Optimizing Students' Higher Order Thinking Skill through Indonesian English Course Platform

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ABSTRACT

English is a mandatory subject at the senior high school level, serving as a means to convey and enhance students' knowledge, skills, and attitudes in the domains of science, technology, and art. Proficiency in the English language is of paramount importance for students as it enables them to comprehensively comprehend both spoken and written texts. In due course, educators must develop a well-designed approach to fulfill the linguistic requirements of students in the English classroom. Then, the school has HOTS as the strategy for the students. Nevertheless, students are compelled to pursue supplementary educational opportunities beyond the confines of the school environment in order to augment their academic growth within the school setting. For this reason, Indonesian English course platform becomes the medium to optimize student' HOTS. This study focused on a sample of 84 students from SMAN 1 Rejang Lebong, employing a quantitative research approach. In order to gather the requisite data, a cohort comprising eighty-four students enrolled in the twelfth grade during the academic year 2020/2021 underwent the administration of a set of questionnaires. The primary objective of these inquiries was to collect data on the potential of the Indonesian English course platform in fostering the development of students' higher-order thinking skills (HOTS) within the realm of English language learning. The researcher collected the data, then determined the frequency and percentage of the students' responses. According to this study's findings, Indonesian English course platform can be a medium to optimize students' HOTS beside learning English in the classroom. On the basis of the following three indications, which were presented by the researcher: Analyzing

(71.83%), Evaluating (72.26%), and Creating (72.85%). The efficacy of the Indonesian English course platform in facilitating the development of students' Higher Order Thinking skills during the English learning process has been established.

ABSTRAK

Sebagai mata pelajaran wajib di sekolah menengah atas, bahasa Inggris digunakan untuk mentransfer dan mengembangkan pengetahuan, keterampilan, dan sikap mereka di bidang sains, teknologi, dan seni. Bahasa Inggris sangat penting bagi siswa untuk membantu mereka memahami teks lisan dan tulisan secara rinci. Pada akhirnya, guru harus menyiapkan strategi yang baik untuk melengkapi kebutuhan siswa akan bahasa Inggris di kelas. Kemudian, sekolah memiliki HOTS sebagai strategi bagi para siswa. Namun, siswa diharuskan untuk mencari pembelajaran tambahan di luar sekolah untuk meningkatkan pembelajaran mereka di sekolah. Untuk itu, platform kursus bahasa Inggris Indonesia menjadi media untuk mengoptimalkan HOTS mahasiswa. Penelitian kuantitatif ini membahas 84 siswa SMAN 1 Rejang Lebong. Dalam memperoleh data tersebut, delapan puluh empat siswa kelas XII tahun ajaran 2020/2021 diberikan satu set kuesioner untuk mendapatkan data apakah Platform kursus bahasa Inggris Indonesia dapat mengoptimalkan HOTS siswa dalam belajar bahasa Inggris. Peneliti mengumpulkan data, kemudian menentukan frekuensi dan persentase respon siswa. Menurut temuan penelitian ini, platform kursus bahasa Inggris Indonesia dapat menjadi media untuk mengoptimalkan HOTS siswa selain belajar bahasa Inggris di kelas. Berdasarkan tiga indikator yang diberikan peneliti, yaitu: Menganalisis (71,83%), Mengevaluasi (72,26%), dan Menciptakan (72,85%). Berdasarkan hasil tersebut, platform kursus bahasa Inggris Indonesia membantu mahasiswa untuk mengoptimalkan Higher Order Thinking mahasiswa dalam belajar bahasa Inggris

Kata Kunci:
Pembelajaran Bahasa Inggris;
HOTS;
Platform kursus bahasa Inggris Indonesia

INTRODUCTION

The K-13 Curriculum employs a student-centered strategy. The K-13 curriculum implemented the HOTS (High Order Thinking Skill) Strategy. According to Feronica, HOTS encompass the ability to engage in expansive

thinking with the aim of recognizing novel problems or challenges.[1] According to Thamrin, HOTS refers to the cognitive ability of pupils to connect their learning experiences with supplementary elements that extend beyond the ones explicitly taught to them.[2] Bloom's taxonomy, a classification system for higher order thinking abilities, was developed. Bloom's Taxonomy consists of six levels. The capacity to comprehend and employ methods to advance learning is referred to by Bloom as "higher order thinking skills". "Knowledge, comprehension, application, analysis, synthesis, and evaluation are among the skills that have been organized into a hierarchy of educational objectives, going from simpler to more complicated."[3]

Proficiency in the English language is of paramount importance for senior high school pupils in order to effectively comprehend the subject matter presented during English lessons. Learning English is a fundamental educational objective. The act of reading presents novel realms and prospects for individuals of various age groups, encompassing both children and adults. According to Julian Bamford' ideas, learning English is essential for senior high school pupils to acquire knowledge, understanding, and a growth in thinking. Because of this, students require HOTS as a talent to aid in their study of English.[4] According to Feronica, HOTS are essential for learning English and are also a prerequisite for students who desire to come up with original ideas.[5] The teacher's approach to teaching also affects whether a pupil succeeds in picking up English.[6] Nevertheless, students are compelled to actively pursue supplementary educational opportunities beyond the confines of the traditional school setting in order to augment their academic growth inside the school environment. In line with this, Zaenal Abidin discovered that learning guidance has an impact on students' accomplishment.[7] An online course is a platform that offers for students to have additional class beside learning in school. The utilization of online platforms enables students to acquire knowledge and skills without the necessity

[1] Feronica, Rani Ayu, Eka Apriani, Sarwo Edy, n.d. "The Implementation of Higher Order Thinking Skill (HOTS) in Junior High School : Teaching Practice and Problems" 5 (2). https://doi.org/10.29240/ef.v5i2.2589.

[2] Thamrin, Nani Ronsani, and Silvia Agustin. 2019. "Conceptual Variations on Reading Comprehension Through Higher Order Thinking Skills (Hots) Strategy." *English Review: Journal of English Education* 7, no. 2: 93.

[3] Munawati, Afida. "The Effectiveness of HOTS (Higher Order Thinking Skill) in Teaching Reading Comprehension." Education of English as a Foreign Language 2, no. 1 (2019): 32–43.

[4] Bamford, J., & Day, R. R. 1998. "Teaching reading". *Annual review of applied linguistics*, *18*.

[5] *Op.cit.*

[6] Apriani, E. 2017. "Utilizing preservice English teachers' strategies and classroom management at Junior High School in Rejang Lebong Regency". ENGLISH FRANCA: Academic Journal of English Language and Education, 1(2), 149- 194. http://dx.doi.org/10.29240/ef.v1i2.291

[7] Abidin, Z. 2020. "Educational Management of Pesantren in Digital Era 4.0". *Jurnal Pendidikan Agama Islam*, *17*(2), 203-216.

of physical interaction with a teacher. Students with internet network access can take use of online courses to make their studies more productive, efficient, and interactive. They allow students from many backgrounds and cultures to join due to their online nature Studying in an online course usually entails more flexibility in terms of time, location, and engagement. Online courses have provided students with exciting new opportunities to learn more effectively and enjoyably. To make information transference more successful, online courses provide tools for creating dynamic presentations using animation effects, audio, and video clips. The great dynamic presentations will make it easy for students to improve their ability/knowledge. They offer appealing learning services to help students grasp the information more readily and enjoyably.

In addition to classroom instruction, students at Senior High School Number 1 in Rejang Lebong have access to a variety of online learning opportunities, including the English language. A poll of SMA 1 Rejang Lebong's 12th-grade online students from the 2020/21 school year found the following. The vast majority of students in SMA 1 supplement their in-school instruction with Indonesian English course platform to develop their Higher Order Thinking Skills (HOTS). Indonesian English course platform is a relatively new and well-known online course platform in Indonesia. Online course platform is part of ICT. ICT is described as "forms of information creation, display, storage, manipulation, and exchange technology".[8] Furthermore, Asabere and Enguah, as referenced by Apriani et al., provided a definition of ICT "as encompassing the devices, procedures, and environments that facilitate the physical infrastructure and provision of services for the generation, transmission, manipulation, retention, and distribution of various forms of information, such as speech, text, data, images, and video, with the aim of establishing an essential context."[9] ICT is suitable for many facets of education, including lesson design, method, procedures, media, content, and evaluation.[10] Furthermore, Indonesian English course platform, which has over six million users and more than Hundred and fifty thousand teachers under its supervision, is Indonesia's biggest and most comprehensive digital corporation focusing on education-related services. It has a number of features that can assist pupils in becoming more active and learning more effectively. The Indonesian English course platform boasts a team of highly skilled and knowledgeable trainers. The platform offers a user-friendly interface with attractive and straightforward features. The course materials provide comprehensive information, and the features are presented in a clear manner.

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[8] Apriani, Eka, Safnil Arsyad, Dadan Supardan, Paidi Gusmuliana, English Tadris, Study Program, Tarbiyah Faculty, et al. 2022. "ICT Platforms for Indonesian EFL Students Viewed from Gender during the COVID-19 Pandemic" 9 (1): 187–202.

[9] *Op.cit.*

[10] Apriani, E., Dadan Supardan, & Umami, M. 2020. "Independent learning: English teachers' problems in designing a good lesson plan in new normal era at MAN Rejang Lebong" [Paper presentation]. *International Conference on the Teaching English and Literature*, Bengkulu, Indonesia

Additionally, the platform allows users to conveniently download the instructional videos. The primary objective of the Indonesian English course platform is to facilitate students in developing higher-order thinking skills (HOTS) in the context of English language acquisition. Furthermore, students will acquire the necessary skills to effectively address and resolve challenges encountered in their English language acquisition process.

Hence, there are some previous studies for this research. First, Susanti, et al with the title "Improving EFL Students' Higher Order Thinking Skills Through Collaborative Strategic Reading in Indonesia", The findings indicated that Collaborative Strategic Reading (CSR) could help pupils develop their higher-order thinking abilities.[11] Second, Alshaiji & Al-Saeed with the title "Effect of Instructions in Course Book Tasks on Promoting Higher-Order Thinking Skills", The outcome demonstrated that the majority of the tasks in the sample used encouraged students' less developed cognitive abilities. Therefore, challenges that encourage higher-order cognitive skills should be included by teachers and syllabus and material designers. The findings are anticipated to be used as a resource for direct language teachers when developing curricula and lesson plans for their course books.[12] Third, Hasibuan, et al with the title "Students' Voices on the Teaching of Higher Order Thinking Skills Through WhatsApp-mediated EFL Online Discussion", The outcome demonstrated how students' use of WhatsApp as a suitable platform for learning and thinking increased their level of critical thinking as well as how they perceived online debate. Additionally, it is advised that the facilitator role of teachers be continuously expanded in order to improve the effectiveness of this online dialogue.[13]

Therefore, the researcher seeks to find out how Indonesian English course platform can optimize students' higher order thinking skill (HOTS) in learning English at SMA N 1 Rejang Lebong. So that, the researcher conducted the research entitled **Optimizing Students' Higher Order Thinking Skill through Indonesian English Course Platform.**

Methods

In this researcher, researchers employed a survey design to gather the data. A survey research design is a part of quantitative research methodology employed to elucidate the perspectives, actions, and attributes of a certain group

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[11] Susanti, Arik, Pratiwi Retnaningdyah, Ade Nila, Puspita Ayu, and Anis Trisusana. 2020. "Improving EFL Students' Higher Order Thinking Skills Through Collaborative Strategic Reading in Indonesia" 01 (2): 43–52.

[12] Alshaiji, Hanoof Khalid, and Shaima Jamal Al-saeed. 2021. "Effect of Instructions in Course Book Tasks on Promoting Higher-Order Thinking Skills" 14 (12): 218–26. https://doi.org/10.5539/elt.v14n12p218.

[13] Hasibuan, Amrin, Sri Setyarini, and Pupung Purnawarman. 2021. "Students ' Voices on the Teaching of Higher Order Thinking Skills Through WhatsApp-Mediated EFL Online Discussion" 546 (Conaplin 2020): 14–20.

by utilizing representative samples obtained from the general public.[14] This study was conducted to find out what how Indonesian English course platform can optimize students' HOTS. The population was comprised of all students in SMA 1 Rejang Lebong in the 12th grade of academic year 2022/2023. There were total of 337 pupils in the class. Purposive sampling was utilized by the researcher to choose the sample. The students who use Indonesian English course platform were used as the sample in this study. There were total of 84 pupils in the class. In order to collect data, the researcher distributed a questionnaire to 12th grade students in the academic year 2022/2023. The questionnaire was used to gather information on how students' HOTS in learning English can optimize by using Indonesian English course platform. Four Likert-scale response alternatives are available for each statement item: "Strongly Disagree, Disagree, Agree, and Strongly Agree". This study uses techniques for percentage analysis (SPSS). The status of factors, namely maximizing HOTS in learning English by utilizing Indonesian English course platform, are identified using the descriptive percentage data analysis approach.

RESULT AND DISCUSSION

The researcher administered a questionnaire to 84 respondents in the 12th grade to learn how Indonesian English course platform in maximizing students' Higher Order Thinking Skill (HOTS). Thirty items from three primary indicators make up the questionnaire.

The researcher discovered that the Indonesian English course platform comes in three indicators: Analyzing, Evaluating, and Creating according on the data obtained from the students' responses to the questionnaire.

Analyzing

Analytical thinking is the fourth indication in Blooms' taxonomy. Understanding how information's component parts relate to one another and to the larger system requires breaking it down into its individual elements. The table below provides information on the Indonesian English course platform and how it works to maximize students' use of Higher Order Thinking Skills (HOTS) in analyzing data.

Table 1. Percentage of Analyzing

Indicator	Statements	SD	D	A	SA	Total	
		F	F	f	f	Score	%
Analyzing	1. When I use Indonesian English course platform, I possess the capability to discern the categorization and sub-categorization of information that I perceive through auditory means in the	1	16	34	29	251	74.70

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[14] Creswell, J. W. 2012. "Educational research planning, conducting, and evaluating quantitative and qualitative research". Boston: Pearson Education, Inc.

English language, depending on their respective functional roles.

2. When I use Indonesian English course platform, I possess the capability to discern the categorization and sub-categorization of information that I perceive through auditory means in the English language, based on their distinct communicative purposes.	2	15	35	28	249	74.11
3. When I use Indonesian English course platform for speaking aspect, I possess the ability to categorize various forms and subcategories of information that I communicate, according to their distinct purposes.	3	16	34	25	237	70.54
4. When I use Indonesian English course platform, I am able to categorize various text genres according to their distinct roles in terms of my English reading ability.	1	15	39	23	240	71.43
5. When I use Indonesian English course platform, I am able to organize various text groups according to their individual functions in terms of my English reading ability.	1	10	42	25	247	73.51
6. When I use Indonesian English course platform for reading skill, I possess the ability to categorize various linguistic attributes according to their corresponding genres.	1	15	39	23	240	71.43
7. When I use Indonesian English course platform, I possess the ability to thoroughly examine various textual genres, hence enhancing my reading comprehension skills.	1	16	34	27	243	72.32
8. When I use Indonesian English course platform, I possess the ability to thoroughly examine various textual structures, hence enhancing my reading comprehension skills.	2	16	36	24	238	70.83
9. When I use Indonesian English course platform, my ability to describe several text genres in detail according to their purposes and goals demonstrates how well I write in English.	2	14	38	24	240	71.43
10. When I use Indonesian English course platform, I am able to describe various text organizations in detail according to	1	20	33	24	236	70.24

their purposes and goals, which shows that my English writing skills are strong.					
11. When I use Indonesian English course platform, I have good English writing skills because I possess the ability to provide comprehensive descriptions of many language features, identifying their specific purposes and objectives.	4	13	40	21	234	69.64
TOTAL					2655	71.83

In response to the given prompt, it was observed that out of the total number of students, 34 students expressed agreement, 29 students expressed strong agreement, 1 student expressed definite disagreement, and 16 students expressed disagreement. The cumulative percentage is 74.70%, while the aggregate score amounts to 251. In relation to Statement 2, a pair of students expressed strong disagreement, while fifteen students expressed disagreement, thirty-five students expressed agreement, and twenty-eight students expressed strong agreement. The data indicates that the percentage is 74.11% and the overall score is 249. Statement 3 demonstrates that a total of three students expressed a strong disagreement, while sixteen students expressed a disagreement. Additionally, thirty-four students indicated an agreement, and twenty-five students expressed a strong agreement. The calculated percentage is 70.54%, resulting in a cumulative score of 237%. According to the findings of Statement 4, a total of 23 students expressed a high level of agreement, while 39 students indicated agreement. Conversely, 15 students disagreed with the statement, and only 1 student severely disagreed. A total of 240 points, equivalent to 74% of the total score, is obtained. Statement 5 revealed that 25 students highly agreed, 42 students agreed, 10 students disagreed, and 1 student strongly disagreed. The percentage for the 247 total score is 73.51%. Statement 6 revealed that 23 students highly agreed, 39 students agreed, 15 students disagreed, and 1 student strongly disagreed. Seventy-four percent of the overall score, or 240, is earned. In response to statement 7, 1 student indicated a strong disagreement, 16 indicated a disagreement, 34 indicated agreement, and 27 indicated a strong agreement. The overall score of 243 corresponds to a percentage of 72.32%. The findings of Statement 8 indicate that among the participants, two students expressed a strong disagreement, sixteen students expressed a disagreement, thirty-six students expressed an agreement, and twenty-four students expressed an extreme agreement. 70.83% of the total is given, and a score of 238 is obtained altogether. Statement 9 showed that two students chose strongly disagree, fourteen students chose disagree, 38 students chose agree, and 24 students selected extremely agree. 71.43% of the 240 points are in the percentage. In response to statement 10, one student indicated a strong disagreement, twenty indicated a disagreement, 33 indicated agreement, and 24 indicated high agreement. A final score of 236 is achieved with a percentage of 70.24%. Regarding statement 11, it was found that

4 students expressed a strong level of disagreement, while 13 students expressed a moderate level of disagreement. On the other hand, 40 students expressed a moderate level of agreement, and 21 students expressed a strong level of agreement. The aggregate score, amounting to 234, corresponds to a percentage of 69.64%.

Based on the aforementioned description, it can be inferred that the utilization of an Indonesian English course platform has the potential to enhance the analytical abilities of the majority of students, as indicated by a significant percentage of 71.83%.

Evaluating

The fifth higher order thinking skill sign is evaluating. To evaluate is to make decisions based on standards and criteria. Performing checks and critiques is part of evaluating. Below is a table that details the Indonesian English course platform for maximizing students' HOTS in Evaluating indication.

Table 2. Percentage of Evaluation

Indicator	Statements	SD	D	A	SA	Total	
		f	f	f	F	Score	%
Evaluating	12. When I use Indonesian English course platform, It is imperative for me to develop the cognitive ability and aptitude to promptly and reflexively engage with any argument that I encounter while listening to English audio content.	2	16	35	25	239	71.13
	13. When I use Indonesian English course platform, I possess the ability to verify the accuracy and purpose of the information I get by comparing it to my pre-existing expertise in the relevant field.	2	16	37	23	237	70.54
	14. When I use Indonesian English course platform, I possess the ability to present a coherent and well-reasoned argument based on an English audio source, should such a request be made.	0	16	40	22	240	71.43

15. When I use Indonesian English course platform, I possess the ability to construct arguments by evaluating their quality, purpose, and underlying objectives.	1	17	36	24	239	71.13
16. When I use Indonesian English course platform, I am capable of corroborating my arguments by consulting additional sources.	2	11	32	33	252	75.00
17. Indonesian English course platform allows me to analyze different text genres while reading English writings based on their goals, functions, and intentions.	2	10	35	31	251	74.70
18. Indonesian English course platform, I am able to assess the textual structures of English writings in terms of their purposes, goals, and intentions.	2	9	43	24	245	72.92
19. When I use Indonesian English course platform, I can analyze linguistic features in English texts based on how the genres are divided.	2	10	39	27	247	73.51
20. When I use Indonesian English course platform, I possess the capability to assess various textual genres by considering their functions, goals, and objectives.	3	10	41	24	242	72.02
21. By utilizing an Indonesian English course platform, I am capable of assessing various linguistic elements according to genre classifications, thereby enabling me to generate English writings of superior quality.	2	17	36	23	236	70.24
TOTAL					2428	72.26

According to Statement 12, it was found that two students expressed a strong disagreement, while sixteen students expressed a disagreement. Additionally, thirty-five students expressed an agreement, and twenty-six students expressed a strong agreement. The final score of 239 points corresponds to a percentage of 71.13%. Regarding statement 13, it was observed that two students

expressed strong disagreement, while sixteen students expressed disagreement. Furthermore, a majority of seventy-seven students expressed agreement, while a notable number of twenty-three students expressed strong agreement. The calculated percentage is 70.54%, resulting in a cumulative score of 237%. Based on the data provided in statement 14, it can be observed that out of the total number of students surveyed, 16 students expressed disagreement, 40 students expressed agreement, and 22 students expressed strong agreement. A total of 240 points, equivalent to 74% of the total score, is obtained. Statement 15 revealed that 24 students highly agreed, 36 students agreed, 1 student strongly disagreed, and 17 students disagreed. The percentage is 71.13%, giving the final score of 239 points. According to statement 16, there were two students who highly disagreed, eleven students who disagreed, 32 students who agreed, and 33 students who strongly agreed. The overall percentage achieved is 75.00%, with a total score of 252. According to Statement 17, it was found that 2 students expressed a strong disagreement, 10 students expressed a disagreement, 35 students expressed an agreement, and 31 students expressed a strong agreement. With a percentage of 74.70%, the total score amounts to 251. According to Statement 18, the survey results indicate that 2 students expressed a strong disagreement, 9 students expressed a disagreement, 43 students expressed an agreement, and 24 students expressed a strong agreement. The percentage is 72.92% with a total score of 245. When it came to statement 19, two students indicated they severely disagreed, ten indicated they disagreed, 39 indicated they agreed, and 27 indicated they strongly agreed. With a total score of 247, the overall percentage is 73.51%. Statement 20 revealed that 41 students chose agree, 24 selected extremely agree, 3 students selected agree, 10 selected disagree, and 3 students selected strongly disagree. With a final score of 242, the overall percentage is 72.02%. In response to statement 21, two students indicated they strongly disagreed, seventeen indicated they disagreed, 36 indicated they agreed, and 23 indicated they very agreed. A final score of 236 is achieved with a percentage of 70.24%.

Based on the aforementioned description, it can be inferred that the majority of students' evaluative abilities can be enhanced by the utilization of an Indonesian English course platform, with a total percentage of 72.26%.

Creating

The sixth signal within Bloom's taxonomy pertains to the cognitive process of creativity. The act of creating involves the assembly of disparate components to generate a novel entity, or the reorganization of preexisting materials to yield a fresh configuration. The following table provides a description of the Indonesian English course platform with regards to its optimization of students' HOTS in the domain of Creating.

Table 3. Percentage of Creating

Indicator	Statements	SD	D	A	SA	Total	
		F	f	f	f	Score	%
	22. When I use Indonesian English course platform, I possess the ability to effectively communicate all the facts that I have comprehended from an English audio to individuals, utilizing my own proficiency in the English language.	2	15	38	23	238	70.83
	23. When I use Indonesian English course platform, I am capable of formulating and organizing ideas or information in a manner that enhances my spoken communication skills in the English language.	1	16	35	26	242	72.02
	24. When I use Indonesian English course platform, I can build the idea and convey all ideas well.	2	15	31	30	245	72.92
Creating	25. When I use Indonesian English course platform, I possess the ability to rearrange preconceived notions in order to facilitate impromptu verbal expressions.	2	13	31	33	253	75.30
	26. When I use Indonesian English course platform, When engaging with English texts, I possess the ability to mentally structure and categorize information derived from diverse English text sources.	1	13	41	24	246	73.21
	27. When I use Indonesian English course platform, I can organize all information from various English language features in text.	3	12	46	18	237	70.54
	28. When I use Indonesian English course platform, I possess the ability to generate original written compositions in the English language by leveraging my comprehensive comprehension of several English literary genres.	1	12	37	28	248	73.81

29. When I use Indonesian English course platform, I am able to produce my own written English texts.	2	10	46	21	244	72.62
30. With Indonesian English course platform and my extensive knowledge of English linguistic characteristics, I am able to write my own English-language texts.	3	9	43	25	250	74.40
TOTAL					2203	72.85

In response to statement 22, two students indicated a strong disagreement, fifteen indicated disagreement, 38 indicated agreement, and 23 indicated strong agreement. The cumulative score obtained is 238, which corresponds to a percentage of 70.83%. The findings pertaining to Statement 23 have been disseminated, encompassing the viewpoints of one student expressing strong disagreement, sixteen students expressing disagreement, thirty-five students expressing agreement, and twenty-six students expressing strong agreement. The cumulative score amounts to 242, yielding an overall percentage of 72.02%. In response to statement 24, 2 students indicated a strong disagreement, 15 indicated a disagreement, 31 indicated agreement, and 30 indicated strong agreement. The score is 245, and the percentage is 72.92%. In response to statement 25, two students said that they severely disagreed, thirteen indicated that they disagreed, 31 indicated that they agreed, and 33 indicated that they strongly agreed. With a 253-overall score, the percentage is 75.30%. According to Statement 26, the data indicates that 24 students expressed a preference for the extremely agree option, while 41 students indicated agreement. Conversely, just 1 student chose the strongly disagree option, and 13 students expressed disagreement. The overall score of 246 corresponds to a percentage of 73.21%. Regarding statement 27, it was observed that a total of 3 students expressed a strong disagreement, while 12 students indicated a moderate disagreement. On the other hand, 46 students demonstrated agreement, and 18 students expressed a high level of agreement. The overall score of 237 corresponds to a percentage of 70.54%. Regarding statement 25, it was found that two students expressed strong disagreement, while thirteen students expressed disagreement. Additionally, 31 students expressed agreement, and 33 students strongly agreed with the statement. The proportion corresponding to a 253-overall score is 75.30%. According to Statement 26, it was found that 24 students expressed a high level of agreement, 41 students expressed agreement, 1 student expressed a strong disagreement, and 13 students expressed disagreement. The overall score is 246, representing a percentage of 73.21%. Regarding statement 27, it was seen that a total of 3 students expressed a strong disagreement, while 12 students indicated a moderate level of disagreement. Furthermore, 46 students demonstrated an inclination towards agreement, and 18 students exhibited a

strong inclination towards agreement. The overall score of 237 corresponds to a percentage of 70.54%.

From the statistics, it is clear that a whopping 72.85% of students can benefit from using an Indonesian English education platform to enhance their creative abilities.

DISCUSSION

To explore the possible enhancement of students' higher order thinking skills, the researcher conducted a study at Senior High School number 1 Rejang Lebong, focusing on the usage of an Indonesian English course platform for English language learning. The researcher distributed a survey to a cohort of 84 participants. These respondents were selected from twelve cohorts of graduates from SMAN 1 Rejang Lebong, who possessed prior experience in learning English outside the traditional classroom setting. The questionnaires comprise a total of 30 items derived from three primary indicators.

With regard to the initial indicators, Analyzing (C4), the majority of students' analyzing skill can optimize by using Indonesian English course platform with the entire percentage 71.83 %. As a result, Anderson (2001) recommended that "educators and teachers teach analysis by integrating methodologies that differentiate, organize, and attribute (to divide into constituent parts and identify how these parts relate to one another as well as to an overarching structure and purpose)."[15] Additionally, according to Thamrin et al., (2019), analyzing will divide the material into pieces so that the authors can examine how the pieces relate to one another and how they can grasp it better.[16] This phase include the activities of comparing, organizing, analyzing, investigating, and uncovering. Consequently, the development of analytical skills, which are a sort of higher-order thinking, equips students with the capacity to extract information, dissect it into constituent elements, and grasp its underlying significance. It indicates that the Indonesian English course platform can become a platform for optimizing students' HOTS in learning English outside of the classroom.

In case of Evaluating (C5), the majority of students' evaluating skill can optimize by using Indonesian English course platform with the entire percentage 72.26 %. Students must rank or evaluate their own creation in the Higher order thinking skill concept. In accordance with this, Barbara in Apriani et al argues that

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[15] Anderson, Lorin W, and David R Krathwohl. 2001. "A Taxonomy for Learning Teaching and Assessing_ a Revision of Bloom`s Taxonomy of Educational Objetives-Longman. Book" 1.

[16] Thamrin, Nani Ronsani, Pratomo Widodo, and Margana. 2019. "Developing Higher Order Thinking Skills (Hots) for Reading Comprehension Enhancement." *Journal of Physics: Conference Series* 1179, no. 1.

educators must include chances for reflective discourse and experiential learning in order to make learning more active[17]. To facilitate cognitive development at an advanced level, students are required to construct logical arguments, articulate personal viewpoints, and critically evaluate substantiating data derived from primary and secondary sources. Here, Indonesian English course platform gave the students experiences how to do them all. According to Putri et al (2020), "To make information transference more successful, online courses provide tools for creating dynamic presentations using animation effects, audio, and video clips."[18] The great dynamic presentations will make it easy for students to improve their ability/knowledge. Additionally, Thamrin et al stated that "appraising reviews the justification of a decision or course of action. It entails verifying, speculating, criticizing, testing, and evaluating each piece of information they obtained from whatever source."[19] Students benefit from skill evaluation. Students can cross-check their own arguments with other sources by using this evaluation to assess them. The students have the ability to evaluate the textual subgenres based on the classifications of the genres. The pupils can It entails verifying, speculating, criticizing, testing, and evaluating each piece of information they obtained from whatever source.

The last indicator is Creating (C6), the majority of students' creating skill can optimize by using Indonesian English course platform with the entire percentage 72.85 %. According to Chinedu (2016), students might exhibit HOTS when they can develop and apply these talents in their educational activities.[20] Additionally, According to Anderson (2001), the process of evaluation involves the synthesis of many components to form a novel entity or the reorganization of preexisting elements to generate a fresh framework. Generate, plan, and produce are all steps in the creation process.[21] According to Seoane Pardo and Zangrando in Pregitha (2020), "Online tutor is the teaching role who follows a group of students on a part of their learning path, ensures the efficiency of teaching-to-learning process, promotes the achievement of aims and skills predicted for the academic initiative that he/she leads, by creating a context of collaborative and active learning, and evaluates how pre-established aims were

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[17] Apriani, E., & Hendra Harmi. 2022. "Investigating the Role of ICT toward Students' Higher Order Thinking in Writing Skills at Islamic University Students". *14*(2016), 2213–2224. https://doi.org/10.35445/alishlah.v14i1.2260

[18] Putri, Rani, Dwi, Leffy Noviyenty, Eka Apriani. 2020. "STUDENTS' PERCEPTION OF ENGLISH ONLINE COURSE (RUANG GURU) (A Study of Students' in SMA 1 Rejang Lebong)". Institut Agama Islam Negeri Curup

[19] *Op.cit.*

[20] Chinedu, C.C., & Kamin, Y. 2015. "Strategies for improving higher order thinking skills in teaching and learning of design and technology education". Lagos: *Journal of Technical Education and Training (JTET)*, 7(2), 35-43.

[21] *Op.cit*

achieved for students and for the academic intervention (quality management)".[22] In addition, Thamrin et al. (2019) affirm that the act of creating is the process of coming up with fresh concepts, items, or perspectives on the world. It entails planning, creating, producing, and inventing, among other things.[23] This represents the final measure of higher-order cognitive abilities. The Indonesian English course platform has the potential to enhance students' proficiency in creative expression. Students can successfully utilize their acquired skills to communicate without relying on written materials, demonstrate strong grammatical structures in their English writing, and generate original goods based on their own ideas.

The culmination of Blooms' taxonomy signifies the attainment of three tiers of advanced cognitive abilities. The utilization of the Indonesian English course platform has facilitated the attainment of HOTS. According to Thamrin et al. (2019), "the stages C1 to C3 are considered to be Lower Order Thinking Skills, while the remaining stages, C4 to C6, are considered to be Higher Order Thinking Skills."[24] The fundamental aim of Higher Order Thinking Skills (HOTS) is to provide students with the capacity to gather and evaluate material, classify it, and devise inventive solutions that are relevant to a wide range of real-world situations that extend beyond the boundaries of educational settings. In light of this, it is possible to draw the conclusion that the Indonesian English course platform can be used as a tool to enhance students' HOTS in addition to classroom instruction.

CONCLUSION

As aforementioned description, it could conclude that Indonesian English course platform is effective to promote and improve students' higher-order thinking skills. In addition to this, it encourages the growth of analytical thinking, problem-solving ability, and creative thinking capabilities. According to the findings, the students in the 12th grade at SMAN 1 Rejang Lebong have achieved a high level of cognitive capacity. Teachers should establish learning objectives for their students that are based on bloom taxonomy, as outlined in the core idea, in order to assist students to enhance their Higher Order Thinking abilities (HOTS). This will allow teachers to more effectively guide students in the development of their HOTS. The first three components of taxonomy bloom are called LOTS and are C1 (remembering), C2 (understanding), and C3 (applying). Nevertheless, HOTS also happens in C4 (analyzing), C5 (evaluating), and C6 (creating).

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[22] Pregitha, Sherlyi. 2020. "The Use of Ruangguru for Students in Learning English". Language and Art Department. Faculty of Teacher Training and Education. Jambi University
[23] *Op.cit.*
[24] *Op.cit*

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