

## **Constructivist Learning Models Based on LKPD to Enhance Higher Order Thinking Skills: A Systematic Literature Review**

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**Abstract:** The development of the 21st century education paradigm demands a learning approach that is able to develop learners' high-level thinking skills (HOTS), such as analysis, evaluation, and creation. One effective approach is the constructivism model, which focuses on the active role of learners in building knowledge through direct experience, social interaction, and reflection. This study aims to examine the application of constructivism learning model based on LKPD (Learner Worksheet) to improve HOTS of high school students. The method used is systematic literature review (SLR) which analyzes various previous studies related to the application of constructivism in developing HOTS. The results showed that the use of LKPDs designed according to the principles of constructivism and supported by project-based learning strategies, inquiry, and problem solving effectively improved students' critical, analytical, and creative thinking skills. In addition, the application of this model is also able to improve the collaboration, creativity, and character of learners, making it relevant to prepare a generation of adaptive and innovative learners to face global challenges. This finding confirms the importance of integrating constructivism and HOTS approaches in the modern education curriculum

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### **Introduction**

Education is an effort that is designed and organized to create an interesting learning atmosphere. The goal is for students to develop well, both in terms of self-development, personality, intelligence, and skills needed in living life. The learning process has a crucial role in the world of education. Effective learning activities will produce quality individuals, who have the potential to achieve their dreams and master the knowledge that is essential for their future (Wahyudi, 2024). The development of 21st century education demands a shift in the learning paradigm from mere knowledge transfer to the development of higher order thinking skills (HOTS). These skills include the ability to analyze, evaluate, and create which are indispensable in facing today's global challenges. In implementing the curricular framework, a pedagogical instrument is needed that is able to accommodate and articulate the

various intrinsic dimensions integrated in it. This learning instrument is expected to function as a catalyst in the process of learner knowledge acquisition and facilitate the achievement of learning objectives that have been set (Adha, 2024).

One important component of the education system is the teaching and learning process at school. In learning and teaching activities at school, there are two subjects, namely teachers and students. Teaching for a teacher is not just conveying knowledge to students but teachers can motivate students to keep the learning atmosphere fun (Miswar, 2013). The ability of educators in carrying out the learning process is very important as an effort to provide understanding to students, one of the things that educators can do is to apply several alternative learning methods because learning methods are one of the educational components that determine the success or failure of a lesson (Nugraheni, 2013). In this context, HOTS is the key to preparing learners to face the dynamics of a changing world, where information and knowledge are developing rapidly. Learners are not only required to remember facts, but also to be able to think critically and creatively in solving complex problems. One approach that is considered effective in fostering HOTS is a constructivism-based learning model.

Constructivism is a learning theory that emphasizes the active role of learners in building their own understanding and knowledge through direct experience, social interaction, and reflection on the learning process (Minarni & Napitupulu, 2020; Vebrina & Putra, 2024). In this model, learners are not only recipients of information, but also creators of knowledge. This is reflected in the way learners engage in group discussions, collaborative projects, and practical activities that encourage them to explore and find answers independently. This model places the teacher as a facilitator who creates a learning environment that supports exploration, problem solving and cooperation. Thus, the teacher functions not only as a conveyor of material, but also as a guide who helps learners in their learning process.

Various studies have shown that the application of constructivistic learning models, whether through Problem Based Learning (PBL), Project Based Learning (PJBL), or 7E Learning Cycle approaches, can improve learners' critical thinking and HOTS skills. For example, a study by Nadhiroh (2018) showed that the development of HOTS-based Learner Worksheets (LKPD) on thermodynamic material can encourage learners to think analytically and logically. In the study, learners were invited to conduct experiments and analyze the results, so that they not only learn theory but also understand the practical application of the concepts taught. Similar findings were also found in Ardiari's research (2023), which developed HOTS-based LKPD to improve problem solving skills in science subjects. In this case, learners are invited to solve real problems related to everyday life, which makes learning more relevant and interesting.

Other studies support the effectiveness of integrating constructivism models in the development of teaching tools. Siregar (2024) showed that the use of PJBL in LKPD significantly improved learners' HOTS skills. This approach allows learners to work in groups, plan projects, and produce products that can be presented. This not only improves critical thinking skills, but also learners' social and communication skills. This is in line with the findings of Cholida (2024), who revealed that Problem Based Learning-based LKPD is

able to foster critical thinking skills in the context of economic learning. In this context, learners are invited to analyze actual economic issues and find innovative solutions, so that they not only understand economic concepts, but can also apply them in real situations.

In addition, the constructivistic approach is also proven to improve the collaboration and creativity of learners. Vebrina and Putra (2024) through the development of economics textbooks based on the 7E Learning Cycle succeeded in improving the critical and collaborative thinking skills of high school students. In this study, learners are invited to engage in a learning cycle that includes exploration, elaboration, and evaluation stages, which allows them to explore the material in depth and collaborate with classmates. The study by Sakti et al. (2023) also emphasizes the importance of constructivistic-based economic learning strategies to build critical thinking skills. In this case, learners are challenged to design solutions to complex economic problems, which encourages them to think creatively and innovatively.

Thus, this review aims to examine the current literature related to the application of constructivism learning models in improving learners' HOTS, both through the development of teaching tools such as LKPD and problem-solving and project-oriented learning strategies. It is hoped that this review can provide a comprehensive understanding of the potential and challenges of constructivism implementation in the Indonesian educational context.

## **Research Method**

This study employed a systematic literature review (SLR) method to examine empirically and conceptually how LKPD-based constructivist learning models contribute to the improvement of higher order thinking skills (HOTS) among high school students. The slr method was selected because it enables a rigorous, transparent, and reproducible process in synthesizing existing research findings, identifying research trends, evaluating methodological quality, and mapping research gaps in a specific field of study.

The review process followed several structured stages, including planning, identification, screening, eligibility assessment, and data synthesis. In the planning stage, research questions were formulated to focus on: (1) types of constructivist learning models integrated with LKPD, (2) research designs used to measure hots, and (3) the effectiveness of these models in improving students' hots at the secondary education level.

The identification stage involved searching relevant academic databases such as scopus-indexed journals, international peer-reviewed journals, and accredited national journals using keywords including constructivist learning, learner worksheet (LKPD), higher order thinking skills, hots, and secondary education. The search was limited to articles published between 2018 and 2024 to ensure the relevance and currency of the findings.

During the screening and eligibility stages, articles were selected based on inclusion criteria: (1) empirical or conceptual studies related to constructivist learning and hots, (2) studies involving LKPD or structured learning materials, (3) research conducted at the secondary or equivalent level, and (4) articles written in english or indonesian. Articles that did not focus on hots or did not provide clear methodological descriptions were excluded.

Data extraction was conducted by analyzing key information from each selected study, including research objectives, research methods, learning models used, and main findings

related to HOTS improvement. The final stage involved narrative synthesis and comparative analysis to identify patterns, effectiveness, and implications of LKPD-based constructivist learning models in supporting HOTS development.

## Result

The results of this systematic literature review provide a comprehensive overview of research trends, methodological approaches, and empirical evidence related to the implementation of LKPD-based constructivist learning models in improving higher order thinking skills. The analysis reveals that the majority of studies emphasize learner-centered learning environments that promote active engagement, problem solving, collaboration, and critical reflection.

Across the reviewed literature, constructivist learning approaches such as problem-based learning, project-based learning, inquiry-based learning, and argumentation-oriented instruction were frequently integrated with LKPD to facilitate HOTS development. These approaches position learners as active knowledge constructors, while teachers act as facilitators who design meaningful learning experiences.

Furthermore, the findings indicate that the use of well-designed LKPD plays a strategic role in guiding learners through higher-level cognitive processes, including analysis, evaluation, and creation. LKPD not only serves as a learning guide but also functions as a cognitive scaffold that encourages learners to explore concepts independently and collaboratively.

The summary of selected studies and their key characteristics is presented in table 1, which highlights research objectives, methods, and principal findings related to HOTS enhancement.

**Table 1. Literature Analysis Of LKPD-Based Constructivist Learning And HOTS**

No	Author and Year	Research Objectives	Methods	Key Findings
1	Chun & Abdullah (2019)	Examines HOTS teaching policies and practices in Malaysian schools.	Qualitative; policy document analysis and teacher interviews.	There is a gap between policy and actual implementation in the classroom. Many teachers lack understanding and training on HOTS.
2	Nadarajan et al. (2022)	Testing the effectiveness of technology-based flipped classroom learning strategy to improve HOTS.	Experiment; control and experimental groups.	Technology-based flipped classroom strategy significantly improves learners' HOTS in isometric transformation.
3	Rosli et al. (2024)	Developing a framework for improving math	Conceptual framework development;	The resulting integrative framework combines technology-based

No	Author and Year	Research Objectives	Methods	Key Findings
		HOTS through technology and learning analytics.	literature review and theoretical approach.	learning and analytics.
4	Voon et al. (2022)	Developing computational thinking competencies through constructivist argumentation learning.	Quasi-experimental study; quantitative approach.	Problem solving & argumentation-based learning improves computational thinking competencies and HOTS
5	Jamaluddin et al. (2022)	Exploring learning environment practices and their relationship with HOTS in the Malaysian education sector.	Quantitative survey	Collaborative and learner-centered learning environments improve HOTS.
6	Kwangmuang et al. (2021)	Developing learning innovations to improve HOTS of junior high school students in Thailand.	Research & Development (R&D); pre-posttest-based evaluation.	Activity-based innovation improves HOTS and learner engagement.
7	Saputri et al. (2019)	Improve students' critical thinking skills in learning cell metabolism with a learning model that stimulates HOTS.	Quasi-experiment	The HOTS-stimulating learning model significantly improved critical thinking skills.

## Discussion

Quality education does not only rely on material mastery, but also the ability to think critically and creatively, known as Higher Order Thinking Skills (HOTS). HOTS is important in the current educational context, especially at the high school level, because learners are expected to be able to analyze, evaluate, and create new information from the knowledge they have learned. According to Haryanto and Arty (2019), the application of contextualized learning can improve HOTS and learners' confidence, which shows that the right approach to learning greatly affects learners' thinking skills.

Education is a dynamic and evolving process, where teaching approaches and methods must be adapted to the needs and characteristics of learners. One approach that is increasingly

popular in modern education is constructivism. This approach emphasizes that Learners construct their own knowledge through experience and interaction with the environment (Piaget, 1972; Vygotsky, 1978). In this context, it is important to link constructivism with the development of Higher Order Thinking Skills (HOTS), which is one of the main objectives in 21st century education (Brookhart, 2010; Anderson & Krathwohl, 2001).

Constructivism as a learning theory is rooted in the idea that knowledge is not just passively received, but actively constructed by individuals. This theory was pioneered by several major figures, such as Jean Piaget, who emphasized the cognitive development of individuals, and Lev Vygotsky, who highlighted the importance of social and cultural interactions in the learning process (Slavin, 2018). In a constructivist learning environment, learners are encouraged to ask questions, explore and collaborate. This process helps learners understand and internalize concepts, and creates a meaningful learning experience.

On the other hand, Higher Order Thinking Skills (HOTS) include skills such as analysis, evaluation and creation-the three highest levels in Bloom's revised Taxonomy (Anderson & Krathwohl, 2001). These skills are particularly important in today's digital age, where Learners are exposed to complex information and need to be able to make informed decisions. HOTS enable learners to think critically, solve real problems, and design innovative solutions (King, Goodson, & Rohani, 2011).

The constructivism learning model, which emphasizes the active role of learners in the learning process, is one of the effective approaches to improve HOTS. In this context, the Learner Worksheet (LKPD) can serve as a tool that supports learners in building their knowledge independently. A well-designed LKPD can encourage learners to be actively involved in the learning process, as well as provide space for them to explore and collaborate in solving problems (Alanazi et al., 2025). The integration between constructivism and HOTS can be seen in the practice of project-based learning, problem solving, and inquiry-based learning. For example, in group projects, learners are given tasks to solve real-world problems, which encourage them to apply concepts, evaluate alternatives, and create solutions (Chun & Abdullah, 2019). In this approach, learners do not just memorize facts, but are encouraged to think critically and collaboratively.

Constructivism is a learning theory that states that knowledge is constructed by individuals through experience and social interaction. In the context of education, this theory requires teachers to act as facilitators who help learners in the learning process. This is in line with Vygotsky's view that learning occurs through social interaction and environmental influences (Zaharin et al., 2018). In the constructivism learning model, learners are encouraged to actively participate in the learning process, so that they can build their own knowledge.

HOTS encompasses a range of higher order thinking skills such as analysis, synthesis and evaluation. According to Bloom's updated Taxonomy, HOTS are at a higher level than basic thinking skills such as remembering and understanding. The application of HOTS in learning is very important to prepare learners to face challenges in the real world, where they must be able to think critically and creatively in dealing with various problems. Huang et al. (2022) showed that the use of business simulation games in learning can improve learners' engagement, learning achievement, and higher order thinking skills.

Teachers in the constructivist approach act as facilitators, not the sole source of knowledge. They design learning environments that encourage exploration and dialog (Voon, Wong, & Wong, 2022). In the context of high school learning, HOTS development can be done through various strategies, including problem-based learning, projects, and the use of technology. Problem-based learning, for example, allows learners to engage in real-world situations that require creative problem solving. In this case, a well-designed LKPD can assist learners in organizing and analyzing relevant information, so that they can develop higher order thinking skills.

The development of constructivism-based LKPD requires a deep understanding of the characteristics of learners and the learning context. They should be designed in a way that encourages learners to think critically and creatively. In the development process, it is important to involve Learners in providing input on the content and format of the LKPD that they find useful. This is in line with the principle of constructivism which emphasizes the importance of learners' experiences and perspectives in learning.

In the research of Ambarita et al. (2019), the application of LKPD based on group investigation showed a significant increase in the learning outcomes of learners. The LKPD is designed to encourage learners to explore and collaborate in groups, so that they not only learn from the material provided, but also from interactions with peers. This shows that interactive and collaborative LPDs can increase learners' engagement and support the development of HOTS.

The LKPD development process must also consider the evaluation aspect. A good evaluation can provide constructive feedback for learners and teachers on learning progress. In this context, the LKPD can include various types of assessments, both formative and summative, to measure the development of learners' HOTS. Thus, LKPD not only functions as a tool in learning, but also as an effective evaluation instrument.

The implementation of constructivism learning model based on LKPD requires careful preparation from the teacher. Teachers must have a strong understanding of the principles of constructivism and how to apply them in learning. In addition, teachers also need to be trained in the use of LKPDs that have been developed, so that they can facilitate learners effectively. According to research conducted by Tong et al. (2022), the use of problem-based learning and digital games can improve learners' HOTS skills, which suggests that a combination of learning methods can provide better results.

During the implementation process, it is important to create a supportive learning environment. A positive and collaborative environment can increase learners' motivation to learn and actively participate in learning activities. Teachers should also be prepared to provide support and guidance to Learners, especially when they face difficulties in understanding concepts or completing assigned tasks. Instead, many teachers feel underprepared or overwhelmed by a crowded curriculum and the pressure of standardized assessments (Jamaluddin et al., 2022). Therefore, continuous professional training is essential to equip teachers with effective learning strategies to develop HOTS (Nadarajan et al., 2022).

One of the challenges in implementing this model is the diverse abilities of learners in one class. Therefore, teachers need to adapt the LKPD and learning strategies to suit the needs of each learner. The use of technology in learning can also be a solution to overcome

this challenge, where learners can learn at a pace and in a way that suits their respective learning styles.

Evaluation and measurement of HOTS is an important step in assessing the effectiveness of the applied learning model. Evaluation can be done through various methods, such as written tests, projects and presentations. Tests designed to measure HOTS should include questions that encourage learners to think critically and creatively, rather than simply recalling information. In this case, formative evaluation can be conducted periodically to provide constructive feedback for learners and teachers.

HOTS measurement can also be done using clear and measurable rubrics. These rubrics can include criteria such as analysis, synthesis and evaluation, so that Learners understand what is expected of them. With rubrics, learners can more easily evaluate themselves and know which areas need improvement. This is in line with the principle of constructivism which emphasizes the importance of reflection in the learning process.

In addition, it is important to involve learners in the evaluation process. Learners can be given the opportunity to assess their own and their peers' work, which can increase their awareness of the learning process and the development of HOTS skills. By involving Learners in the evaluation, they will feel more responsible for their own learning.

Through proper evaluation, teachers can identify learners' strengths and weaknesses in terms of HOTS, and design interventions needed to improve learners' thinking skills. Thus, the development of constructivism learning model based on LKPD not only focuses on improving learning outcomes, but also on developing learners' character and critical thinking skills

## **Conclusion**

This systematic literature review confirms that LKPD-based constructivist learning models play a significant role in enhancing higher order thinking skills (HOTS) among high school students. The synthesized findings demonstrate that constructivist approaches—including problem-based learning, project-based learning, inquiry-based learning, and argumentation-oriented instruction—effectively foster students' abilities to analyze, evaluate, and create when supported by well-structured LKPD.

The review highlights that LKPD functions not merely as a learning supplement, but as a cognitive scaffold that guides learners through higher-level thinking processes, encourages active knowledge construction, and facilitates collaboration and reflection. Learning environments that are learner-centered, contextual, and problem-oriented consistently show positive impacts on HOTS development.

The main contribution of this study lies in providing a comprehensive and systematic synthesis of empirical evidence related to the integration of constructivism, LKPD, and HOTS at the secondary education level. This research clarifies key implementation patterns, effective learning strategies, and pedagogical characteristics that support HOTS development, while also identifying research gaps such as limited longitudinal studies and the underexplored use of digital LKPD.

These findings offer important implications for educators, curriculum developers, and researchers in designing learning tools and instructional models that are aligned with 21st century skill demands. Future research is recommended to explore experimental designs, digital-based LKPD integration, and teacher professional development to strengthen the

sustainability and scalability of HOTS-oriented constructivist learning in diverse educational contexts.

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