

HOTS-BASED LEARNING AND INNOVATIVE ASSESSMENT MODELS IN THE NEW NORMAL ERA FOR ACHIEVEMENT OF 21ST CENTURY COMPETENCIES IN STUDENTS IN THE CLOTHING FIELD

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ABSTRACT

The purpose of this study was to produce a model of learning and innovative assessment based on HOTS (higher order thinking skills) that is feasible and appropriate to be applied in the new normal era in tertiary institutions for achieving 21st-century competence in fashion students equipped with a set of HOTS-based innovative learning and assessment, as well as implementation guidelines.

The HOTS-based innovative learning and assessment model in the new normal era for achieving 21st-century competence in fashion students was developed through research on the development of the Thiagarajan model, which includes 4D (Define, Design, Development, Dissemination). The define and design stage includes the following activities: a) needs analysis, analysis of learning concepts and assessments of the 21st century in the new normal era, analysis of tasks that refer to the independent curriculum of higher education in the field of fashion and global challenges of the 21st century, so that the formulation of goals can be determined by materials to be developed, designing HOTS-based innovative learning and assessment models in the new normal era, learning tools, and assessment instruments to be used by predetermined objectives and materials, resulting in draft-I (prototype-1). At the development stage, it includes the following activities: a) review and validation and revision of draft-I models of HOTS-based innovative learning and assessment designs in the new normal era, learning tools and assessment instruments complete with their rubrics and guidelines for implementing learning models, so that drafts are produced that are ready for implementation. piloted (draft-II) and implemented. The dissemination stage includes activities: seminars, workshops, outreach, and limited implementation of HOTS-based innovative learning and assessment models in the new normal era.

The results of the research show that: 1) the innovative learning and assessment models that have been successfully developed are conceptual and procedural models that have specifications and characteristics: HOTS-based with a case-method approach in Problem-Based Learning and Project-Based Learning, assessment for learning, collaborative learning, equipped with learning tools, assessment instruments, and implementation guidelines; 2) the results of the content validation show that the resulting model is declared feasible and appropriate to be applied in the new normal era in learning the field of fashion in tertiary institutions to achieve 21st-century competency in students in the field of clothing.

Kata Kunci: Learning, Assessment, Innovative, Higher Education, Fashion