



ISSN : 2548 - 4613
Vol. 4. Desember 2019

Proceedings

The 4th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Indonesia Context Focused
on Disruptive Technology of Industrial Revolution 4.0.

23 - 24 September 2019
Garuda Plaza Hotel - Jln. Sisingamangaraja No. 18
Medan, North Sumatra - Indonesia



Supported by :



Committee

Advisors

Dr. Syamsul Gultom, S.KM.,M.Kes (Rector of Unimed)
Prof. Dr. Bornok Sinaga, M.Pd (Director of Postgraduate Program of Unimed)
Prof. Dr. Sahyar, MS.,MM (Vice Director 1 of Postgraduate School of Unimed)
Dr. Darwin, M.Pd (Vice Director 2 of Postgraduate Program of Unimed)

Conference Chairperson	: Dr. Rahmad Husein, M.Ed
Secretary	: Dr. Juniastel Rajagukguk, M.Si
Trasurer	: Dedi Agus Syahputra, SE
Secretariat	: Vivi Emilawati, SE.,M.Si
	1. Erika, S.Pd.,M.Pd
	2. Nurul Fazrika, S.Pd.,M.Pd
	3. Amir Husin Sitompul, S.Pd.I
	4. Agus Harriyanto
Papers and Proceedings	: 1. Dr. R. Mursid, ST.,M.Pd
	2. Dr. Anni Holila Pulungan, M.Pd
	3. Dr. Saronom Silaban, M.Pd
	4. Dr. Tumiur Gultom, M.Si
	5. Mangaratua Simanjorang, M.Pd.,Ph.D
	6. Indra Hartoyo, S.Pd.,M.Hum
	7. Dra. Meisuri, MA
	8. Dr. Hermawan Syahputra, M.Si
Program/Event	: 1. Dr. E. Elvis Napitupulu, M.Si
	2. Dr. Rachmat Mulyana, M.Si
	3. Dr. Elmanani Simamora, M.Si
Plenary Session	: 1. Prof. Amrin Saragih, M.A.,Ph.D
	2. Prof. Dr. Abinus Silalahi, M.S
	3. Prof. Dr. Abdul Hasan Saragih, M.Pd
Moderator for Parallel :	1. Prof. Dr. Edi Syahputra, M.Pd
	2. Prof. Dr. Anita Yus, M.Pd
	3. Prof. Dr. Paningkat Siburian, M.Pd
	4. Dr. Edy Surya, M.Si
	5. Dr. Fauziyah Harahap, M.Si
	6. Dr. Rahmatsyah, M.Si
	7. Dr. Arif Rahman, M.Pd
	8. Dr. Ir. Nurfajriani, M.Si
	9. Dr. Hidayat, M.Si
	10. Dr. Fitrawaty, SP.,M.Si
	11. Dr. Albadi Sinulingga, M.Pd
	12. Dr. Abdurrahman Adisaputera, M.Hum
	13. Dr. Imran Ikhamad, M.Pd
	14. Dr. Arfan Ikhsan, M.Si
	15. Dr. Saidun Hutasuhut, M.Si
	16. Dra. Jubliana Sitompul, M.Hum
Poster Session	: 1. Dr. Anni Holila Pulungan, M.Hum

2. Dr. Syamsidar Tanjung, M.Pd
 3. Dr. Sukarman Purba, M.Pd
 4. Dr. Ajat Sudrajat, M.Si
 5. Dr. Ratih Baiduri, M.Si
 6. Dr. Muhammad Fitri Ramadhana, M.Si
 7. Dr. Mulyono, S.Si.,M.Si
 8. Dr. Daulat Saragi, M.Hum
 9. Dr. Tumiur Gultom, SP.,MP
 10. Dr. Derlina, M.Si
 11. Dr. Wisman Hadi, M.Hum
 12. Dr. Nurhayati Simatupang, M.Kes
 13. Dr. Amir Supriadi, M.Pd
 14. Ali Fikri Hasibuan, SE.,M.Si
 15. Drs. Thamrin, M.Si
 16. Junita Friska, S.Pd.,M.Pd
- Public relations** : 1. Muhammad Surip, S.Pd.,M.Si
2. Jihan Siska
- Accommodation** : 1. Ater Budiman Sinaga, M.Si
2. Hendry Dalimunthe, MA
3. Yandri Imanuel Siburian, SE., M.Si.
4. Jasmi Assayuti, SHi
- Equipment** : 1. Eko Budiarto
2. Sofianto Gultom
3. Suhana Nasution
4. Farid Ma'ruf Harahap
5. Isachar Adry Utomo
6. Diky Arisandi
7. Herianto Samosir, S.Pd
8. Ahmad Rosyadi Nasution, S.Pd
9. Hizrah Saputra Harahap, S.Pd
10. Muhammad Isnaini, M.Pd
11. Nasiruddin, S.Pd
- IT & ICT** : 1. Jerry S. Pauned, S.Si
2. Mulyanto Duha
- Transportation** : 1. Hisar P. Sianturi, SH
2. Sari Purnamawati Siregar, M.Hum
3. Yutia Hafwenny, S.KM
- Consumption** : 1. Fitria Ramadhani
2. Azizi Apri Indaya, S.Pd
3. Susiani, S.Sos
4. Siti Rohana, M.Pd
5. Yutia Hafweny, S.KM
6. Tiarna Nova, M.Pd.
- Receptions** : 1. Nisa Ansyari Gultom, S.Pd
2. Desi Yulian, S.Pd
3. Siti Rohana, S.Pd.,M.Pd
4. Cecilia Tampubolon, S.Sos

Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

Table of Content

Title And Authors	Page
Learning Media Development of Foklore Text Which is Based on Digital in the 10th Grade of Vocational High School PAB 1 Helvetia <i>Yogi Andriyan Zunaeidy</i>	1-3
Translation Shift in the English Version of Musabaqah Tafsir Quran <i>Muhajirah Binti Jamaluddin</i>	4-8
Types of Lexical Creation in Iis Dahlia's Slang Words in Mamaku Hits <i>Filzah Farhana Hasibuan</i>	9-12
The Effect of Learning Strategies and Achievement Motivation on Entrepreneurship Learning Outcomes of Scout Special Unit Education and Culture Program BP-PAUD and DIKMAS Sumatera Utara <i>Johanes Pasaribu</i>	13-16
Analysis of Student's Science Process Skill on Respiration System Topic in Langsa City- Aceh <i>Ajeng Lola Prianti</i>	17-20
Meaning Equivalence in Abdullah Yusuf Ali's Translation of Surah al waqiah from English into Indonesian <i>Wirdatul Mardhiah</i>	21-22
Developing an Authentic Assessment Instrument of Exposition Text Based on Higher Order Thinking Skills (HOTS) in Class X Students of Senior High School <i>Yuli Novita Sari</i>	23-26
Sentence Acquired by Children of 2 – 2.6 Years Old in Bilingual Environment <i>Laura Agustina Simamora</i>	27-29
Development of Study Peripheral Base on the Realistic Approaches to Increase Ability of Mathematical Reasoning of Student Junior High School State 6 Medan <i>Melisa</i>	30-35
Effectiveness of Ecology and Environment Textbook Based on Science Literacy and North Sumatra's Local Potency to Improve High School Student Science Literacy <i>Ivandi Sitompul</i>	36-39
Deposit Determinant Analysis in Bank Sumut <i>Mangaradot Saur A Sinaga</i>	40-47
Development of Teaching Materials Based on Guided Discovery Learning Methods to Increase Mathematical Problem Solving Ability <i>Rianta Ananta Sitepu</i>	48-55
Development of Mathematical Learning Devices Based on Model Problem Based Learning (PBL) to Improve Mathematical Communication Skills of School IT Jabal Noor Students Class VII	56-65

Rizka Putri Rahayu

Development of Thematic Teaching Materials Based on Local Culture at The Fourth Grade of Primary Schools in North Padang Lawas District 66-69

Rahimul Harahap

The Maintenance of Mandailing Language Kecamatan in Torgamba

Putri Nurul Rahmadani Siregar 70-76

Enhancing Students Mathematical Conceptual Understanding by Applying Guided Discovery Learning and Direct Learning Model 77-82

Sri Rahwany Marbun

Development of Learning Devices Based on Realistic Mathematic Education to Improve Mathematical Communication of Students at Senior High School 83-86

Karina Hajar Hutasuhut

The Developing of Interactive Learning Media in Improving The Learning Creativity of 4-6 Year-Old Playgroup Students in PAUD Kenanga Raya Medan 87-89

Romi

The Influence of Learning Approaches and Interest in Learning Against the Results of Learning English in Class VIII Medan SPK Middle School T.A 2018/2019

Juni Triana Sitompul 90-94

Determinant Analysis of Sharia Banking Efficiency in Indonesia

Rahmat Putra Ahmad Hasibuan 95-99

The Development of Interactive Instructional Media Based on Behavioral Perspective to Improve the German Skills of Senior High School Students Grade X 100-102

Hadijah Handayani Sibuea

Development of Guided Inquiry Green Chemistry Practicum Guides 103-106

Ekin Dwi Arif Kurniawan

The Development of Adobe Flash Media Integrated Problem Based Learning on Salt Hydrolysis 107-110

Indriati Aulia

The Effect of Learning Strategy and Interpersonal Communication on the Students Achievement Reading Comprehension English Language at SMP Negeri 1 Selesai Kabupaten Langkat Tahun Ajaran 2018 / 2019 111-115

Husna Lubis

Cognitive Consideration in Persuading Readers in Argumentative Writing 116-119

Betharia br. Sembiring Pandia

The Role of the Single Mother of Parenting in Informal Education in Javanese Ethnic Families in Kualuh Hulu District Labuhanbatu Utara Regency 120-122

Suriyanti Siagian

Understanding of Female Prisoners Character Education Through Formal 123-125

Socialization at Labuhan Ruku Penitentiary

Dian Puspita Sari Sirait

Local Wisdom-Based Education Marsialapari Salak Farmers Sibangkua Angkola Barat Tapanuli Selatan 126-128

Desy Andarini

Rituals at the Tomb of Datuk Darah Putih as a Media for Nonformal Education to Respect Ancestors (Case Study Chinese Ethnic in Aur Village Medan Maimun District Medan City) 129-131

Gadis Anastasia

Interactive Multimedia-Based Learning Materials Innovation for Teaching Basic Techniques in Analysis 132-134

Yuni Chairani

The Effect Model of Learning and Learning Interest Against the Results of Learning the Knowledge of Nature Primary School (SD) in Medan T.A 2019/2020 135-139

Mida Lishanata

Development of Interactive Media in Arabic on the Material Read Class VIII of MTs Darul Hikmah T.A 2019/2020 140-143

Nurul Amri

The Influence of Leadership Behavior, Work Motivation, Job Stress, and Job Satisfaction on Lecturers' Performance 144-146

Hanafiah

Developing Big Book as Reading Materials Based on Thematic Approach for Fourth Grade Students at SD Negeri 028068 Binjai East Binjai Regency Langkat 147-149

Utari

The Development of Textbook Based on Research About the Insect Pollinator on Chili Paper (*Capsicum annum L.*) 150-154

Fitriatul Aspahani

Gratitude Expressions and Responses used by the Characters in the Vow Movie 155-158

Sabrina Octavia Pandingan

Subtitling Strategies Used in The Meg Movie Texts 159-164

Devi Sucina Nirwana

Lexical Metaphor in Novel and Film Critical Eleven 165-167

Indah Christiani Silitonga

The Types of Modality in Teaching Learning Process 168-169

Harnida Tanjung

The Effect of Teaching Strategies and Students Motivation on Reading Comprehension Achievement 170-173

Zulkarnain Batu Bara

The Types of Flouting Maxim by Governor Candidates of North Sumatera in Election Debate 2018	174-176
<i>Tri Wita Indah Sari</i>	
The Effect of Teaching Strategies and Students' Interest on Reading Comprehension of Recount Text of Eighth Grade Students of MTs Qur'an Kisaran	177-179
<i>Ahmad Fauzi</i>	
Flouting Maxims in the Courtroom of Administrative Court	180-182
<i>Aminah Ari Fadhila</i>	
Development of Adobe Flash Learning Media Based on Cooperative Learning to Improve Student's Spatial Ability at Chandra Kumala Secondary School	183-188
<i>Fajar Sukma Harsa</i>	
Improving Results in Learning Bahasa for Poetry Readings with the Implementation of a Direct Learning Model for Fifth Grade Elementary School	189-192
<i>Dr. Mayske Rinny Liando, S.Pd., M.Pd</i>	
Development of Learning Materials Based on Problem Based Learning to Improve Students Problem Solving Ability	193-197
<i>Poppy Amalia</i>	
Analysis Of The Economic Bilateral Relationship Indonesia – China On Balance Of Payments In Indonesia	198-201
<i>Sri Wulandari</i>	
Community Participation in Preservation of City Park The Case of Binjai City, Indonesia	202-204
<i>Widya Afriani Wiliskar</i>	
The Types of Gender Arguments in Instagram (A Case Study of Donald Trump's Political Status)	205-207
<i>Putri Permata Sari Samosir</i>	
The Analysis of Monetary Policy Transmission Mechanism by Exchange Rate Channel in Influencing The Inflation in Indonesia	
<i>Putry Sari Rahmadyah Pulungan</i>	208-214
Translation Technique Applied in Translating the First Call from Heaven Novel	215-222
<i>Sudariyani</i>	
Education Cultural in Bona Pasogit (Ethnographic Study of Education Cultural Inheritance in the Toba Batak Society Marga Panjaitan in Pematangsiantar)	223-225
<i>Tripresar Jhon Tuan Panjaitan</i>	
Evaluation Of Tiered In Order To Increase PAUD Teacher Competence In Medan City	226-230
<i>Rehmenda Christy</i>	
Women Politeness Strategies of Bargaining "Media Credit Store" in Tanjung	231-233

Morawa

Nahdyah Sari Daulay

Toba Batak Language Shift in Rantau Selatan

Helvi Vinawari S

234-236

Development of Interactive Multimedia Digital Storytelling in English Subjects

237-239

Juanda

The Effect of PLAN (Plan, Locate, Add and Note) Strategies on Students' Achievement in Reading Comprehension

240-244

Neneng Nurhamidah

Unggah-Ungguh Code Switching in Kartini Movie

Yutika Sari

245-247

Metaphors in Umpasa of the Toba Batak Wedding Ceremony

248-250

Sactica Oktavyani Sagala

The Effect of Model learning and Gender Against Piano playing Skills for class V SMK Negeri 11 Medan T.A 2019/2020

251-255

Gufran Nurman

The Effect of Cooperative Learning Model Based on Aceh Culture to Improve the Generic Science Skills of Student

256-260

Safitri Raufa

Gender Conversation in Workplace Context

Aisyah Fitriani Dasopang

261-265

Management and Development Quality of Teacher Performance Through Teacher Competence in the First Middle School in Banda Aceh

266-268

Faisal Anwar

Modality used in Beauty Product Advertisements on Instagram Caption

269-272

Indah Eka Sari

Attitudinal Appraisal in Ahok's Speech

Firdha Sabrina

273-276

Appraisal Attitudes by the Judges on Indonesian Idol "Grand Final" Session

Mieta Setieya

277-280

The Development of Virtual Laboratory-Based Learning Media of Biology on The Topic of Bacterial for High School Students

281-284

Lailatussyifa

Analysis of Economic Opening on Rupiah Exchange Rate on United States Dollars (2008-2018)

285-289

Sri Wahyuni

The Manners of Cognitive Process in Translating English Phrasal Verbs Into

290-293

Indonesian

Fitri Ervina Tarigan

Javanese Addressing Terms Maintenance by the Teenager Speakers in Bukit Malintang 294-298

Sudarti Rahayu Ningsih

Appraisal in Students' Argumentative Writing 299-302

Ika Vanesia Siagian

Speech Pauses Used by Male and Female Students in English Oral Examination 303-305

Lamia Deareni

The Development of Guidance and Integrated Science Practicum Kit Integrated Guided Inquiry Model bases Science Process Skills for Class VII Semester I 306-309

Fretty Nafartilova Hutahaeen

Analysis of Biomolecular Practicum Guides According to KKNi Curriculum 310-313

Nurul Indah Pratiwi

The Cognitive Process of Different Gender in Writing Argumentative Text 314-318

Surya Teriadi Tarigan

The Development of Chemistry Lab Guide Book for High School Based on Guided Inquiry to Measure Scientific Attitudes and Science Process Skill 319-325

Gorat Victor Sibuea

The Unnaturalness of the Translatio of Indonesian Tourist Resorts Signs Into English in Parapat and Bukit Lawang 326-328

Iis Aprianti

Grammatical Error of Speech by Students in Bilingual Program of Ma'had Al Jami'ah UIN North Sumatra 329-332

Riyah Shibha Nasution

Speech Functions Used by Male and Female Tour Guides in Their Touring Interaction with Tourists in Bukit Lawang 333-336

Widya Ningsih

Analysis of the Influence of Economic Openness to Indonesia Growth 337-340

Zando Silaban

Design Development and Standard Operational Procedure for Training Model Management of 3 Diploma Mechanical Engineering University of Medan 341-345

Mindo Judica Pangaribuan

The Euphemism in "Sambah Manyambah" Tradition of Minangnese Wedding Ceremony 346-348

Muhammad Fauzi

Analysis of Factors That Influence the Interdiction of District/City in the Province 349-354

North Sumatra

Muhammad Yulhelmy Isra

Development of Interactive Learning Media Based on Adobe Flash CS 6 in Geographic Lessons 355-360

Mardimpu Sihombing

The Comparison between Predict Observe Explain (POE) and Think Pair Share (TPS) Learning Model on Students Learning Achievement, Activity, and Critical Thinking Skill on Human Circulatory System 361-367

Remli Nelmian Simarmata

Metaphor Translation in English and Indonesian Version of Surah Ali Imran 368-371

Uswatun Hasanah

Developing an Authentic Assessment Instrument of Exposition Text Based on Higher Order Thinking Skills (HOTS) in Class X Students of Senior High School

Yuli Novita Sari
Indonesian Language Education and
Literature
State University of Medan
Medan, Indonesia
yulinovita44@gmail.com

Isda Pramuniati
Indonesian Language Education and
Literature
State University of Medan
Medan, Indonesia

M. Oky Fardian Gafari
Indonesian Language Education and
Literature
State University of Medan
Medan, Indonesia

Abstract—The learning process and assessment instruments provided had not been oriented to develop students' high-level thinking skills. This study aimed to describe the process of developing the authentic assessment instrument of HOTS-based exposition text in class X State Senior High School 1 of Bandar Bener Meriah; describe how the feasibility of authentic assessment instrument on HOTS-based exposition text, and describe students' learning outcomes by using the authentic assessment instrument on HOTS-based exposition text. This research referred to the development model of Borg & Gall. The findings of the study showed that: (1) developing the authentic assessment instrument on HOTS-based exposition text was based on research and preliminary information collection, planning, developing initial product, design validation and evaluation, product revisions, assessment and suggestions from language teachers and students, revisions, individual trials, revisions, small group trials, revisions, limited field trials, revisions until the product was valid and feasible to use; (2) The average percentage of all sub-components from the validation of design experts was 81% with the criteria "very good". The average percentage of all indicators from the experts' evaluation validation for the instrument in the form of description was 95.7%, for multiple choice instruments was 94%, and for psychomotor instruments was 86, 83%. All assessments from evaluation experts were in the criteria of "very good". The teachers' responses to the assessment instrument had a total percentage of an average of 88% with the criteria "very good". The students' responses were declared feasible and met the needs with overall criteria "very good"; and (3) The effectiveness of the authentic assessment instrument of HOTS-based exposition texts obtained an average of 81.2 %. It could be concluded that students' abilities rose significantly and reached the Minimum Completion Criteria as expected.

Keywords— *authentic assessment, exposition text, higher order thinking skills*

I. INTRODUCTION

Teachers generally only use tests to measure students' cognitive or knowledge aspects, so that students' affective and psychomotor aspects are ignored. This problem was revealed from the results of a preliminary study on the assessment system conducted by teachers on Indonesian subjects. Preliminary studies were conducted in two stages, namely field surveys and literature surveys.

The field survey was conducted on the assessment carried out by the teacher in the exposition text material of class X students at State Senior High School 1 of Bandar Bener Meriah on February 28, 2018. The survey conducted through interviews with Ms. Dra. Arnima as one of the Indonesian language subject teachers in class X State Senior High School 1 of Bandar Bener Meriah revealed that the assessment used by the teacher only referred to cognitive aspects, while the affective and psychomotor aspects had not been implemented. She said that teachers tended to use assessment on cognitive aspects because there were still many teachers who had difficulties in making and compiling assessment instruments of affective and psychomotor aspects. Assessment instruments that were in accordance with the 2013 curriculum were not available so that the teacher had difficulty in implementing the attitude and skill dimension assessment. Therefore, authentic assessments in the 2013 curriculum were considered to be more complicated than the assessment of the previous curriculum.

Exposition text has a text structure consisting of theses, arguments, and reassertions/ conclusion. However, in reality, students have not been able to identify well between theses and arguments, because students find it difficult to understand and distinguish between these theses and arguments. According to Priyanti (2014) that exposition text is a text that is used to convince readers of opinions

expressed in a number of supporting arguments [1]. Exposition text usually contains an issue or problem.

HOTS is part of the revised Bloom's taxonomy. According to revised Bloom taxonomy, thinking skills in the cognitive domain are divided into six levels, namely: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6) (Retno, 2011) [2]. The first three (lowest) levels, namely C1, C2 and C3 are lower order thinking skills (LOTS), while the next three levels namely C4, C5, and C6 are types of higher order thinking skills (HOTS). Bloom's taxonomy is grouped into two levels of thinking, namely low order thinking skills and higher order thinking (King, et al. 2011) [3].

So far, teachers' assessment of exposition text learning has only centered on cognitive abilities, which are only focused on the assessment of students' knowledge, without assessing students' attitudes and skills. This causes the students' learning outcomes on writing exposition text are still relatively low. Because of the neglect of affective and psychomotor abilities, students' analysis in interpreting, developing content, analyzing structure and language, and composing exposition texts tends to be weak. This is evidenced by the recapitulation of learning outcomes obtained by class X students at State Senior High School 1 of Bandar Bener Meriah during the daily test on exposition text material. Class X students who completed the daily test were only 47% or 11 students from 24 students, while those who did not complete reached 53% or 13 students from 24 students. Based on speculative data, it was concluded that the process and student learning outcomes were still relatively low.

Based on the literature survey of exposition text material, there are four different basic competencies, namely: analyzing the structure of the contents of the exposition text, developing the contents of the exposition text, examining the structure and language of the exposition text, and constructing exposition texts. The purpose of these four competencies is different which requires students to be able to achieve the expected goals. However, not all objectives of this competency have been achieved in learning.

In terms of language competence, in high-level thinking skills or higher order thinking skills, cognitive abilities have such a large influence on psychomotor skills in writing exposition texts. Writing activities emphasize linguistic elements that require the ability to process, reason, and understand which are included in the cognitive realm. Both cognitive and psychomotor elements should be given the same emphasis so that the balance of cognitive and psychomotor abilities is aligned, so that teachers' assessment toward students' ability to do high-level thinking can be measured by clear and appropriate assessment instruments.

Sani (2016) states that authentic assessment is a type of assessment that directs students to demonstrate the skills and competencies needed to overcome problems and situations encountered in the real world [4]. The development of an

authentic assessment instrument of exposition text using the HOTS base is expected to be a solution to the problems described above. Therefore, researcher was interested in conducting a study entitled "Developing Authentic Assessment Instruments of Exposition Text Based on Higher Order Thinking Skills (HOTS) for Class X Students of State Senior High School 1 of Bandar Bener Meriah." The research product was a HOTS-based authentic exposition text guide book which was expected to help teachers to use the assessment in 3 realms of authentic assessment in order to achieve learning objectives in the 2013 curriculum as expected.

II. METHOD

The type of this research was Research and Development, using the Borg and Gall research model. According to Tegeh et al. (2014), development research is a research method that is powerful enough to improve learning practices, with the aim of developing new products or improving existing products to be accountable [5]. The research was conducted at State Senior High School 1 of Bandar Bener Meriah, Jalan Redelong Pondok Baru, Simpang Utama Village, Bandar District, Bener Meriah Regency. This research was conducted in the odd semester of the 2018/2019 academic year. The subjects in this study were students of class X at State Senior High School 1 of Bandar Bener Meriah with 33 students, validators of authentic assessment instruments of HOTS-based exposition text, and Indonesian language subject teachers. The object in this study was an authentic assessment instrument of exposition text based on higher order thinking skills (HOTS). The main instrument used to collect data in this assessment is questionnaire and test. The process of data analysis was done by examining all data that had been collected from various sources, namely data from the validator, authentic assessment instruments, teachers, and students. The data obtained in this study were quantitative descriptive data, data validity analysis and authentic assessment instruments from material experts and evaluation experts were analyzed using the formula from Sugiyono (2013) [6]. To see the effectiveness of the book of authentic assessment instruments, the formula for calculating effectiveness was used (Trianto, 2010) [7].

III. FINDINGS

A. *The Process of Developing HOTS Based Assessment Instrument*

The first step carried out in this study was conducting a preliminary study which was started by conducting a needs analysis. The analysis of teacher and student needs for HOTS-based assessment instruments showed that all teachers (100%) stated that they needed assessment instruments in accordance with the 2013 curriculum and 85% of students stated that they needed assessment

instruments developed in the learning process. The second stage, planning and designing assessment instruments that would be developed based on data that had been obtained from the initial stage. The third stage was validating the assessment instruments that had been developed to design experts and evaluation experts to obtain validity assessment instruments.

The fourth stage, the assessment instruments that had been validated were then revised based on the results obtained from the design experts and evaluation experts. Furthermore, validation from Indonesian language teachers was conducted to obtain Indonesian teachers' responses to HOTS-based assessment instruments that had been developed. The fifth stage was conducting individual trials on assessment instruments for students to find out students' responses to assessment instruments that had been developed. The assessment instrument developed was a product for the teachers, while its application was to students. Therefore, what is tested on students is the test instrument that is on the assessment scale, not the overall assessment instrument. The sixth stage, after getting the results of individual trials, the assessment instrument was revised back in accordance with the results obtained, if it had received a good response, the next stage could have been carried out. The seventh stage was conducting limited group trials with a total of 9 students. At this stage, because there are no suggestions for improvement from students, then proceed to the next stage. The eighth stage was conducting a limited group trial with 33 students.

B. Feasibility of HOTS-Based Assessment Instrument

The assessment result from the expert design on the indicators of the assessment instrument presentation technique with seven statements obtained a total score of 48 with a percentage of 86% and was in very good criteria. Language and writing aspects of instruments with three statements obtained a total score of 20 with a percentage of 83% or in very good criteria. The aspect of activity in the assessment instrument with two statements obtained a score of 12 with a score percentage of 75% or in good criteria. The completeness aspect with two statements obtained a score of 13 with a score percentage of 81% or in very good criteria. The average number of overall indicators obtained a score of 92 with a score percentage of 81% or in very good criteria, meaning that HOTS-based assessment instruments did not need to be revised anymore.

The assessment result from the evaluation expert on the items of the multiple choice form obtained a total score of 142 with a percentage of 94% and was in very good criteria, this means that multiple choice questions did not need to be corrected. The test instrument in the form of descriptions obtained a score of 107 with a percentage of 95.7% or in very good criteria; this means that the test in the form of description did not need to be corrected. Psychomotor assessment instruments obtained a score of 90

with a percentage of 86.83% or in very good criteria, meaning that HOTS-based assessment instruments did not need to be revised anymore.

The results of the teacher's assessment of the assessment instrument obtained a score of 109 with a percentage of 88% or in very good criteria; this means that the assessment instrument did not need to be improved.

The average percentage of assessment in individual trials on HOTS-based assessment instruments was 73%. The average percentage of assessment in small group trials on HOTS-based assessment instruments was 78.86%. Based on the results of the assessment on the exposition text material, individual trials and small group tests were in good criteria with little revision.

Products had been revised then a limited field trial was carried out. Field trials involving 33 students obtained a percentage of 92.2%, which was included in the excellent category. Therefore, the assessment instruments developed were classified as very good because there were no revisions. Obtaining graphical data empirically could be seen in the following figure.

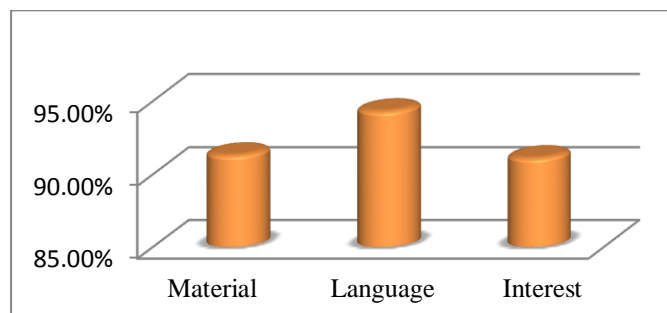


Fig. 1. Students' Assessment of HOTS-based Assessment instruments

C. Effectiveness of HOTS Based Assessment Instrument

Data analysis to measure students' high-order thinking skills was known from 33 students as subjects of the assessment instrument trial. The effectiveness of authentic assessment instrument of HOTS-based exposition text obtained a score of 2679 with an ideal score of 3300, meaning that the score obtained was 81.2%. The effectiveness of textbooks in the learning process obtained a score of 2302 with an ideal score of 3300, meaning that the score obtained was 69.76%. Therefore, the authentic assessment instrument of HOTS-based exposition text that had been developed was more effective than without any assessment instrument. The effectiveness of the assessment instrument developed was 81.2% and the effectiveness without the assessment instrument was 69.76%.

IV. CONCLUSION

Based on the objectives and the results of the research on developing an authentic assessment instrument of HOTS-based exposition texts in class X State Senior High

School 1 of Bandar Bener Meriah described earlier could be summarized as follows:

- The process of developing authentic assessment instrument of HOTS-based exposition texts in class X high school students was done through 9 stages, namely; (1) Research and information collecting, (2) Planning (3) Develop preliminary form of product (4) Preliminary field testing (5) Main product revision (6) Main field testing (7) Operational product revision (8) Operational field testing (9) Final product revision
- The feasibility of authentic assessment tools for HOTS-based exposition texts developed for class X State Senior High School 1 of Bandar Bener Meriah was eligible and suitable for learning based on the assessment of design experts, evaluation experts, Indonesian teachers, and student responses. The product was known to be feasible to use after using the validity analysis of the product using the Sugiyono formula, and then the classification of scores in the form of percentages was interpreted in qualitative sentences. The product was said to be feasible to use when it reached a score of $61\% \leq X < 80\%$ with the criteria of "good" and a score of $81\% \leq X < 100\%$ with the criteria "very good". The product would be feasible to use if it was in the criteria of "good" and "very good" with notes "without any revisions". The average percentage of all sub-components from the validation of design experts I and II was 81% with the criteria "very good". The average percentage of all indicators from the experts' evaluation validation I and II for the instrument in the form of description was 95.7% with the criteria "very good". The average percentage of all indicators from experts' evaluation validation I and II for multiple choice instruments was 94% with the criteria "very good". The average percentage of all indicators from the experts'

evaluation validation I and II for psychomotor instruments was 86.83% with the criteria "very good". The teachers' responses to the assessment instrument had a total percentage of an average of 88% with the criteria "very good". The response of State Senior High School 1 of Bandar Bener Meriah students to the instruments of authentic assessment instruments of HOTS-based exposition text that had been developed was declared feasible and met the needs with overall criteria "very good".

- The effectiveness of the authentic assessment instrument of HOTS-based exposition texts obtained an average of 81.2. Students' lowest score was 75 and the highest was 85. This showed that student learning outcomes were better with authentic assessment instrument of HOTS-based exposition texts. Based on the average score of students' posttest, it could be concluded that students' abilities rose significantly and reached the Minimum Completion Criteria (75) as expected. It was concluded that the authentic assessment instrument of HOTS-based exposition text developed was effective to be used in learning.

V. REFERENCES

- [1] Priyatni, Endah, *Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum 2013*. Jakarta: Bumi Aksara, 2014, pp. 91.
- [2] Retno, U. *Taksonomi Bloom*. Tangerang: Pusdiklat KNKP, 2011.
- [3] King, F., et al., *Higher Order Thinking Skills*. Florida: CALA State University of Florida, 2011.
- [4] Sani, R. A., *Penilaian Autentik*. Jakarta: Bumi Aksara, 2016, pp. 23.
- [5] Tegeh, I Made, et al., *Model Penelitian dan Pengembangan*. Yogyakarta: Graha Ilmu, 2014, pp. 13.
- [6] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2013, pp. 141.
- [7] Trianto, *Mengembangkan Model Pembelajaran Tematik*, Jakarta: PT Prestasi Pustaka, 2010, pp. 241.

