

Voices from The Classroom : Teachers' and Students' Perceptions of Using SPS-Based Worksheets to Promote HOTS in Science Learning (A Needs Analysis)

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Abstract: This study aims to analyze the needs for developing Student Worksheets that support Higher Order Thinking Skills (HOTS) and Science Process Skills (SPS) in science learning. A descriptive qualitative approach was employed in this study, where data were collected from 56 students and 3 science teachers across two schools in Banda Aceh, which were purposefully selected to examine the implementation of SPS-based worksheets in school located in the both urban and rural setting using structured questionnaires. The needs analysis was guided by the framework proposed by Hutchinson & Waters, focusing on three key elements: necessities, lacks, and wants. The findings indicate that both teachers and students recognize the importance of SPS-based worksheets in developing HOTS. Necessities include worksheets that support HOTS, especially in practical activities. However, there is a lack of SPS-based worksheets due to limited time and training and wants reflect teachers' strong desire for professional development to create such worksheets that can enhance students' HOTS. However, existing worksheets do not adequately address these needs, particularly in terms of contextualized problems, activity variation, and relevance to real-life situations. The study suggests that there is a pressing need to develop innovative, contextual worksheets integrated with problem-solving strategies. Such worksheets would not only support more meaningful learning but also challenge students cognitively, fostering skills that align with the demands of the 21st century.

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Introduction

The era of globalization and rapid advancements in science and technology require education systems worldwide to prepare students with skills relevant to the demands of the 21st century (N. Hujjatusnaini et al., 2022). One of the key skills that need to be developed is Higher Order Thinking Skills. HOTS includes critical thinking, analytical, evaluative abilities, as well as the capacity to solve complex problems (Wayan Ni, et al., 2023). HOTS trains students to develop critical and creative thinking, enabling them to face global challenges effectively. As a result, students can continue to grow and become high-quality individuals (Badjeber & Purwaningrum, 2018). Furthermore, HOTS is considered crucial because it contributes to the development of creativity and critical thinking, while also equipping students for higher education more deeply, make sound decisions, and innovate in addressing various challenges in both academic and increasingly dynamic professional environments (Ramos et al., 2013). In addition, the development of HOTS is closely related to scientific process skills, which include the ability to observe, classify, measure, infer, predict, and communicate. These skills not only support the mastery of scientific concepts but



also serve as a foundation for cultivating critical and analytical thinking (Darmaji et al., 2019).

Along with the shift in the educational paradigm towards developing higher-order thinking skills, there is a need for teaching strategies that not only focus on the transfer of knowledge but also encourage students to construct their own understanding (Hamzah, Hainora et al., 2022). Students need to develop their thinking abilities to be ready to face various challenges in the future. By thinking at a higher level, they can more easily understand concepts, analyze information, and sharpen their decision-making skills to solve emerging problems (Melawati, et al., 2022). In the learning process, teachers should provide students with the freedom to build their own understanding (Nareswari et al., 2021). However, the teacher's role is still crucial in guiding and creating a conducive and enjoyable classroom atmosphere (Pamela et al., 2019). One way to support this is by utilizing engaging learning media (Miralda, D., et al., 2022). The use of learning media not only helps students understand each concept being taught but also plays a vital role in the smooth flow of the teaching and learning process (Chutami, F., Suhartini., 2021). One approach that can be used to achieve this goal is through the use of appropriate teaching materials, such as Student Worksheets. Well-designed worksheets have great potential in supporting a more interactive learning process, sharpening students' critical thinking skills, and enhancing their independence in completing tasks and solving problems.

However, in practice, many worksheets still do not fully meet the standards needed to support the development of HOTS. Some common issues include a lack of variation in the types of questions posed, minimal integration with problem-solving-based approaches, and the use of methods that are still oriented more towards memorization rather than deep conceptual understanding (Setyarini, S., & Ling, M., 2019). As a result, worksheets used in learning often fail to provide sufficient challenges for students to optimally develop higher-order thinking skills (April, Fitri., Anas, M., 2024). With the development of technology and changes in the field of education, it is important to ensure that the teaching materials used in learning truly support the development of higher-order thinking skills in students. Therefore, a needs analysis of teaching materials, such as Student Worksheets, becomes a crucial step. This needs analysis allows educators to better understand the characteristics of students, the material being taught, and the most effective methods to achieve this (Haseli, Mehdi., 2008).

A proper needs analysis will help in designing worksheets that not only contain questions that test memory but also stimulate students' critical, analytical, and creative thinking abilities. With a problem-based approach, students are encouraged to engage in real-world problem-solving, which not only strengthens their understanding of the material but also enhances their decision-making skills and ability to innovate. Moreover, incorporating scientific process skills into worksheet design can provide opportunities for students to explore, investigate, and draw conclusions independently—further reinforcing their HOTS through hands-on, inquiry-based learning (Herunata, et al., 2025).

However, research that specifically analyzes the integration of higher order thinking skills with scientific process skills in the context of Student worksheets is still limited (Suryanti, E., & festiyed., 2023). Most existing studies tend to focus only on either HOTS development or scientific skills separately. This creates a gap that needs to be addressed through research that combines both aspects within the framework of effective and innovative teaching materials.

This study aims to conduct a needs analysis regarding the design of worksheets that effectively guide students in the development of higher-order thinking skills (HOTS). The design of such worksheets is crucial, as it prioritizes the enhancement of HOTS. Through this



analysis, the research seeks to identify gaps in current educational materials and to propose the development of more innovative, relevant, and effective worksheets. The contribution of this study lies in addressing the real needs faced by both teachers and students in fostering HOTS, thereby facilitating a more meaningful learning experience. Ultimately, this approach will not only benefit students but also bring the educational system closer to achieving competencies that align with the evolving demands of society.

Research Method

A descriptive qualitative approach was adopted in this study, using a survey instrument with a Guttman scale, which provides two answer options: 'Yes' and 'No,' with scores of 1 and 0, respectively (Sudjana, 2005). The Guttman scale was chosen for its ability to generate clear and structured data, as well as to measure the depth of agreement or disagreement with specific items in the questionnaire. The selection of a survey as the data collection method is based on its efficiency in gathering insights from a large number of respondents in a short period of time. This survey allows us to obtain a representative overview of teachers' and students' perceptions regarding the use of student worksheets in science learning at two different junior high schools in Banda Aceh: SMPN 6 Banda Aceh and SMPN 12 Banda Aceh, with 56 students and 3 science teachers as respondents. The two schools were randomly selected to ensure variation in the implementation of science process skills based worksheets. One school is located in the city center, while the other is in a rural area. The selection of these schools aims to analyze the needs related to the use of SPS-based student worksheets in science learning and to investigate whether these schools have implemented such worksheets in different ways.

The research analysis was conducted by considering three main aspects: necessities, lacks, and wants, which were then categorized based on the needs analysis framework of Hutchinson & Waters (1987) (Brindley, 2012). In addition, the data were analyzed qualitatively by emphasizing these three aspects to gain a deeper understanding of the respondents' needs.

Results and Discussion

The results and discussion in this study are derived from data collected through a structured questionnaire. The responses obtained from 56 junior high school students from two schools in Banda Aceh are summarized in Table 1.

Question	Yes (%)	No (%)
Have you ever used an e-	91	9
worksheet when doing		
science experiments in class?		
Does the e-worksheet help	38	62
you think more deeply and		
find solutions to problems?		
Are the questions in the e-	45	55
worksheet related to real-life		
problems?		
Do you find it difficult to	60	40
analyze and understand the		
data collected during science		
experiments when using the		
e-worksheet?		

 Table 1. Student Responses to Worksheet Use in Science Learning (n=56)



Would you like to use a	84	16
worksheet that clearly shows	88	12
step-by-step activities?	00	12
Would you like it if the e-		
worksheet is designed to help		
you analyze and understand		
the lesson concepts more		
deeply?		

The results of student responses to the use of e-worksheet in science learning are presented in Figure 2. This data illustrates students' perceptions of the effectiveness of the e-worksheet in helping conceptual understanding, problem-solving, and its relevance to real-life situations.





A significant majority of students (91%) indicated that they have used e-worksheets during science classes, suggesting that such tools are already integrated to some extent in instructional practices. However, when asked whether these e-worksheets helped them think more deeply and solve problems, only 38% responded positively, while 62% felt that the e-worksheets did not effectively support higher-order thinking skills (HOTS). This highlights a gap between usage and effectiveness in promoting critical thinking.

Additionally, only 45% of students agreed that the questions in the e-worksheets relate to real-life problems. This highlights the need to further contextualize the content through a Science Process Skills (SPS)-based approach, which emphasizes student-led scientific experimentation. Such an approach is believed to enhance student engagement while also helping them understand concepts in a more meaningful (Murni, M., 2018).

Interestingly, 60% of students found it difficult to analyze data using the current eworksheets, pointing to a lack of clarity or insufficient scaffolding in the design. This finding aligns with the broader need for worksheets that are not only interactive but also structured to guide students through scientific processes (Dewi A.K, et al., 2022).

In contrast, an overwhelming majority of students (84% and 88%, respectively) expressed a desire for worksheets that clearly illustrate scientific phenomena and support step-by-step exploration, as well as tools that help them understand lesson concepts more deeply (Jannah, Miftahul et al, 2025). These responses reflect a clear student need for better-designed learning tools that align with both science process skills (SPS) and HOTS.

Taken together, the data suggest that while digital worksheets are in use, they are not fully meeting the cognitive and contextual needs of students. There is a pressing need to develop e-worksheets that incorporate SPS elements and are intentionally designed to enhance higher-order thinking. This would require not only improving the content but also equipping teachers with the necessary skills and frameworks to design effective digital learning resources.

Jurnal Kependidikan Vol. 11, No. 2 (June 2025)



Teachers' Perspectives on Worksheet Use

To analyze teachers' needs regarding the development of science process skills (SPS)based worksheets to enhance students' higher-order thinking skills (HOTS), a questionnaire was distributed to three science teachers from two junior high schools in Banda Aceh. Their responses are presented in the following Table 2.

Table 2. Summary of Teacher Responses (n=3)		
Question	Teacher Response Summary	
Do you use student worksheets (e.g., LKPD)	All teachers: Yes, I use worksheets when there	
during science lessons in the classroom	are practical activities.	
How do you implement worksheets in the	1 teacher: brief explanation \rightarrow individual/group	
classroom?	work \rightarrow discussion - 2 teachers: brief	
	explanation \rightarrow group work \rightarrow individual	
	follow-up	
Do you apply group learning when using worksheets?	2 teachers: more often in groups - 1 teacher: mostly individual work	
Are there rules for students during group work?	1 teacher: no formal rules - 2 teachers: task	
	division and active brainstorming	
Have you ever developed worksheets that train	1 teacher: yes, and tested - 2 teachers: not yet,	
students to achieve competence optimally?	but want to learn	
Have you ever used worksheets based on science process skills (SPS)?	All 3 teachers: never used, but interested	
Do you think there is a need for worksheets that can improve students' higher-order thinking skills (HOTS)?	All 3 teachers: yes, such worksheets are needed	
What challenges do you face in developing or using worksheets based SPS that target HOTS?	Common responses: lack of time, lack of training, difficulty designing tasks that stimulate analysis and evaluation	
Would you be interested in using or receiving training on how to use SPS-based worksheets that support HOTS?	All 3 teachers: yes, very interested	

that support HOTS? Based on the responses from three teachers regarding the use of student worksheets in science lessons, several key themes emerged that reflect their classroom practices, challenges encountered, as well as their developmental needs and aspirations. The data were analyzed using the Needs Analysis framework by Hutchinson & Waters (1987), which categorizes needs into three main aspects: necessities, lacks, and wants (Brindley, 2012). The findings obtained from the analysis process are visually summarized through the concept map

presented in Figure 3 below.



Figure 3. Concept Map Result Based on Hutchinson & Waters (1987)

Jurnal Kependidikan Vol. 11, No. 2 (June 2025)



The concept map presented in Figure 3 is a synthesis of the needs analysis findings, structured according to the framework of Hutchinson and Waters (1987), which classifies needs into three main components: necessities, lacks, and *wants*. This mapping aims to summarize the actual needs of teachers and students regarding the use and development of Science Process Skills (SPS)-based worksheets in supporting higher-order thinking skills (HOTS). To clarify the significance of each component in the concept map, the following section elaborates on each element based on the data obtained from this study; **Necessites**

From the responses, it is clear that there is a common need for worksheets that can help students develop higher-order thinking skills (HOTS). All three teachers expressed a strong belief in the necessity of worksheets that target these skills. Higher-order thinking is essential for students to engage in deeper learning, analysis, and evaluation of scientific concepts (Kwangmuang, Parama, et al., 2021). This need aligns with modern educational trends that emphasize critical thinking and problem-solving abilities as key outcomes of the learning process (Anastasya, K et al., 2022). Additionally, all teachers reported using worksheets when conducting practical activities, which suggests that these resources are considered an essential part of the teaching process. Worksheets appear to play a critical role in facilitating hands-on learning and helping students practice applying theoretical knowledge in practical contexts.

Lack

Despite the recognition of the importance of worksheets, several shortcomings in their current use and development have been identified. One significant shortcoming is the lack of development of worksheets based on science process skills (SPS). All teachers reported that they have never used such worksheets, though they expressed interest in incorporating them into their lessons. This indicates a gap in the current teaching practices where science process skills are not fully integrated into the worksheets being used (Safaah et al., 2020).

Another challenge that emerged was the difficulty in designing worksheets that stimulate higher-order thinking skills (Shamilati, Che Sheman et al., 2017). Teachers noted that one of the main obstacles to developing these types of worksheets is the time constraints they face, which limit their ability to create tasks that promote critical analysis and evaluation. Furthermore, the lack of training in how to develop and implement worksheets that target HOTS was a common concern. Teachers highlighted that they have not yet received adequate professional development in this area, which impedes their ability to effectively design and utilize such resources.

Wants

Teachers expressed a clear desire for professional development and training in creating worksheets that are aligned with science process skills and that stimulate higherorder thinking (Pradana, D et al., 2020). All three teachers were eager to receive training on how to use or develop SPS-based worksheets that support HOTS, highlighting a strong interest in improving their teaching practices and enhancing their students' learning outcomes (Misbah, 2018). Moreover, two out of the three teachers mentioned that they are interested in learning how to better design tasks that encourage students to analyze and evaluate information. This shows a clear desire for resources that are not only more challenging but also designed to cultivate a deeper understanding of scientific concepts among students.

Discussion

The findings of this study offer important conceptual and practical implications for science education. The results reveal a mismatch between the widespread use of worksheets



and their effectiveness in promoting higher-order thinking skills (HOTS). Consistent with prior studies, the majority of students reported having used worksheets during learning activities; however, only a small proportion perceived that these tools effectively enhanced their higher-order thinking skills (Agustina,N.S.,Sopandi, W, Sujana.A. 2023). This indicates that the conventional use of worksheets is insufficient to achieve deep learning outcomes (Fajriani et al., 2021), particularly in science education that emphasizes scientific practices and processes (Yuliska, Rumi, Syafriani., 2019)

This study reinforces the view that worksheets based on Science Process Skills (SPS) hold significant conceptual potential to bridge this gap, as they facilitate deeper scientific thinking and contextualized learning. These findings align with Hutchinson & Waters' (1987) needs analysis framework, which categorizes needs into necessities, lacks, and wants. The responses from teachers and students reflect not only practical classroom needs but also underscore the urgency for a paradigm shift toward instructional materials that integrate scientific reasoning and 21st-century skills (Maulana, Yusup, et al., 2022)

Practically, these findings highlight the urgent need for systematic teacher training focused on designing SPS-based worksheets that effectively foster students' HOTS. While teachers demonstrated high enthusiasm for developing such worksheets, they face barriers including limited time and lack of professional development opportunities. Therefore, targeted interventions through structured professional development programs are essential to enhance teachers' capabilities in creating relevant and effective instructional materials (Guskey, T, R., 2002).

Moreover, this needs analysis provides a foundational basis for further development, such as designing SPS-based worksheet models tailored to real classroom contexts and the authentic needs of teachers and students. Although this study did not extend to the development phase, the data collected form a robust foundation for such future work.

For curriculum developers and educational policymakers, the findings underscore the importance of providing templates, guidelines, or teaching resources that assist teachers in creating worksheets which not only focus on procedural tasks but also emphasize the exploration of scientific phenomena in real-life contexts. Consequently, worksheets can serve as powerful pedagogical tools that promote active student engagement and sustainably enhance higher-order thinking skills.

Conclusion

The findings from this needs analysis reveal that both students and teachers recognize the importance of student worksheets in supporting science learning, particularly those designed to develop higher-order thinking skills (HOTS) through the integration of science process skills. Both teachers and students emphasize the need for worksheets that support HOTS, especially in practical activities. However, there is currently a lack of SPS-based worksheets due to limited time, resources, and teacher training in developing such materials. Existing worksheets often fall short in promoting critical thinking, analytical skills, and problemsolving abilities due to a lack of real-world context and adequate scaffolding. Nevertheless, teachers have expressed a strong desire for professional development to create more effective SPS-based worksheets aligned with the demands of 21st-century learning. Therefore, there is a clear and urgent need to develop innovative, contextually relevant digital worksheets that intentionally integrate SPS and HOTS, ultimately fostering more meaningful learning experiences.



Recommendation

Science teachers are encouraged to design student worksheets that integrate science process skills (SPS) and higher-order thinking tasks (HOTS), for example, through guided activities such as observing, inferring, and analyzing during instruction. These worksheets can be developed collaboratively or through professional training. Future researchers are advised to develop and test such worksheets using experimental methods to evaluate their impact on students' learning, particularly in enhancing HOTS, as well as to explore their application across various science topics.

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Jurnal Kependidikan Vol. 11, No. 2 (June 2025)

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