

Literature Review of Implementation HOTS-Based Assessment Instruments in Learning to Write Prose Fiction in Higher Education

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ABSTRACT

Competence in writing prose fiction is one of the writing competencies that Indonesian literature students must have. The higher-order thinking skills (HOTS) based fiction writing competency assessment instrument is something that cannot be separated from students' achievement of fiction prose writing competency. HOTS-based competency assessment is one of the measuring tools used to develop student writing competency. This research was a literature review research on the implementation of a HOTS-based fiction writing competency assessment instrument in higher education. This research used the PRISMA method. A search for relevant literature was carried out through the Google Scholar database with the criteria limited to articles published in Sinta 1-3 indexed journals in 2016-2023. Twelve articles met the criteria and became material for analysis. The results of these findings indicated that the research related to learning to write HOTS-based fiction prose in higher education had not yet been carried out. The HOTS-based writing competency assessment instrument in higher education had only been used for general Indonesian language learning, it had not been used in the realm of literature learning. The findings of this systematic literature review recommended that there was a need for further research in the field of development, implementation, and evaluation of Indonesian literature learning assessment instruments, especially the development of HOTS-based fiction prose writing competency assessment instruments in higher education.

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1. INTRODUCTION

Writing prose fiction is a form of art and creativity that involves creating stories, characters, and imaginative worlds. Writing fictional prose is a way to express ideas, emotions, and thoughts through words and narratives that are not limited by reality. In the creative process of writing prose fiction, writers

can express their imagination in a unique and personal way. The originality, artistry, beauty in content, and expression expressed by writers in prose fiction are the advantages of prose fiction as a literary genre (Nisya, 2018). According to Nurgiyantoro (2012), every story is the result of a deep and personal creative process, the result of an appreciation of life and living which makes it a very interesting and meaningful art form. This is in line with the opinion of Noviyanti (2017) and Susandi & Rachman (2019) who opine that it is through literary works, that the existence of human life can be known. Literary works become a forum for writers to respond to phenomena that have been successfully experienced (Wendra & I, 2020). From the opinions above, it can be concluded that literary works are a medium for a writer or litterateur to express his ideas and thoughts about what happens as a result of the process of experiencing life.

Writing fictional prose is also a complete activity or process. What is meant by whole here is that various aspects are interrelated and cannot be separated from each other. This takes the form of creating settings, vivid characters, conflicts, scenes, and other aspects. To create this wholeness, experience, knowledge, skills, creativity, and so on are needed. When all these aspects are combined well, the result is a complete, deep, and riveting work of prose fiction. This process requires a combination of experience, knowledge, skills, and creativity that creates a significant literary work. The integrity of a work can certainly be produced if a writer continues to hone his writing skills. Writing requires continuous practice to be able to achieve something called skillful (Hasibuan, 2017). Writing fictional prose also functions as an educational tool for students. Prose fiction can be used as educational advice for several reasons. First, in fictional prose, there is language exposure (exposure to linguistic elements in their various uses), which can be used as an input for students to develop their language skills. Second, in literary works, there is cultural exposure that students can use to broaden their insight into the cultural life of the people they tell about. Third, in prose fiction, life experiences are woven into the story structure, involving interesting characters and conflicts (Pratiwi, 2013). From the opinions above, it can be concluded that the skill of writing fiction prose is very necessary for a literature student to be able to practice critical thinking skills, develop language skills, and also to expand insight into the cultural life of society.

Prose fiction as a form of literary work is an inseparable part of efforts to develop a culture of critical thinking among students (Syukur et al., 2022). Developing a culture of critical thinking in the process of writing literary works is the most important part of learning to write prose fiction in higher education. This is directly related to the profile of graduates of the Indonesian Literature Study Program, one of which is producing creative writers and cultural figures who can produce literary and cultural works of entrepreneurial value based on cultural advancement (Merdeka Belajar Curriculum Manuscript, Independent Campus, Indonesian Literature Study Program, FKIP University, 2021).

Critical thinking culture is better known as higher-order thinking Skills (HOTS) in Bloom's taxonomy (1956). In Indonesian, HOTS is often equated with higher-order thinking skills. High-level thinking skills are a process that involves mental operations such as classification, deduction, induction, and reasoning (Sastrawati et al, 2011). Furthermore, Widyastuti (2017) believed that HOTS is a skill in understanding knowledge that is not only at the level of remembering but more about connecting the information that a person has so that it can then be analyzed and become a new idea. Brookhart (2010) explained that the HOTS dimensions are divided into three categories, namely high-level thinking in terms of transfer, critical thinking, and problem-solving. High-level thinking in terms of transfer means that students' abilities are not only at the level of remembering but also understanding and being able to use what has been learned previously (Anderson & Krathwohl, 2001). Critical thinking hones students' ability to think critically in analyzing and evaluating the information obtained. Problem-solving is the ability to solve a problem.

This research analyzed the effectiveness of the HOTS-based fiction writing competency assessment instrument in higher education in honing students' higher-order thinking skills. There were three questions asked: (1) Has there been much research related to learning to write HOTS-based fiction prose in higher education? (2) Is the instrument for assessing competency in writing prose fiction in higher education based on HOTS? (3) what recommendations are made?

2. METHODS

This research was a systematic literature review that applied Preferred Reporting Items for Systematic Reviews (PRISMA) in the process of searching and analyzing selected articles. PRISMA is a standard approach used to provide transparent research information, steps, and results. The PRISMA systematic literature review follows a five-step procedure, namely search, screening, initial data, feasibility, and final data (Muhaimin et al., 2023). A systematic search was initiated using a combination of keywords as shown in Table 1. An initial search on the Google Scholar database identified 104 articles linked to the keywords "competency assessment instruments", "writing fiction prose", "higher order thinking skills", and "higher education". The articles that had been obtained were then filtered using predetermined criteria, and they were published in 2016-2023 in the Sinta 3-1 indexed journal. The results of this filtering produced 68 initial data articles. The initial data of 68 articles was declared appropriate and met the criteria. Finally, the articles were manually selected again by the author to see how the article's field of study matched the field that the writer will study, namely the study of prose fiction. The final selection results showed that 12 articles met the criteria to be used as final data that would be analyzed and finalized.

Table 1. Keywords and Article Criteria

No	Keywords	Number of Articles
1	"competency assessment instruments", "writing fiction prose", "higher order thinking skills", and "higher education"	104
2	Articles published in 2016-2023 Articles published in journals indexed by Sinta 3-1	68
3	Selected manual (Indonesian Language and Literature learning context)	12

3. FINDINGS AND DISCUSSION

The results of this research presented the works of literature that were used and analyzed in Table 2. The results of the analysis showed that 12 articles were declared to meet the data analysis criteria, 6 articles studied prose fiction, and only 3 articles studied assessment instruments and HOTS. Furthermore, this study of HOTS has been limited to learning Indonesian Language and Literature only.

Table 2. Article Research Focus or Reviewed Literature

Focus	Source
Writing fictional prose: improving students' abilities in writing fictional prose and developing/producing fictional prose teaching materials	Syukur, et al (2022); Thaba, et al (2021); Susandi & Rachman (2019); Setyorini & Riskiana (2017); Setiawan (2017); Linawati (2016)
Competency assessment instruments: producing Indonesian language assessment instruments and writing competency assessment models	Hardiyanto (2020); Sutami, et al (2020); Hiasa & Agustina (2021)
Higher-order thinking skills: examining Indonesian language teachers' perceptions of reading literacy assessments and Indonesian language teachers' abilities in creating HOTS-based test questions, as well as describing HOTS-based forms of learning.	Wahyudi, et al (2022); Chandra & Heryadi (2020); Mulyaningsih & Itaristanti (2018)

Table 3. Articles or Reviewed Literature

No	Authors	Purposes	Research Method	Population/ Place of Learning	Findings
1	Fahrudin Eko Hardiyanto	Describing productive assessment models writing competency based on humanist values.	- Library research - Field study	The students of the undergraduate program in Indonesian language and literature education FKIP Universitas Pekalongan The students of Vocational School 15 Samarinda, The students of Senior High School 1 Samarinda, The students of Senior High School 3 Samarinda, and The students of IT Vocational School Airlangga Samarinda.	Performance assessment was used to assess student abilities through assignments (tasks).
2	Sutami, Yusak Hudiyono, M. Ilyas	Producing assessment instruments in the form of HOTS test questions that are valid, reliable, and of good quality	- Research and Development - Observation - Interview - Library research	The Students at the Department of Indonesian Language and Literature Education, Halu Oleo University	The HOTS assessment instrument was declared valid and suitable for use.
3	La Ode Syukur, Irianto Ibrahim, La Ode Sahidin, Nur Israfyan Sofian, Alia	Describing the process of developing folklore-based literary works	Analytical descriptive method	The Students at the Department of Indonesian Language and Literature Education, Halu Oleo University	The development of folklore-based short story writing was carried out through (1) theme development (2) plot development (3) background development
4	Aziz Thaba, Abdul Karim Mahmut, Amrul	Producing a prototype of mobile learning fiction prose study teaching materials that are feasible or valid, effective, and practical.	Research and Development (R&D)	The Students of Undergraduate Program in Indonesian Language and Literature Education, College of Teacher Training and Education Cokroaminoto Pinrang, South Sulawesi	the prototype of teaching materials for the study of prose fiction based on mobile learning has been proven valid.
5	Susandi, Anita Kurnia Rachman	Improving short story writing skills with the diary-changing technique	qualitative descriptive	Student at IKIP Budi Utomo Malang	Description of short story writing skills for students.
6	Fina Hiasa, Emi Agustina	To find out the effectiveness of the Appreciation of Fiction Prose course using the Google Form application	Research and Development (R&D)	The students of the Undergraduate Program in Indonesian Language Education, FKIP UNIB	The use of Google Forms in the Prose Fiction Appreciation course was effective, efficient, user-friendly, paperless, and flexible in processing.
7	Nurul Setyorini, Suci Riskiana	Describing the archetypal studies, the value of local wisdom, and the relevance of archetypal studies and the value of	- qualitative descriptive - Interview	The legend in Purworejo City	There were three topics in this study, namely archetypal figures, archetypal events, and archetypal symbols that were relevant to

		local wisdom as teaching materials To find out the characteristics of the Kompas 2013 short story by describing the results of the code system analysis and its use as teaching material.			be used as teaching material. The four short stories used various language codes with a mixture of standard Indonesian and regional languages
8	Setiawan		descriptive-analytical	The students of the Undergraduate Program in Indonesian Language, Literature, and Regional Education, FKIP Unpas Bandung	
9	Elin Linawati	Improving students' ability to write short stories	Classroom Action Research (PTK)	The student in grade 7 at Junior High School I Luragung	There was an increase in students' ability to write short stories in the very successful category.
10	Deni Chandra, Dedi Heryadi	describing the teacher's abilities in creating question-based tests (HOTS) and analyzing the suitability of the test questions in terms of the criteria (HOTS).	qualitative descriptive	The students of Junior High School at 1 Karangnunggal, 3 Karangnunggal, and IT Karangnunggal	There had been an increase in teachers' ability to create higher-order thinking Skills (HOTS) based test questions
11	Diki Wahyudi*, Widya Ristanti, Sarwiji Suwandi	analyzing teacher's perceptions of HOTS-based Reading Literacy Assessment	-qualitative descriptive -exploratory case study -semi-open questionnaire - interview	Indonesian language teachers in various high schools in the city of Surakarta	Teachers realized the importance of reading literacy, integrating reading literacy into Indonesian language learning, and applying HOTS-based learning, and implementing HOTS-based reading literacy assessments.
12	Indrya Mulya ningsih, Itaristanti	describing HOTS-laden learning for students as prospective teachers	- Qualitative descriptive - questionnaire - interview - observation	The lecturers and students at Department of Indonesian Tadris FITK IAIN Syekh Nurjati Cirebon	There were still courses that characterized institutes and faculties that did not contain HOTS.

3.1 Learning to Write Prose Fiction in Higher Education

The results of the analysis of 6 articles that discussed learning prose fiction still faced some obstacles, namely the incompatibility of theory with the achievements of the work produced by students. The quality of short stories produced by students was still categorized as minimal or few. Therefore, efforts to improve the quality of students' writing continued to be carried out by educators. In 2016, Linawati conducted research on the use of Discovery Learning Strategies in learning to write short stories. This research was conducted to improve students' abilities. However, this research was carried out in junior high schools, not in higher education.

Research related to learning prose fiction in higher education was also carried out by Susandi & Rachman (2019) using the technique of turning diaries into short story ideas for students. Other research: Setyorini & Riskiana (2017); Syukur et al. (2022) used folk tales as story ideas for writing short

stories. Furthermore, Setiawan (2017) used short stories published in the mass media Kompas 2013 as teaching material. These four studies sought to improve the skills of students in higher education so that they could produce short story literary works by developing teaching materials that were considered effective, practical, and valid.

Two other studies related to learning prose fiction focused more on learning media to make learning to write prose fiction more effective during the last pandemic. Thaba, et al (2021) developed mobile learning-based prose fiction teaching materials that can be accessed independently. Hiasa & Agustina (2021) developed Google Form teaching media to distribute material and carry out learning evaluations. Both development research studies were carried out to produce effective and efficient distance learning.

3.2 Writing Competency Assessment Instrument

Research related to writing competency assessment was conducted by Hardiyanto (2020). This research aimed to describe models for the productive assessment of writing competence based on humanist values. It was felt that the research results were still not by the research objectives because they referred more to the forms of assignments rather than the assessment models themselves. The forms of assignments in writing courses recommended from this research include 1) practicing writing papers, 2) practicing writing popular articles; 3) practicing writing an autobiography; 4) practicing writing news; 5) practicing writing, compiling, and exhibiting wall magazines; 6) practicing writing newsletters; and 7) practicing writing social activity proposals. This research also did not discuss competency assessment instruments in the field of literary writing.

Further research was conducted by Sutami, et al (2020). Sutami, et al conducted research that aimed to produce an Indonesian language assessment instrument in the form of HOTS test questions that was valid and reliable and described the quality of HOTS test questions to measure high-level thinking skills in high school and vocational school students in class X semester 1. This research was a development research that used the Borg & Gall model. The results of the research showed that the resulting development of an Indonesian language assessment instrument in the form of 40 multiple choice questions and 5 description questions was declared valid and suitable for use. This research is one of the most relevant studies to the author's research title. However, this research was not carried out in higher education but in secondary schools. The form of questions developed was suitable for Indonesian language questions but was less applicable for prose fiction writing courses in higher education.

The latest research was conducted by Hiasa & Agustina (2021). This research aimed to determine the effectiveness of the Appreciation of Fiction Prose course using the Google Form application for third-semester students of the Indonesian Language Education Study Program, FKIP, Bengkulu University. This research was development research. The research results showed that the development of instruments for the Appreciation of Fiction Prose course using the Google Form application was effective, efficient, user-friendly, paperless, and flexible in its implementation. This development research showed that the use of technology could help teachers in carrying out assessments significantly.

3.3 Literature Learning Based on Higher Order Thinking Skills

Research related to HOTS-based literature learning was conducted by Mulyaningsih & Itaristanti (2018). This research aimed to describe HOTS-laden learning for students as prospective teachers. The results of the research showed that learning in the Indonesian Language Tadris Department, FITK IAIN Syekh Nurjati Cirebon already contains HOTS. However, there were still courses that characterized institutes and faculties that did not contain HOTS. This research also analyzed HOTS-based Indonesian language learning, not on competency in writing prose fiction.

Wahyudi et al. (2022) in their research was aimed to analyze the perceptions of high school Indonesian language teachers regarding reading literacy assessments based on higher-order thinking skills (HOTS). The results of the research showed that high school Indonesian language teachers in the

city of Surakarta were aware of the importance of reading literacy for learning, teachers had also integrated reading literacy in Indonesian language learning, teachers had implemented high-level skills-based learning, and in terms of assessment teachers had implemented reading literacy-based assessments. high-level skills. Wahyudi et al.'s research showed that HOTS-based assessment instruments had been implemented at the secondary school level.

The next research related to the application of HOTS-based literature learning was carried out by Chandra & Heryadi (2020). This research aimed to describe the ability of Indonesian language subject teachers to create HOTS-based test questions and analyzed the suitability of the test questions created in terms of HOTS question criteria. The research results showed that teachers' ability to create HOTS-based test questions in the form of essays and multiple choice was still low. The results of this research showed that there were still many educators at the junior high school level who did not understand HOTS-based learning. This meant that the ability to compose and use HOTS-based questions in both junior high schools and higher education was still relatively low.

The findings above showed that learning to write fiction prose based on higher-order thinking skills in higher education had not been the object of research by many parties. This was evident from several articles that examined HOTS-based learning in higher education, only discussing Indonesian language learning material in general. There had been no research that specifically discussed learning to write fiction prose based on higher-order thinking skills in higher education. This made the question of what form of learning to write HOTS-based fiction prose take in higher education unanswered because it was not reflected in previous research. The forms of instruments for assessing competency in writing fiction prose in higher education that were found from the analysis showed that the various instruments used were more suitable and relevant to general or academic Indonesian language learning than literature learning itself. This seemed to be based on the assumption that when learning the Indonesian language, the steps for writing follow the steps for writing scientific rules which were closely related to logical thinking. Both Indonesian language and literature learning materials used the steps of writing scientific rules which were closely related to logical thinking. In learning to write fiction prose in higher education, literature was studied as a scientific study like other fields so that the learning and assessment process could be HOTS-based. The findings of this literature review indicated that there was a need for further research in the field of learning Indonesian literature, especially writing prose fiction developed based on HOTS. This is not only at the level of planning, media, and the literary learning process but also must be completed with a comprehensive evaluation through the use of writing competency assessment instruments based on HOTS.

4. CONCLUSION

The findings of this systematic literature review research showed that learning to write HOTS-based prose fiction in higher education had not been the object of research by many parties. The learning assessment instruments in higher education that had been found only seem to show that HOTS-based assessment instruments were more suitable and relevant for use in general or academic Indonesian language learning rather than literature learning itself. The findings of this systematic literature review recommended that there was a need for further research in the field of developing instruments for assessing Indonesian literature learning, especially the development of HOTS-based fiction prose writing competency assessment instruments.

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