



Relevance of Bloom's Taxonomy Hots Theory to the Application of Body Literacy Methods at Rumah Kreatif Wajiwa

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Abstract. Body literacy at Rumah Kreatif Wajiwa is related to the processing of body, feel, thought, and imagination as the initial foundation in the process of achieving the highest intelligence that is useful in aesthetic and life values. Processing the body, feeling, thinking, and imagining is a complex process because it requires higher order thinking skills (HOTS) in understanding and analyzing the various components in it convergently and divergently. This research aims to describe and analyze the relevance of High Order Thinking Skills (HOTS) in Bloom's Taxonomy theory to the Body Literacy method applied by Alfianto at Rumah Kreatif Wajiwa. The research method used is qualitative phenomenology with triangulation data collection techniques: observation, literature study, documentation study and interviews. This research shows that the processing of body, feel, thought, and imagination in Wajiwa's body literacy requires high-level thinking skills of its members to analyze, generalize, synthesize, explain, and make conclusions about phenomena that occur around life to serve as an artist's capital in his work as well as an academic in science study through various literacy sources, it strengthens that Wajiwa's body literacy includes HOTS analysis in a creative process as part of the cognitive domain in Bloom's taxonomy theory.

Keywords: HOTS · Bloom's Taxonomy · Body Literacy · Rumah Kreatif Wajiwa

1 Introduction

Literacy is no longer only understood as the ability to read and write, but now refers more broadly to linguistic and cultural phenomena related to problems of social and political practice [1]. Good literacy skills can increase knowledge and skills, think critically in dealing with problems, and be able to develop individual potential and participation in living society [1].

Body literacy is the development of art learning methods for children from an early age formulated by Alfianto to emphasize the process of developing character and potential of students starting from the process of train the thinking skills (cognitive). This

process includes transforming information and ideas through the process of analyzing, synthesizing (combining facts and ideas), generalizing, explaining, and drawing conclusions (interpretation).

Creativity skills need to be considered in the process of creating art, but the facts show that the level of creativity of students is still relatively low in terms of student activity and learning outcomes because of the lack of precise use of the learning methods applied, as a result the development of potential and creativity of students is slow and the quality of education is down because educational goals are increasingly difficult to achieve. Efforts that can be made to overcome these problems are by developing a learning method approach to improving the quality of education through the process of sharpening the competence of critical thinking skills, communicating, working together, being confident, creative, and innovative (Kemendikbud, Directorate General GTK) which is part of high order thinking skills (HOTS).

HOTS is part of the cognitive domain in the analysis of Bloom's taxonomy theory which was founded by Benjamin Samuel Bloom on 1956 as a conceptual framework to hone skills around knowledge. Bloom's taxonomy divides the framework of thinking from lower levels (lower order thinking skills) as the initial basis for someone to think starting from remembering, understanding, and applying, then moving up to the process of analyzing, evaluating, and creating (creating) which is included in higher order thinking skills. According to Resnick, HOTS is a complex way of thinking to generate various ideas, and solve problems to be able to make decisions through a critical thinking process based on paradigms and analysis results [2].

The ability to think critically, be sensitive to phenomena around life, and be able to evaluate the results of thinking obtained are things that need to be mastered to improve the quality of education through appropriate learning methods until the question arises of how HOTS can increase students' creativity and how the relevance HOTS on body literacy in Rumah Kreatif Wajiwu? This study aims to describe and analyze the relevance of High Order Thinking Skills (HOTS) in Bloom's Taxonomy theory to the Body Literacy method applied by Alfianto at Rumah Kreatif Wajiwu to encourage the development of student's character and potential from an early age through the learning process because HOTS provides space for students to find based concepts of activity and creativity.

2 Research Methods

The researcher uses the phenomenological qualitative research paradigm as a reference in collecting data and facts in the form of descriptive narratives. Observations are carried out holistically through observations, interviews, literature studies, and documentation studies in investigating contemporary phenomena based on individual experience and understanding of a reality. This research was conducted at the Rumah Kreatif Wajiwu which is located at Jl. Tirtawangi II, Ciganitri Bojong Soang, South Bandung Regency with a sample population of around 50 members aged 5–18 years.

Data collection techniques were carried out in stages and continuously starting from observation, interviews, literature studies, and documentation studies: (1) Observations were carried out participatory, namely when contributing and becoming a talent in several of Wajiwu's works, and observations were also carried out non-participatively when

researchers indirectly (closed) conducting an investigation in the middle of the creative process carried out at the Rumah Kreatif Wajiwa, (2) Interviews were conducted by researchers with Alfiyanto as the founder of the Rumah Kreatif Wajiwa and the originator of the Wajiwa body literacy method to obtain valid information based on questions related to the problems used as a discussion starting from how Alfiyanto's framework in formulating Wajiwa's body literacy learning method, how it is applied, how is the relevance of Wajiwa's body literacy method to HOTS in Bloom's Taxonomy theory, to how body literacy methods can improve creativity of Wajiwa members, (3) Literature Studies conducted by researchers through a treasury of data sourced from various related literature references, books, articles, journals, and previous research so that the data obtained has valid citations to support the development of science, and (4) Documentation Studies was carried out by researchers through analysis of the track record of learning and creativity at the Rumah Kreatif Wajiwa as a reference for applying the body literacy method through the creative process to the results of their work. The data search process originates from various social media to the official YouTube channel of the Rumah Kreatif Wajiwa (WaJiWa Dance Center) which regularly uploads the training process and the programs carried out.

3 Results and Discussion

The framework concept of Bloom's taxonomy which was revised by Lorin Anderson Krathwohl in 1994 became a reference in the LOTS and HOTS thinking processes in the world of education. LOTS is the initial basis for human thinking systematically before proceeding to the next stage of thinking. The next opinion states that HOTS or higher order thinking skills (analyze, evaluate, and create) are equivalent.

Lower order thinking skills act as the basis for the concept of human thinking in the form of remembering, understanding, and applying knowledge, while analyzing (analyzing), evaluating (evaluating), and creating (create) is an advanced stage of the previous thinking concept that requires critical thinking skills in finding ideas and solving problems that occur around life. HOTS provide a stimulus for students to interpret, analyze, explain, create hypotheses, and make arguments to be able to solve a problem [3].

Alfiyanto is an artist as well as a lecturer who is involved in the world of dance, especially contemporary dance. Contemporary is defined as a trend that is contemporary and media that reflects the artist's freedom of expression based on the cultural and social values that surround it. The current concept according to FX Widaryanto in Sardono [4] does not emphasize the form but rather the actualization and accentuation of issues that are happening in life [4]. This is what makes Alfiyanto in his art journey always explore to find new possibilities in the world of education and art through the process of creativity. Hawkins explains that creativity consists of an imaginative process: feeling, living, imagining, and determining the truth [5]. Conceptually, creativity is a new, unique, useful, correct, and valuable product [6]. His unique and critical thinking skills as well as his great desire and determination to develop the quality of art education have motivated him to create a creative community.

Rumah Kreatif Wajiwa (RuKreWa) is a place for creativity in the arts, an especially contemporary dance created by Alfiyanto on Jl. Tirtawangi II, Ciganitri Bojongsong,

South Bandung Regency. Rukrewa is used as a creative area for personal and community interests around where he lives which focuses on developing the character and potential of early childhood through dance learning [7]. Learning that is applied to early childhood is a coaching effort that prepares children to face life in the future, because at this age, children have the sensitivity to grow and develop appropriately and efficiently [8].

Alfiyanto designed the learning process through dance for approximately seven years into a concept called Body Literacy "The Floor Builds the Roof" to optimize the intelligence, mind, and body of its members through various active, interactive, productive, and fun learning activities.

Based on the framework, Alfiyanto makes the body, feelings, thought, and imagination become the four main factors in action as the basic foundation that will shape the character and develop the potential of students through dance learning which is carried out regularly and continuously. Routine training patterns and intensive stimulation given to children can help their development faster and better, the dancers must be diligent in practicing so that the growth and development of their dancing body can be well maintained [9].

First, the body is an active approach to movement through technical, endurance, and flexibility exercises to build quality, discipline, agility, and sensitivity in the dancer's body. Second, feel is the process of processing the sensitivity, sensibility, and empathy of dancers to the environment through attention-focusing exercises, critical thinking, to exploration in the community so that they can interpret every movement they make. Third, thinking is the sharpness of perspective and knowledge in understanding a phenomenon, at this stage through a creator (Alfiyanto) students are asked to explore the surrounding environment freely and then discuss it. Fourth, imagining is an experience that is realized as a result of a creative thought process in the form of imagination that has been internalized until finally an innovative and quality new movement is formed.

Alfiyanto uses Bloom's taxonomy theory as the basis for the body literacy method in Rukrewa to increase the knowledge, skills, and work attitudes of students through the body related to the psychomotor domain, feelings related to the affective domain, thoughts and imagination related to the cognitive domain. These four factors have been applied to the form of routine training patterns at Rumah Kreatif Wajiwa through dancing, drawing, learning English, and exploring the Ciganitri village so that students can train their sensitivity, feeling, and imagine be able to express their feelings in the form of expression artworks.

The process of further analysis has shown that the training patterns that have been applied by Alfiyanto in Wajiwa are the implementation of the LOTS and HOTS thinking stages that have been discussed previously. In the implementation process, Alfiyanto stimulates the LOTS thinking ability of students to be able to understand, realize, identify, describe, discuss, modify, imitate, and apply the results of their exploration to various media such as body and paper. Then in the next stage, the critical, creative, and imaginative thinking power of students are trained through the process of dealing with problems by finding solutions to solve problems through the process of analysis, exploring, training sensitivity and sensibility, criticizing, assessing, compiling, creating, and validating results which are part of higher order thinking skills (HOTS). The Body Literacy training

pattern at Wajiwa provides opportunities for students to grow and develop actively, independently, and fun through various positive activities that encourage students to have higher-order thinking skills in art learning through the creative process.

4 Conclusion

The right learning method can support success, improve quality, and achieve educational goals in Indonesia so that quality intelligent people can be formed in real terms. Higher order thinking skills (HOTS) need to be trained and developed because critical thinking and sensitivity of phenomena around life are important for humans to survive and be able to face various possibilities in the future. The Wajiwa body literacy method initiated by Alfiyanto is an effective step to help the process of developing the character and potential of students through activities to produce creativity that involves HOTS by using dance as a medium so that the learning process can feel more active, interactive, and fun.

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