamiento Crítico.

## INTRODUCTION

The world of education, specifically the curriculum in Indonesia, has experienced developments and changes to improve the quality of the abilities or skills of society based on the <sup>(1,2,3)</sup>. The independent curriculum is the curriculum currently implemented in Indonesia.<sup>(4)</sup> The independent curriculum is the government's effort to improve the quality of national education.<sup>(5)</sup> The independent curriculum has been designed by the government to help teachers so that students can have the skills or abilities of the present. The independent curriculum has begun to implement learning that is oriented towards 21st century education. The characteristics of *skills* that must be possessed in the 21st century are skills that are able to compete in society.<sup>(3,6,7)</sup>

Critical thinking is a thinking *skill* based on the knowledge possessed from the information that students gather to solve problems with the right answers and have many ideas or ideas.<sup>(3,8,9,10)</sup> Critical can be interpreted as a person's ability to think in giving ideas fluently, giving many answers correctly or flexibly, original and can collaborate ideas. According to *the Maine Career Center, Department of Labor, USA*, critical thinking skills are also very important because this is something that is needed in the world of work.<sup>(11)</sup> This thinking ability is very much needed to train logical, systematic, critical, analytical, critical thinking skills, and have the ability to collaborate.

Based on teacher interviews conducted by researchers at SMKN 01 Mentawai Islands, it was found that students' critical thinking skills during the teaching and learning process in class were still lacking. Students tend to only take notes from the teacher's explanation on the board without clearly understanding the explanation of the material taught by the teacher and summarizing everything in the printed book so that students difficulty in developing answer from various questions that more wide. To overcome this, a teaching and learning process is needed that can explore students' critical thinking skills.

WBL-HOTSE model is a model that requires students to have critical thinking skills. The learning model also supports students to think critically,<sup>(12)</sup> the learning model is an activity that must be designed by the teacher before the implementation of teaching and learning. The results of the researcher's analysis of the results of interviews at SMKN 01 Mentawai Islands as a 3T area<sup>(13,14,15)</sup> regarding the learning model, found that the learning model used by teachers was not in accordance with the needs of the 21st century. They also had difficulty in developing teaching tools. The LKPD used was also in the form of questions that were often used on the internet and books. This is what makes students' critical thinking skills not yet well honed.

Based on several problems found, improvements are needed to develop existing learning models. Whether the application of the WBL-HOTSE model is practical in improving critical thinking skills in the elements of video editing techniques in the eleventh grade of regional vocational school 3T has not been seen so far.

## METHOD

The development model implemented in this research is the Borg and Gall development model with clear and detailed development steps,<sup>(16)</sup> such as: (1) introduction and information gathering, (2) planning, (3) design development, (4) limited trials, (5) revision of the results of limited trials, (6) large-scale trials, (7) large-scale product revisions, (8) final product trials, (9) final product revision, and (10) dissemination and implementation. This practicality is demonstrated from the follow-up test of the limited trial stage and the large-scale trial. In the limited trial, the LKPD was tested for all students in class XI A of State Vocational High School (SMKN) 01 Mentawai Islands and the large-scale test was carried out as many as six meetings for class XI B. The analysis of the practicality test was carried out by scoring the answers. categories Strongly Agree / Very Good (SS/SB) (5), Agree / Good (S/B) (4), Quite Agree / Quite Good (CS/CB) (3), Disagree / Less Good (TS/KB) (2) Strongly Disagree / Very Less Good (STS / SKB) (1), and the percentage formula is as follows.

$$P = \frac{T_{Se}}{T_{sh}} \times 100\%$$

P = Practicality Percentage

T<sub>se</sub> = Total Empirical Score from observers

T<sub>sh</sub> = Maximum Total Score expected

The values obtained are then interpreted using the practicality categories in table 1 below to determine the level of practicality of the developed device.

Table 1. Practicality Assessment Criteria		
Statement	Number	Mark
Strongly Agree / Very Good (SS/SB)	5	100
Agree / Good (F/F)	4	75
Quite Agree / Quite Good (CS/CB)	3	50
Disagree / Not Good (TS/KB)	2	25
Strongly Disagree / Very Poor (STS / SKB)	1	0

The practical instrument is a sheet containing statements regarding learning tools. Which has developed. Sheet practicality consists of from sheet observation teacher activities in implementing the *WBL-HOTSE model* and student response questionnaires. In this study, practicality sheets were distributed to see the level of implementation of the Syllabus and RPP and the readability of the LKPD.

## RESULTS

The practicality of a product reflects the level of preference for the use of the product. This preference is either due to ease, beauty, speed, and others. In the research product development of the *WBL-HOTSE learning model*, it was used by 2 entities, namely students and teachers. The results of the assessment by each entity are as follows.

### Results of Research Products Student Respondents

The practicality of the *WBL-HOTSE model* development research product assessed by students is implemented on the learning model product, *Trainer/Instructor book*, teacher book, and student guide book. The results of this assessment are presented in table 2.

Table 2. Practicality of Research Products Student Respondents					
No	Students of XI-B	Learning model	Learning Model Book	Trainer/ Instructor Book	Student Guide Book
Average		82 %	82 %	80 %	83 %
Category		P	P	P	P

Based on table 2, it can be seen that the results of the practicality of the *WBL-HOTSE model* development research product implemented in the experimental class (XI-B). The learning model product, learning model book, teacher guide book and student guide book obtained a Very Practical (SP) value. For the *Trainer/Instructor book*, it obtained a Practical (P) value. This explains that the research product used in the experimental class was very well received and liked.

### Practical Results of Research Products Teacher Respondents

The practicality of the *WBL-HOTSE model* development research product is then assessed by teachers as entities that use this product. The results of the practicality of the teacher respondents' research products are presented in table 3.

Table 3. Practicality of Research Products of Teacher Respondents			
Element Tutor Teacher	Total Score	Percentage	Category
Dr. Puja Kusuma, S.Pd.	Practicality of Learning Models		
	51	85 %	SP
	Practicality of WBL-HOTSE Learning Model Book		
	95	95 %	SP
	Practicality of Teacher's Guide Book		
	53	88 %	SP

Based on table 3, it can be seen that the practical results of this research product were assessed by the teacher in charge of the Design Work Element using the WBL-HOTSE learning model. Learning model products, learning model books, and books. guide teachers received a Very Practical (SP) score. This explains that the research product is very well received by teachers in learning.

#### Practical Results of Research Products Respondents Instructors/Trainers

The practicality of the WBL-HOTSE model development research product is then assessed by the instructor as an entity that uses this product. The results of the practicality of the teacher respondent research product are presented in table 4.

Table 4. Practicality of Research Products Instructor Respondents			
DU/DI Partner Instructor	Total Score	Percentage	Category
Firdaus, M.Kom.	Practicality of Learning Models		
	50	85 %	SP
	Practicality of WBL-HOTSE Learning Model Book		
	90	90 %	SP
	Practicality of Teacher's Guide Book		
	28	80 %	SP

Based on table 4, it can be seen that the practical results of this research product were assessed by the instructor of the Design Work Element using the WBL-HOTSE learning model. Learning model products, learning model books, and books. guide instructors that the research products were highly accepted by instructors in practice.

The results show that the use of stimulation in the form of providing problems can increase students' interest in being involved in learning. Data collection activities in Work Based Learning Higher Order Thinking Skills Employability (Wbl-Hotse) can help students to be able to share experiences with friends. Determining each job is responsible for the tasks that have been given. Data collection activities are designed to involve students' physical and mental activities, so that during learning students are directly involved in obtaining information. Furthermore, data processing activities are students discussing with group friends about the results obtained. The more time given to students, the fewer errors will be Which done by students.<sup>(17)</sup> Matter the naturally give chance to students in a way independent For can convey idea or idea as well as compare ideas with other friends. This WBL-HOTSE research provide students with the opportunity to engage in dialogue so that can exchange idea or idea through activity discuss. Stage verification on T h e WBL-HOTSE learning model provides students with the opportunity to cross-check the results they have obtained. Is the answer correct? This certainly provides students with the opportunity to be more careful in drawing a conclusion. Thus, WBL-HOTSE learning provides students with the opportunity to can build knowledge in a way independent and also group.

#### CONCLUSION

Based on the hypothesis test, the use of the WBL-HOTSE approach provides better results in terms of learning outcome achievement compared to the use of approach non WBL-HOTSE. With thus use Work Based Learning Higher Order Thinking Skills Employability (Wbl-Hotse) in practical state vocational high schools for 3T areas and has a positive impact on student learning outcomes. The weakness of this study lies in practice-based learning, classes that implement non-practice have never been tried.

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#### CONFLICT OF INTEREST

None.

#### AUTHOR CONTRIBUTION

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