Exo Olo Task Learning Model with Case method To Improve Students' HOTS on the Distribution of Flora and Fauna

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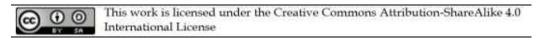
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ABSTRACT

The purpose of writing this article is to explain the influence of the application of the Exo Olo Task learning model with the Case method (CM) to Improve students' high-level thinking skills on the material distribution of flora and fauna in Indonesia and the world. Where the Exo Olo Task Learning Model with Case method is in line with the 2013 curriculum which applies student-centered learning. The distribution of Flora and Fauna in Indonesia and the World studied by students in high school class XI is included in the scope of physical geography. The research method in this study is a literature study with sources from various articles through searches on the internet and supported by related books. This writing obtained the results that the Exo Olo Task Learning Model with the Case method can improve students' high-level thinking skills. So, the Exo Olo Task Learning Model Method with the Case method can be applied in geography learning in high school. The role of the teacher is needed in the implementation of the Exo Olo Task Learning Model with the Case method as a facilitator of student learning.

Keywords: Exo Olo Task, Case methode, HOTS.

INTRODUCTION

21st-century learning is characterized by the development of the ability to think at a higher level (HOTS) by learners. HOTS learning is characterized by: 1) Analysis, Evaluation, and creation; 2) Logical Reasoning; 3) Critical consideration and thinking; 4) Problem solving and creative thinking (Nofrion, 2018). Currently, schools and educational institutions in Indonesia are developing 21st-century learning competencies through the application of the 2013 curriculum. Furthermore, related to the demands of the times, in the 21st-century schools and other educational institutions must be able to develop 21st Century Proficiency Competencies that have been adopted by the Indonesian education world with the term "4K" which in Indonesian are: Critical Thinking and problem-solving skills (Critical Thinking), Communication Skills, Creativity and Innovation (Creativity and Innovation), Collaboration (Collaboration). Nofrion (2018) say that there are four images of competencies that education graduates must have in the 21st century learning to compete in global associations, namely 1) core subjects and themes of the 21st century; 2) learning and innovative skills; 3) information skills, media and technology; and 4) life and career skills.

In implementing the 2013 curriculum, there are many learning methods and models that are biased to be applied, including. Exo Olo Task Model with Case method This learning model is in line with the objectives of the 2013 curriculum where students become the

center of learning and with the principles of a scientific approach (Kurniasih & Sani, 2014).

The application of the Exo Olo Task Model with the Case method can be applied to Geography subjects where geography is a science that studies the similarities and differences of geosphere phenomena from the point of view of environment and territory in a spatial context (Suharyono and mien, 2017). Geography is a problem-oriented discipline in the context of interaction between humans and the environment. Learning Geography should involve students in hands-on experience. One approach that emphasizes full student engagement to be able to connect the material with real-world situations is Contextual Teaching and Learning (CTL).

The distribution of flora and fauna belongs to the scope of the Biosphere which is one of the Geosphere phenomena. Geography at the high school level is presented as a separate subject, although the position of geography is still as knowledge not as a science (Suharyono & Amien 2017). So, according to the explanation that has been described, the author carried out a literature study on the "Exo Olo Task Learning Model with Case method to Improve Students' HOTS on The Distribution of Flora and Fauna in Indonesia and the World". So that this writing has a formulation of a problem, namely: Can the Application of the Exo Olo Task Learning Model With The Case method Improve Students' High-Level Thinking Skills on the Distribution of Flora and Fauna in Indonesia and the world?

METHODS

The writing of this article uses the literature study method, which is a method used to obtain in-depth data and information using various literature, such as notes, journals, articles, magazines, books, various other references, and various types of research that have been published and related so that the problems to be raised, will get the theoretical foundation and the answer (Yaniawati, 2020). The data source used is in the form of articles obtained by searching the internet and supported by related books. The stages in compiling this article begin with finding and collecting various literature data, cited using Mendeley's help, and analyzed by comparing one research result with another.

RESULTS

Exo Olo Task with the Case method

Merry (1954) writes that the case process is more inductive than deductive. He added that "the focus is on learning students together, cooperatively, compared to teachers who express their views to students." Remmers (1953) wrote an article entitled "Because Wisdom Can't Be Told," which emphasized that the purpose of case learning is to develop the skills of analyzing and making decisions Flynn et al., (2001) noted that the use of case learning in science should encourage students to critically assess the history about science they heard from the media, have a good attitude towards science, understand the processes

and limitations of science, and be able to ask more critically in open debate. The purpose of the case method is largely not to teach about the content of science (although this is also the case) but to teach how science works and develop higher-order skills of learning.

The theoretical foundation of Case-Based Learning (CM) is collaborative. Case-based learning is rooted in social constructivism which holds the view that students structure knowledge by building reasoning from all the knowledge they already have and from everything they have gained as a result of interacting with fellow individuals. It also implies that the learning process shifts from the transfer of information from lecturers to students to the process of constructing knowledge that is social and individual. The Directorate General of Higher Education defines PBK as a learning method by utilizing problems and students must conduct an information search/extract (inquiry) to be able to solve the problem.

Problem-based learning or the case method can be defined as teaching in which contextual problems are presented to students so that they will get stimulation to learn. Meanwhile, Warsono & Hariyanto (2014) argues that PBL is a learning model based on constructivism and provides accommodation regarding student involvement in learning, and plays a role in contextual problem-solving efforts. PBL in its learning makes students a learning center and a role teacher to facilitate students to be able to actively solve the problems raised and to compile their knowledge both individually and as a team by collaborating between students.

Table 1. KD physical aspects of geography learning in Class XI

Knowledge based competencies	Basic competence of skills	Material title
Analyze the distribution of flora and fauna in Indonesia and the world based on ecosystem characteristics	Create a map of the distribution of flora and fauna in Indonesia and the world equipped with images of endemicanimals and plants	Distribution of flora and fauna in Indonesia and the world.

Source: Regulation of theMinister of Education and Culture No. 37/2018.

Distribution of Flora and Fauna

The distribution of flora and fauna on the surface of the earth is not the same and evenly distributed, so it affects the life of living things. Some areas are very densely populated, but there are also areas on the earth that can be inhabited by living things. In addition to humans, it turns out that flora and fauna also have different physical characteristics in each region. There are so many animals and plants that can only be found in one place and none in another. That is what causes the uneven distribution of flora and fauna on the surface of the earth. The flora and fauna scattered in all corners of the world are influenced by many factors. Several factors affect the distribution of flora and fauna on the surface of the earth, namely: climate (Climatic), edaphic (soil), physiography (relief), and humans.

The material on the Distribution of Flora and Fauna in Indonesia and the world studied in high school class XI semester one includes the characteristics of biomes in the world, factors affecting the distribution of flora and fauna, the distribution of types of flora and

fauna in Indonesia and the world, Conservation of flora and fauna in Indonesia and the world, Utilization of Indonesian flora and fauna as natural resources.

Empirical Data

The Exo-Olo Task learning model is a learning model developed based on cognitive and constructivist learning theory and includes a family of information processing and social interaction models. The main focus of this model is to present tasks/questions/problems that trigger students to work either individually, in pairs, or groups effectively. By practicing the principles of Collaborative learning, this learning model has a positive effect on both teachers and students (Nofrion 2019). This opinion is in line with the research conducted by Djumadiono (2019) Case method can improve student learning outcomes. The case method teaches students how discussion and participation can encourage intellectual exchange and empower students to make critical decisions.

In the material, the distribution of flora and fauna increased after the case method is implemented. Empirical data related to the writing of this article was obtained from various articles related to and by the analysis to Improve Students' HOTS on Flora and Fauna Distribution Materials in Indonesia and the World. Research by Arnimutia (2017) in the case method on lithosphere and pedosphere matter was carried out by applying 2 cycles. The learning outcomes obtained in cycle I was with an average of 50.67 while in cycle II obtained the average learning outcome was 84.50. So, the case method in this material is proven to be able to provide an increase in learning outcomes for students. Research by Irmawati (2019) in the application of the case method to lithosphere material applied in 2 cycles. Starting with the *pre-test* where the average value obtained is 26.55, then after being applied to cycle I, an average value of 70.00 is obtained and in the second cycle, the learning results are obtained with an average value of 85.34. So, student learning outcomes.

Research by Sasmita (2015) in the application of the case method to atmospheric matter applied using 2 classes, the first class as an experimental class that applies the Case method and the second class as a control class that applies the lecture method. Each class is given a pre-test and then gets a new treatment given *a* post-test. In the experimental class, the initial test results with an average score of 55.3 with only 1 student being able to achieve KKM, and after getting treatment and then the final test was carried out, the student's learning outcomes got an average score of 74.2 with 22 students out of 32 students who were able to achieve KKM. As for the control class, the initial test results have an average score of 55.15, and the final test with an average score of 55.78. This explains that there is an influence of the application of the Case method on student learning outcomes with atmospheric material.

Research by (Apriyani et al., 2019) in the application of the case method to hydrosphere materials using 2 classes. The first class is made into a class by applying the Case method and the second class becomes a control class by applying expository methods. Learning outcomes were obtained in the experimental class with an average score of 82.74 and the control class with an average score of 78.3. This shows that the case method has a moderate influence on student learning outcomes on the hydrosphere material. Based on

the description above, the Application of the Exo Olo Task Learning Model with the Case method can Improve Students' HOTS in the Distribution of Flora and Fauna in Indonesia and the World. So that the Exo Olo Task Learning Model with the Case method can be proven as a learning model that can facilitate the learning process of students to play an active role in finding, processing, constructing, and using their knowledge of the material distribution of flora and fauna in Indonesia and the world. The material on the distribution of flora and fauna in class XI requires students to be able to get to know the problems around them, then formulate the problem, find a solution and in the end, students will be able to draw a conclusion and present what they learned both orally and in writing. Students' efforts to provide solutions to problems related to the material can be by working on projects as well as with their critical minds.

The application of the Exo Olo Task with Case method is also in line with Suharyono & Amien (2017) regarding geography learning that can be considered by teachers, namely learning from direct experience, where students need to learn as much as possible based on the activities that students do both in the room and through direct experience in the field and should school be able to take advantage of the surrounding environment to become a learning resource for students. In addition, at the high school level, students can already think abstractly at an advanced level, of course, they need to have learning that further hones their skills and reasoning by providing various real problems in the environment around them.

CONCLUSIONS

Based on the description discussed above and from various article studies or research results that have been published with various empirical data, it can be concluded that the Exo Olo Task model with the Case method can improve students' HOTS on the material distribution of flora and fauna in Indonesia and the world. Therefore, the Exo Olo Task Model with Case method can be a choice in teaching geography to students. However, the thing that needs to be noted is the role of good supervision by teachers who act as facilitators in student learning so that learning will be meaningful, especially for students.

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