

**KONTRIBUSI HOTS, MOTIVASI KERJA, DAN SELF-EFFICACY GURU TERHADAP KINERJA PENGEMBANGAN HOTS PESERTA DIDIK**

DISERTASI

Diajukan untuk memenuhi sebagian persyaratan memperoleh gelar Doktor  
Pengembangan Kurikulum



Oleh  
**Anita Yosepha**  
**NIM 1706384**

**PROGRAM STUDI PENGEMBANGAN KURIKULUM**  
**FAKULTAS ILMU PENDIDIKAN**  
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**PENGESAHAN**

Anita Yosepha

NIM: 1706384

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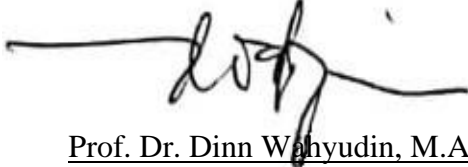
Promotor



Prof. Dr. H. Mohammad Ali, M.A.

195306031979031003

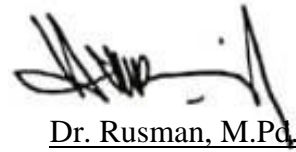
Kopromotor



Prof. Dr. Dinn Wahyudin, M.A.

195402061978031003

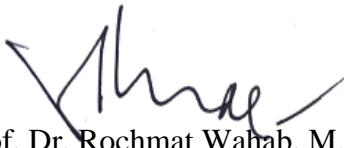
Anggota



Dr. Rusman, M.Pd.

197205051998021001

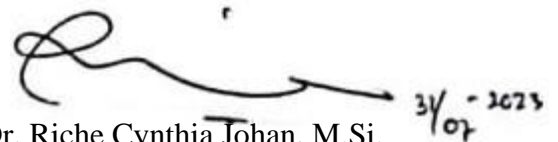
Penguji Eksternal



Prof. Dr. Rochmat Wahab, M.Pd., M.A.

195701101984031002

Penguji Internal




Dr. Riche Cynthia Johan, M.Si.

197611152001122001

Mengetahui,

Ketua Program Studi Pengembangan Kurikulum



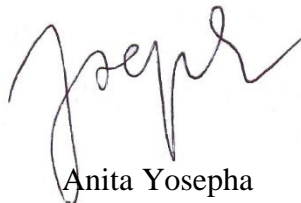
Dr. Laksmi Dewi, M.Pd.

197706132001122001

## **PERNYATAAN KEASLIAN DISERTASI DAN BEBAS PLAGIARISME**

Dengan ini saya menyatakan bahwa disertasi dengan judul “KONTRIBUSI HOTS, MOTIVASI KERJA, DAN *SELF-EFFICACY* GURU TERHADAP KINERJA PENGEMBANGAN HOTS PESERTA DIDIK” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Agustus 2023



Anita Yosepha

## UCAPAN TERIMA KASIH

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## ABSTRAK

Kinerja guru menjadi faktor yang sangat penting dalam menentukan keberhasilan atau kegagalan pengembangan HOTS peserta didik. Penelitian bertujuan menggali kontribusi keterampilan berpikir tingkat tinggi, motivasi kerja, dan *self-efficacy* guru terhadap kinerja pengembangan HOTS peserta didik. Penelitian ini menggunakan model *convergent parallel* dari metode campuran. Dalam penelitian kuantitatif, analisis data menggunakan Partial least square, sedangkan dalam penelitian kualitatif menggunakan prosedur analisis data kualitatif. Subyek penelitian adalah guru SMP di Jakarta. Penentuan sampel sebagai responden untuk penelitian kuantitatif dilakukan dengan teknik *multistage random sampling*. Sampel berjumlah 218 guru. Partisipan dalam penelitian kualitatif berjumlah 10 guru. Instrumen penelitian dikembangkan oleh peneliti dan melewati tahap pengujian instrumen, yaitu: uji reliabilitas, validitas dengan analisis faktor, dan daya beda. Berdasarkan hasil pengolahan data ditemukan bahwa HOTS guru berkontribusi signifikan terhadap motivasi kerja, *self-efficacy*, dan kinerja pengembangan HOTS peserta didik. Motivasi kerja dan *self-efficacy* berkontribusi signifikan terhadap kinerja pengembangan HOTS peserta didik. Namun, motivasi kerja dan *self-efficacy* tidak memiliki kemampuan sebagai unsur mediasi dalam kontribusi HOTS guru terhadap kinerja pengembangan HOTS peserta didik, artinya, motivasi kerja dan *self-efficacy* tidak menambah besar kontribusi kecakapan berpikir tingkat tinggi guru terhadap kinerja pengembangan HOTS peserta didik. Ditemukan juga tiga faktor yang menjadi kendala dalam proses pengembangan HOTS peserta didik, yaitu faktor diri guru, faktor latar belakang peserta didik, dan faktor sarana-prasana pembelajaran yang tidak memadai. Strategi yang digunakan guru untuk mengembangkan HOTS peserta didik terdiri dari dua kategori, 1) pendekatan pribadi kepada peserta didik, 2) perancangan pembelajaran yang terdiri dari penentuan metode pembelajaran berbasis *student-centered*, perancangan instrumen penilaian HOTS, dan pemanfaatan media pembelajaran.

Kata Kunci: *Kecakapan berpikir analitis, evaluatif, kreatif, motivasi kerja, self-efficacy, pengembangan HOTS.*

## ABSTRACT

Teacher performance is a significant factor in determining the success or failure of students' HOTS development. The study aimed to explore the contribution of teachers' higher-order thinking skills, work motivation, and self-efficacy to students' HOTS development performance. This study uses a parallel convergent model of mixed methods. In quantitative research, data analysis uses Partial least squares, while qualitative research uses qualitative data analysis procedures. The research subjects were junior high school teachers in Jakarta. Determination of the sample as a respondent for quantitative research using a multistage random sampling technique. The sample is 218 teachers. The participants in the qualitative research were ten teachers. The researcher developed the research instrument and passed the instrument testing stage: reliability test, validity by factor analysis, and discriminating power. Based on the data processing results, it was found that teacher HOTS contributed significantly to work motivation, self-efficacy, and student HOTS development performance. Motivation and self-efficacy contribute significantly to students' HOTS development performance. However, work motivation and self-efficacy do not have the ability as a mediating element in the teacher's HOTS contribution to the student's HOTS development performance, meaning that work motivation and self-efficacy do not increase the contribution of the teacher's high-level thinking skills to the student's HOTS development performance. Three factors became obstacles in the process of developing student HOTS, namely the teacher's factor, the background factor of the students, and the factor of inadequate learning facilities. The strategy used by the teacher to develop student HOTS consists of two categories, 1) personal approach to students, 2) learning design which consists of determining student-centered learning methods, designing HOTS assessment instruments, and using learning media.

**Keywords:** Analytical thinking skill; evaluative thinking skill; creative thinking skill; work motivation; self-efficacy; HOTS development.

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