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Developing a HOTS-Based History Pocket Book for Academic Competency Test Preparation

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Abstract. This study aimed to: (1) to develop a product in the form of a history pocketbook based on HOTS learning, (2) to find the appropriateness percentage value of the history pocketbook based on HOTS learning, obtained through the results of assessment questionnaires from the validators, (3) and to describe the improvement of students' scores of the academic competency test after carrying out learning process using the history pocketbook based on HOTS learning. The process of this study implemented the research and development method proposed by Borg and Gall, which was the process of the research stages being designed and adjusted based on the abilities, needs, and objectives of the research. Meanwhile, data collection techniques were carried out by: (1) observing the participants, (2) interviewing, (3) distributing questionnaires (appropriateness instruments for media experts, material experts, education practitioners, history tutors, and students), and (4) conducting tests (pretest and posttest). The collected data were analyzed using quantitative and qualitative data analysis techniques. The results obtained from this study include: (1) a product in the form of a history pocketbook based on HOTS learning which is portable, practical, and attractive, displays complete information about academic Competency test, and contains complete and updated materials of history subjects, (2) the appropriateness percentage value of the history pocketbook based on HOTS learning, (3) The product achieved high feasibility, with scores of 93.3% from media experts, 87.7% from material experts, 84.6% from history tutors, 87.7% from students in the preliminary trial, and 89.0% from students in the main trial, resulting in an overall average of 88.5%.

Keywords: Developing, Pocket Book, HOTS Learning, Academic Competency Test

Introduction

The Ministry of Primary and Secondary Education of the Republic of Indonesia (Kemendikdasmen) continues to make significant efforts to find an appropriate educational evaluation system for implementation in Indonesia. Recently, Kemendikdasmen officially introduced and began the dissemination of information regarding the Academic Competency Test as an assessment to replace the National Examination. Subsequently, Kemendikdasmen issued Ministerial Regulation Number 9 of 2025 concerning the Academic Competency Test. This ministerial regulation serves as the foundation for the implementation of the Academic Competency Test by regional governments, to be applied in educational institutions throughout Indonesia in 2025. The purposes and objectives of implementing the Academic Competency Test are as follows: (1) to obtain standardized information on students' academic achievements for academic selection purposes; (2) to ensure access for students in non-formal and informal education to the equivalency of learning outcomes; (3) to encourage the

improvement of educators' capacity in developing quality assessments; and (4) to provide a reference for the control and assurance of education quality (Kemendikdasmen, 2025). As cited from the Regulation of the Ministry of Primary and Secondary Education (Kemendikdasmen, 2025), the Academic Competency Test for the formal education pathway includes: (1) students in Grade 6 of SD/MI or equivalent, (2) students in Grade 9 of SMP/MTs or equivalent, and (3) students in Grade 12 of SMA/MA or equivalent, as well as final year students of SMK/MAK. The Academic Competency Test subjects for students of SMA/MA/equivalent programs and SMK/MAK include: Indonesian language, mathematics, English, and elective subjects. Students at the SMA/MA level or equivalent may choose two elective subjects according to their academic track. Students in the science track (IPA) may choose to take exams in physics, chemistry, or biology. Meanwhile, students in the social sciences track (IPS) may choose exams in history, geography, economics, or sociology. The results of the Academic Competency Test (TKA) for SMA/MA or equivalent and SMK/MAK may later serve as one of the considerations in the selection process for higher education admissions.

When understood comprehensively, the key difference between the Academic Competency Test and the National Examination (UN) lies in their assessment methods. The National Examination primarily emphasizes content based evaluation through memorization of theoretical materials, whereas the Academic Competency Test (TKA) focuses on assessing critical thinking skills based on Higher Order Thinking Skills (HOTS). The questions in the Academic Competency Test prioritize conceptual understanding through spatial, logical, numerical, and verbal tests, rather than simple memorization. This approach is intended to assess students' competencies in understanding, analyzing, and applying academic concepts in a more in depth manner (Azis, 2024).

Based on observations made during the pre-research phase conducted by the researcher at Prima Wahana Edukasi Pendamping Belajar or Primagama Monjali Learning Assistance Institute in Yogyakarta, the researcher identified several concerns experienced by students in facing the Academic Competency Test. One of the main issues was the students' difficulty in answering history subject questions at the Higher Order Thinking Skill (HOTS) level. Initial data indicated that many students failed to answer history questions that emphasized higher level cognitive skills. The researcher argues that this failure is due to: (1) the limited availability of history learning materials oriented toward Academic Competency Test content, and (2) the existing history learning books on the market tend to be excessively large in size, thick, expensive, and visually unappealing. In fact, effective learning resources for students should be systematically organized, comprehensive, easy to understand, and capable of stimulating students' motivation to learn (Musfiquon, 2012). Such resources are expected to support students in engaging in independent and active learning anytime and anywhere.

Renewal in the development of history learning resources that emphasize Higher Order Thinking Skills (HOTS) is essential to improve students' academic competency scores. The development of history learning materials can be oriented toward Bruner's cognitive learning theory (J. J. Philps, 1991), which emphasizes three stages of the learning process: (1) Concept learning, which occurs when students are presented with various facts or data that are then interpreted into meanings or ideas in the form of conceptual thinking; (2) Iconic learning, in which students gain understanding through images and verbal visualizations; (3) Problem solving learning, a learning process that requires students to conduct inquiries to find solutions to given problems, thus making the learning process empowering, sharpening, and continuously developing students thinking abilities.

Bruner's cognitive learning theory, in its application, provides students with the freedom to learn independently. As such, Bruner's learning theory is often regarded as a discovery based or inquiry learning approach. The theory encourages students to engage in a sequence of cognitive processes, beginning with concept learning (lower order thinking), followed by iconic learning (middle level thinking), and ultimately problem solving learning (higher order thinking). In line with Bruner's theory, Rahmawati (N. L. Rahmawati, 2013) explains that the presence of a history pocket book based on Higher Order Thinking Skills (HOTS) is expected to stimulate students' enthusiasm, foster their motivation, and generate high levels of interest throughout the learning process.

The development of a history pocket book based on Higher Order Thinking Skills (HOTS) learning must take into account several key characteristics, including: (1) The HOTS based history pocket book serves as a complete instructional unit; (2) It contains a sequence of planned and systematic teaching and learning activities; (3) It includes explicitly and specifically formulated learning or instructional objectives; (4) It encourages students to learn independently, as the content is designed to be self-instructional; (5) It reflects a recognition of individual differences among learners; (6) It represents a form of individualized instruction; and (7) It is written in a language that is easily understood by students, tailored to their level of knowledge and age. The purpose of this language adjustment is to make it easier for students to understand the content of the pocketbook.

Based on the background, the researcher is highly interested in conducting a study on the development of a history pocketbook product based on Higher Order Thinking Skills (HOTS) learning. The pocketbook to be developed will be designed to meet several criteria: it will be portable, practical, have an attractive layout, feature full color design, and be compiled with comprehensive and UpToDate content. Therefore, the HOTS based history pocket book is expected to provide several benefits, including: (1) Assisting students in improving their Academic Competency Test scores; (2) Helping students to review and understand history subject matter quickly in preparation for the Academic Competency Test; and (3) Serving as an engaging and flexible learning solution that students can use anytime and anywhere.

Method

This study employs a Research and Development (R&D) method based on the Borg and Gall model. Although the original Borg and Gall model consists of ten stages, this study adopted a simplified seven-stage procedure. The simplification was considered appropriate because the primary objective of the research was to develop and validate a HOTS-based history pocket book rather than to conduct large-scale dissemination and implementation. In addition, the stages omitted from the original model are generally associated with extensive field testing, operational implementation, and dissemination activities, which require considerable time, resources, and broader research coverage. Therefore, the seven-stage adaptation was deemed sufficient to achieve the research objectives while maintaining the rigor of the product development and validation process. (Borg, 1983). A general overview of the development procedure for the HOTS based history pocketbook using the Borg and Gall model is presented in Figure 1.

Tahap	Kegiatan
Research and information collecting	• Field Study • Literature Review
Planning	• Product Design Planning • Material Mapping

Develop preliminary form of product	• Make Product • Product Validation • Product Revision • Small Scale Trials
Preliminary field testing	• Analysis of Pretest dan Posttest Items
Main product revision	• Fix any errors in the product
Main field testing	• Measuring the Effectiveness of History Pocket Books
Operational product revision	• Product Completion Stage

Figure 1. Development Procedure for a HOTS Based History Pocket Book

This research was conducted at the Primagama Monjali Learning Center in Yogyakarta City, involving two media experts, two subject matter experts, two education practitioners, and respondents consisting of two history subject tutors, 10 students during the initial field trial phase, and 32 students during the main field trial phase. Data were collected through: 1) participant observation; 2) interviews; 3) questionnaires (instruments for assessing the feasibility according to media experts, subject matter experts, education practitioners, history subject tutors, and students); and 4) tests (pretest and posttest). The collected data were analyzed using quantitative and qualitative data analysis techniques. The feasibility analysis of the HOTS based history pocket book product was carried out by converting the questionnaire data into a 5 point Likert scale (1-5) and percentage scale (J. Sopacua, 2020). The guidelines for analyzing the product's feasibility are presented in table 1.

Table 1. Questionnaire percentage scale

Percentage	Criteria	Score
81 – 100	Highly Feasible	A
61 – 80	Feasible	B
41 – 60	Moderately Feasible	C
21 – 40	Less Feasible	D
< 21	Not Feasible	E

Source: (J. Sopacua, 2020)

Based on Table 1, it can be concluded that the HOTS based history pocket book product can be considered feasible for use if it achieves a feasibility score percentage of $\geq 61\%$. Meanwhile, the effectiveness analysis of the history pocket book product is conducted using the one-parameter logistic model formula (1-PL Model) (E. Istiyono, 2018), which will be presented in figure 2.

$$P_i(\Theta) = e^{\Theta_i} / (1 + e^{\Theta_i})$$

Figure 2. One-Parameter Logistic Model Formula

Results

The researcher simplified the development process of the HOTS based history pocketbook into seven development stages, which include: 1) Research and information collecting; 2) Planning; 3) Developing the preliminary form of the product; 4) Preliminary field testing; 5) Main product revision; 6) Main field testing; 7) Operational product revision. The results of the research and development of the history pocket book product based on Higher Order Thinking Skills are as follows:

1. Research and information collecting

The initial step taken by the researcher to begin the research and development of the HOTS based history pocketbook was to collect various information and data relevant to the research theme. The methods used to gather information and data included: 1) Analyzing learning tools, such as reviewing the Standard Operating Procedures (SOP) for

teaching and learning activities; 2) Analyzing materials, such as formulating all content related to Indonesian History (compulsory) and History (elective) from grades X, XI, and XII; 3) Analyzing student conditions, such as identifying the challenges students face in preparing for the Academic Competency Test; and 4) Developing research instruments, such as preparing product validation instruments and pretest-posttest instruments.

2. Planning

The type of product developed is a history pocket book based on Higher Order Thinking Skills (HOTS) learning. The product is designed as a history learning book for students in tutoring institutions (bimbel) as well as in senior high schools (SMA). This HOTS based history pocket book is specifically prepared to support students in facing the Academic Competency Test. The design characteristics of the pocket book include a practical format, attractive design, comprehensive structure, and complete and up-to-date content.

3. Develop preliminary from of product

The initial development of the HOTS based history pocket book consists of several parts, including: 1) The introductory section, which contains a foreword, table of contents, and complete information about the Academic Competency Test; 2) The main content section, which includes learning strategies for lower order thinking skills, middle order thinking skills, and higher order thinking skills (Anderson, 2010); and 3) The closing section, which contains a collection of history question banks with complete discussions, a bibliography, and the author's biography.

After completing the initial product development stage, the next step is to carry out several validation phases for the history pocket book. The validation process involves media experts, subject matter experts, and education practitioners. The purpose of validation is to ensure that the history pocket book developed by the researcher can be considered valid and feasible for use (Aini, 2013). The results of the validation of the HOTS based history pocket book are as follows:

a. Media Expert Validation

The validation process of the HOTS based history pocket book product was assisted by two media experts and one education practitioner. The purpose of the validation by media experts and the education practitioner was to: 1) assess the aspects of presentation technique, presentation feasibility, and graphic quality; 2) evaluate the initial form of the history pocket book product; and 3) obtain input and suggestions for improving the history pocket book before conducting the initial field trial (S. Arikunto, 2009). The validation process was carried out by providing a validation questionnaire consisting of 18 assessment indicators to two media experts and one education practitioner. The results obtained from the feasibility test by the two media experts and one education practitioner are as follows:

Table 2. Validation Results by 2 Media Experts and 1 Education Practitioner

No	Assessment Aspect	Total Score	Average Score	Percentage	Criteria
1	Presentation Technique	99	4,71	94,2%	Highly Feasible
2	Presentation Feasibility	45	5,00	100%	Highly Feasible
3	Graphic Quality	108	4,50	90,0%	Highly Feasible
	Total	252	4,66	93,3%	Highly Feasible

Table 2 shows that the validation result provided by two media experts and one education practitioner was 93.3% (categorized as *highly feasible*). Thus, it can be concluded that all validators stated that the HOTS based history pocket book product is feasible for use, with some revisions. A summary of the validation results by the two media experts and one education practitioner is presented in Figure 3.

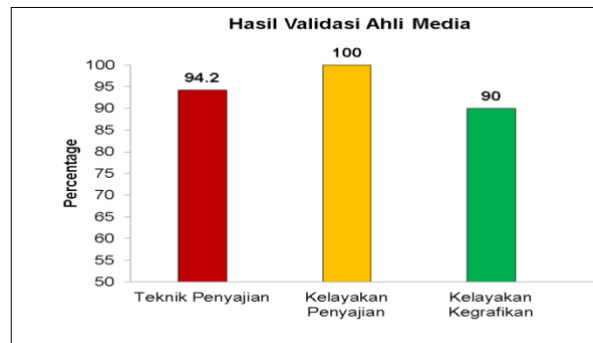


Figure 3. Diagram of Media Expert Validation Results

b. Content Expert Validation

The content validation process of the HOTS based history pocket book was carried out with the assistance of two subject matter experts and one education practitioner. The purpose of the validation by the subject matter experts and education practitioner was to: 1) assess the content feasibility and language appropriateness; 2) evaluate the initial form of the history pocket book content; and 3) obtain input and suggestions for improving the product before the initial field trial (C. Barrat, 2014). The validation activity was conducted by distributing a validation questionnaire consisting of 12 assessment indicators to the two subject matter experts and one education practitioner. The results obtained from the feasibility test by the two subject matter experts and one education practitioner are as follows:

Table 3. Validation Results by 2 Subject Matter Experts and 1 Education Practitioner

No	Assessment Aspect	Total Score	Average Score	Percentage	Criteria
1	Content Feasibility	103	4,29	85,8%	Highly Feasible
2	Language Appropriateness	55	4,58	91,6%	Highly Feasible
Total		158	4,38	87,7%	Highly Feasible

Table 3 shows that the content feasibility validation result of the HOTS based history pocketbook provided by two subject matter experts and one education practitioner was 87.7% (categorized as *highly feasible*). Thus, it can be concluded that all validators stated that the product is feasible to be used for the next stage, with several revisions. A summary of the validation results by the two subject matter experts and one education practitioner is presented in Figure 4.

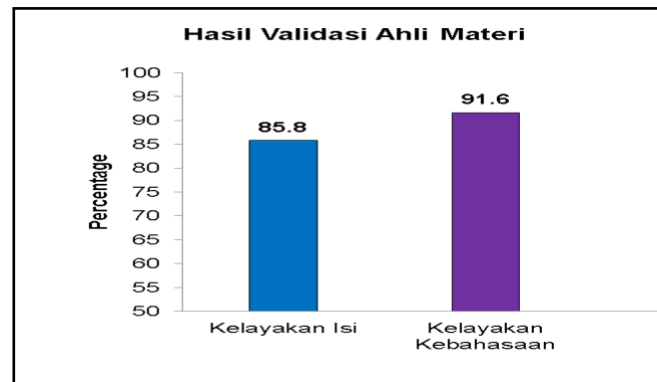


Figure 4. Diagram of Content Expert Validation Results

4. Preliminary field testing

At this stage, the HOTS based history pocketbook product began to be assessed for its feasibility on a small (limited) scale. The preliminary field testing phase involved the participation of: 1) two history subject tutors; and 2) 10 students from the Soshum 1 class at Primagama Monjali Yogyakarta. The selection of these 10 students from the Soshum 1 class was based on the diverse educational backgrounds of the participants. The details of their school origins are as follows: Madrasah Aliyah Darut Thalibin (Pamekasan, East Java), MAN 1 Central Lampung, SMA Negeri 3 Palopo (South Sulawesi), SMA Negeri 1 Ngluwar (Central Java), SMA Negeri Ambulu (East Java), SMA Negeri 8 Mataram (West Nusa Tenggara), SMK Negeri 2 Yogyakarta, SMA Negeri 2 Banguntapan Bantul (Yogyakarta), SMA Negeri 6 Yogyakarta, and SMA BOPKRI 1 Yogyakarta. The preliminary field test of this history pocket book product was also used by the researcher to analyze test items that would be used as pretest and posttest instruments.

a. Validation by History Subject Tutors

The validation process was carried out by distributing a validation questionnaire consisting of 30 assessment indicators to two history subject tutors. The purpose of this validation was to obtain input and suggestions for improving the history pocket book product before it was tested on students (I. Alwi, 2015). The results obtained from the feasibility test by the two history subject tutors are as follows:

Table 4. Validation Results by Two History Subject Tutors

No	Assessment Aspect	Total Score	Average Score	Percentage	Criteria
1	Content Feasibility	68	4,25	85,0%	Highly Feasible
2	Language Appropriateness	33	4,12	82,5%	Highly Feasible
3	Presentation Technique	61	4,35	87,1%	Highly Feasible

4	Presentation Feasibility	25	4,16	83,3%	Highly Feasible
5	Graphic Quality	67	4,18	83,7%	Highly Feasible
Total		254	4,23	84,6%	Highly Feasible

Table 4 shows that the validation result provided by two history subject tutors was 84.6% (categorized as *highly feasible*). Therefore, it can be concluded that the validators stated the HOTS based history pocket book is feasible for use, with several suggestions and recommendations for improvement. A summary of the validation results by the history subject tutors is presented in Figure 5.

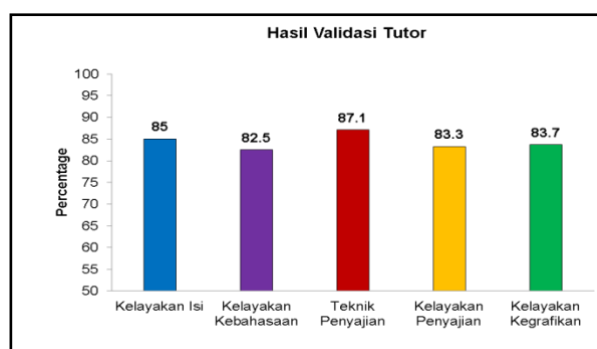


Figure 5. Diagram of Tutor Validation Results

b. Student Response Assessment

The HOTS based history pocketbook will be evaluated by 10 students from the Soshum 1 class at Primagama Monjali Yogyakarta. The purpose of this assessment is to gather feedback or responses from students regarding the HOTS based history pocket book product. The results of the response assessment from the 10 students are as follows:

Tabel 5. Assessment of Responses from 10 Students

No	Assessment Aspect	Total Score	Average Score	Percentage	Criteria
1	Content Feasibility	225	4,50	90,0%	Highly Feasible
2	Language Appropriateness	92	4,60	92,0%	Highly Feasible
3	Presentation Technique	316	4,51	90,2%	Highly Feasible
4	Graphic Quality	174	4,35	87,0%	Highly Feasible
Total		807	4,48	89,6%	Highly Feasible

Table 5 shows that the response assessment of the HOTS based history pocketbook given by 10 students reached 87.7% (categorized as *highly feasible*). Thus, it can be concluded that the 10 students consider the HOTS based history pocketbook to be feasible for use. A summary of the response assessment results from the 10 students is presented in Figure 6.

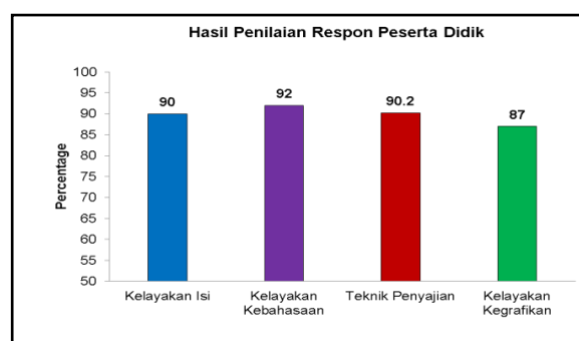


Figure 6. Diagram of Student Response Assessment

c. Results of Pretest and Posttest Item Analysis

The steps taken by the researcher to analyze the pretest and posttest items are as follows (Emzir, 2015): 1) The researcher instructed 10 students from the Soshum 1 class at Primagama Monjali Yogyakarta to answer 50 test items; 2) The researcher allocated 45 minutes for the completion of the test. The analysis results showed that, based on the 50 questions tested on the students, 43 questions were declared valid, and 7 questions were declared invalid. Therefore, the 43 valid questions were divided into two groups: 20 items were used as the pretest instrument, 20 items were used as the posttest instrument, and the remaining 3 items were stored as research question bank items.

d. Main product revision

The purpose of the initial product revision stage is to correct any errors and shortcomings in the history pocketbook product. Revisions were made by processing data, information, criticisms, input, and suggestions provided by media experts, subject matter experts, education practitioners, history subject tutors, and students. This ensures that the HOTS based history pocket book can truly be considered a feasible and tested product. Overall, the revisions made by the researcher to the history pocket book product include: revision of the cover design, correction of typography, and improvement of the book's layout.

e. Main field testing

The first step taken by the researcher during the main field-testing stage was to collect response assessment data from 32 students of the Soshum 1 class at Primagama Monjali Yogyakarta. The purpose of the student assessment was to gather feedback or responses regarding the HOTS based history pocket book product (J. C. Marshall, 2011). The results of the response assessment from the 32 students are as follows:

Table 6. Assessment of Responses from 32 Students

No	Assessment Aspect	Total Score	Average Score	Percentage	Criteria
1	Content Feasibility	700	4,37	87,5%	Highly Feasible
2	Language Appropriateness	292	4,56	91,2%	Highly Feasible
3	Presentation Technique	1003	4,47	89,5%	Highly Feasible
4	Graphic Quality	571	4,46	89,2%	Highly Feasible
Total		2566	4,45	89,0%	Highly Feasible

Table 6 shows that the response assessment of the HOTS based history pocketbook provided by 32 students reached 89.0%, which falls into the *highly feasible* category. Therefore, it can be concluded that all 32 students considered the HOTS based

history pocket book to be suitable for use. A summary of the response assessment results from the 32 students is presented in Figure 7. Based on the results of the main field testing stage, it can be concluded that the final version of the HOTS based history pocket book is highly feasible for use. Thus, the pocket book is expected to serve as an engaging and accessible learning solution, anytime and anywhere.

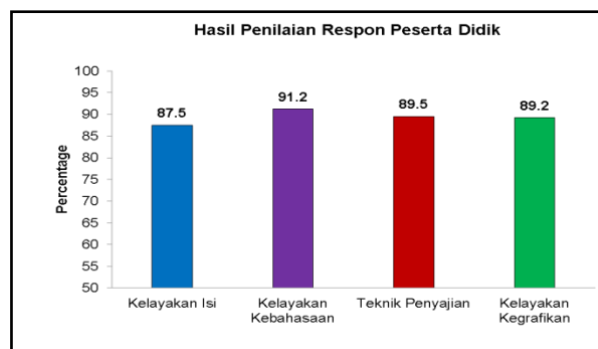


Figure 7. Diagram of Student Response Assessment

a. Pretest Trial

The next step was to conduct a pretest trial for the students. The purpose of the pretest was to measure the student's initial academic competency. The technical implementation of the pretest questions was as follows: 1) The number of pretest questions presented during the main field testing stage consisted of 20 items; 2) The types of pretest questions included: Multiple choice questions (Type A), Cause and effect questions (Type B), and Complex multiple choice or associative questions (Type C); 3) The time allocated to complete all the pretest questions was 18 minutes. The key points that can be concluded from the students' pretest scores are as follows: 1) The students achieved an average pretest score of 501; 2) The pretest scores of students at Primagama Monjali Yogyakarta Learning Center fall within the first quartile range (categorized as poor) and the median range (categorized as moderate). This score classification refers to the score range groups issued by the New Student Admission Selection Committee.

b. Posttest Trial

The posttest trial was conducted after the students had completed the teaching and learning process using the HOTS based history pocketbook. The purpose of the posttest trial was to measure the effectiveness of the HOTS based history pocket book in improving students' Academic Competency Test scores. The posttest trial was carried out as follows (Ratnawulan, 2015): 1) The number of posttest questions presented during the main field testing stage consisted of 20 items; 2) The types of posttest questions included: Multiple choice questions (Type A), Cause and effect questions (Type B), and Complex multiple choice or associative questions (Type C); and 3) The time allocated to complete all posttest questions was 18 minutes.

The key points that can be concluded from the students' posttest scores are as follows: 1) The students' posttest scores showed a significant increase compared to their pretest scores. The average posttest score achieved was 760; 2) The posttest scores of students at Primagama Monjali Yogyakarta Learning Center fell within the median range (categorized as moderate), third quartile (categorized as good), and maximum range (categorized as very good). This score classification is based on the score range groups issued by the New Student Admission Selection Committee.

f. Operational product revision

The operational product revision stage is the final stage in the research and development process of the HOTS based history pocket book. The objectives of this revision stage are as follows (R. Meikahani, 2015): 1) The improvements made by the researcher aim to ensure that the history pocket book meets the criteria of being highly effective and feasible for use; 2) The researcher is able to identify shortcomings in the HOTS based history pocket book product. Therefore, necessary revisions can be made by processing data, information, critiques, feedback, and suggestions provided by the 32 students of Grade XII Soshum 1. In general, the revisions to the HOTS based history pocket book focused on technical aspects, such as: 1) correcting several words that still contained typographical errors; 2) improving the layout and formatting of the material presented in the pocket book; and 3) revising several question explanations included in the HOTS-based history pocket book.

Discussion

The HOTS based history pocketbook product is declared feasible for use by students. The results of the product feasibility test are as follows: 1) The evaluation provided by two media experts and one education practitioner was 93.3% (*highly feasible*); 2) The evaluation provided by two subject matter experts and one education practitioner was 87.7% (*highly feasible*); 3) The responses given by: two history subject tutors: 84.6% (*highly feasible*), 10 students: 89.6% (*highly feasible*), and 32 students: 89.0% (*highly feasible*). A recapitulation of the product feasibility validation results for the HOTS-based history pocket book will be presented in Figure 8.

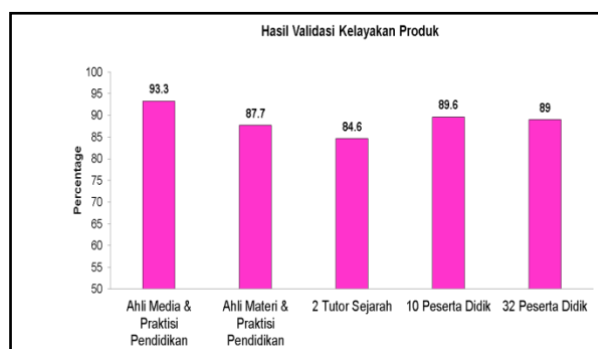


Figure 8. Diagram of Student Response Assessment

In addition, the HOTS based history pocketbook was found to be highly effective for use in the teaching and learning process. This effectiveness is attributed to the fact that the pocket book successfully improved students' Academic Competency Test scores. The initial average pretest score of 501 increased to an average posttest score of 760. The improvement in students' academic test scores is the result of the researcher's efforts to implement innovative development in creating a new and effective learning resource.

The innovations in the development of the HOTS based history pocket book product are as follows: 1) It features a portable and practical design; 2) It has an attractive book layout, uses full-color visuals, and includes sections with historical event illustrations (A. Sulistiowati, 2019); 3) It is equipped with comprehensive information on strategies for facing the Academic Competency Test, as well as strategies for Lower Order Thinking Skills, Middle Order Thinking Skills, Higher Order Thinking Skills, and a question bank with full explanations (Mariana, 2019); and 4) It contains highly comprehensive and uptodate historical material.

The process of innovating the development of the HOTS based history pocketbook product was based on a review of previous studies on pocketbook development. The key points regarding previous pocket book development studies are as follows: 1) A study conducted by Retno (A. T. P. Retno, 2015) tended to produce a pocket book containing images, concept maps, and formulas related to a specific subject matter; 2) A study conducted by (M. W. Salbella, 2019) tended to overlook the composition of the content in the pocket book. It can be concluded that previous research generally did not focus on the step by step processes educators must follow to implement Higher Order Thinking Skill (HOTS) based learning for students. Therefore, the researcher aims to develop a HOTS based history pocket book that emphasizes the actual learning process of Higher Order Thinking Skills.

Based on the innovations made, the HOTS based history pocket book is expected to provide the following benefits: 1) To expand the availability of learning resources oriented toward Academic Competency Test material; 2) To serve as a fun and flexible learning solution, accessible anytime and anywhere; 3) To help students review and understand history subject matter quickly; 4) To be an alternative reference for history tutors or teachers; 5) To improve students' Academic Competency Test scores, thereby increasing their chances of being accepted into their desired public universities; and 6) To support the implementation of the Three Pillars of Higher Education: education, research, and community service.

Conclusion

The researcher successfully developed a HOTS-based history pocket book through a systematic Research and Development (R&D) process adopting the Borg and Gall model. The product underwent rigorous validation by media experts, subject matter experts, history teachers, and students, all of whom confirmed its high feasibility and effectiveness for classroom implementation. The scientific contribution of this study lies in the development and empirical validation of an innovative learning resource that integrates Higher Order Thinking Skills (HOTS) into history education. This study provides evidence that a compact and accessible pocket book can serve not only as a supplementary learning medium but also as an effective tool for fostering students' critical, analytical, and reflective thinking skills. Furthermore, the research enriches the body of knowledge on history learning media development by offering a practical and validated model that can be adapted for similar educational contexts. Therefore, this pocket book is expected to become a fun, flexible, and student-centered learning solution that can be accessed anytime and anywhere.

The strength of the HOTS based history pocketbook lies in its content, which integrates Lower Order Thinking Skill (LOTS) strategies, Middle Order Thinking Skill (MOTS) strategies, and Higher Order Thinking Skill (HOTS) strategies. The combination of these various learning strategies creates a history pocket book capable of developing students' cognitive aspects (knowledge), affective aspects (character values), and psychomotor aspects (soft skills) (D. T. Tiruneh, 2018). This HOTS based history pocketbook is also highly suitable for online learning activities, as it has been specifically designed to align with the characteristics of self-directed learning systems.

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