others to solve difficult problems. Moreover, at the articulation stage, the students personally learned to accept and take the ethical aspect from the argumentations and critiques of others. The students’ activities reflecting the process of knowledge construction depends on the presence of others, who scaffold them in reaching the highest level of learning. Moreover, the mixture of personal and collective action at the learning stages contribute to the development of HOTS by producing an awareness of others. The authors argue that the HOTS is composed by the aspect of students’ subjectivity and the awareness of the presence of others. Thus, the learning model plays a role in decentering the notion of authentication and subjectivity in the learning process as well as reinforcing the understanding of others’ influence on students’ subjectivity.

Based on the above discussion, the authors agree that the learning model should be intensively developed in future research by considering other learning components, such as curriculum (Casagrand & Semsar, 2017), learning theory and practices (Ganapathy, Singh, Kaur, & Kit, 2014), and technologizing university (Hopson, Simms, & Knezek, 2001; Bolton, 2006). Thus, following Drake and Brown’s (2003) holistic approach, the development of HOTS could be systematically implemented in all the aspect of the higher education learning system.

Conclusion and Recommendations

The result of the research reflects the importance of the learning model in the development of the HOTS. Our research proves that the deconstructive learning model is effective in promoting students’ HOTS. The learning model could solve two problems in the development of the HOTS: time orientation and students’ passive attitude. Thus, the development of the learning model should be intensively developed in future research. However, this notion should be followed by other elements in the university, such as curriculum and policy as well as lecturer training and student learning support programs, thus, students’ HOTS could be more systematically promoted.

References


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