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Internalization of Higher Order Thinking Skill Language Test at SMPIT Mutiara Hikmah

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Abstract

One of the efforts to improve the quality of learning is to conduct an evaluation based on Higher Order Thinking Skill (Hots). However, in Indonesia, teachers do not have sufficient insight into HOTS-based evaluation, especially in learning Arabic. This study aims to analyze the questions of the Arabic Middle Semester Examination at SMPIT Mutiara Hikmah in class VIII based on the HOTS criteria. The method used is descriptive qualitative with content analysis research design. The results of this study indicate that of the 40 questions for the Middle Semester Examination of Arabic class VIII, there are 18 questions (45%) at the C1 (remembering) level, 4 questions (10%) at the C2 level (understanding), 12 questions (30%) at the C3 (applying) and 6 questions (15%) at the C4 (analyzing) level. This proves that the Arabic Middle Semester Examinations for class VIII at SMPIT Mutiara Hikmah are still lacking in meeting the criteria for HOTS questions at level C4 (analyzing), level C5 (assessing) and level C6 (creating). So it is necessary to hold training for teachers regarding HOTS-based learning and evaluation.

Keywords: *arabic, hots, test questions*

Introduction

Good learning is learning that can achieve learning objectives. Good learning can achieve quality education. As Marpadi (2003) revealed that efforts to improve the quality of education can be pursued through improving the quality of learning and the quality of the assessment system. Both are interrelated, a good learning system will produce good quality learning. Furthermore, a good assessment system will encourage teachers to determine good teaching strategies and motivate students to learn better (Sanusi et al., 2020). Then Danim (Widoyoko, 2011) said that the quality of education is seen from four perspectives, namely input, process, output or learning achievement, and the impact or utility of graduates. The four perspectives can be seen or assessed through evaluation activities, both with non-tests in the learning process and tests at the end of learning.

Arifin (2013) says in the learning system, evaluation is one of the important components and stages that must be taken by teachers to determine the effectiveness of learning. The results obtained can be used as feedback for teachers in perfecting programs and learning activities. Khairunisa (2019) says that teaching evaluation is an assessment of the growth and progress of students towards the goals that have been set. According to Arikunto (2011) the essence of evaluation includes two steps, namely measuring and assessing. To measure is to compare something with one measure. While judging is taking a decision on something with a good or bad measure. Permendikbud No. 23 of 2016 defines assessment as the process of collecting and processing information to measure the achievement of student learning outcomes. This assessment process is carried out by educators, education units and the government. The aim is to monitor the development of

learning outcomes, assess the achievement of graduate competency standards and assess the achievement of graduate competencies nationally at a certain time. One form of learning evaluation is the interaction between teachers and students. Khaerunnisa (2019) said that communication between teachers and students as well as students and students is very important because it will be easier to know how far the learning is going well.

Because evaluation is an activity to measure and assess, evaluation activities require tools or instruments. Broadly speaking, the evaluation tools or instruments used can be classified into two types, namely tests and non-tests. Furthermore, these tests and non-tests are also referred to as evaluation techniques. Sudjana (2011) revealed that tests are generally used to assess and measure student learning outcomes, especially cognitive learning outcomes with regard to mastery of teaching materials in accordance with educational and teaching objectives. Tests can be used to measure and assess learning outcomes in the affective and psychomotor fields. According to Sudjana (2011), item analysis or item analysis is an assessment of test questions in order to obtain a set of questions that have adequate quality. Question analysis is also carried out to determine whether a question is functioning or not. Surapranata (2004) adds that the analysis is generally carried out in two ways, namely qualitative analysis (qualitative control) and quantitative analysis (quantitative control). Qualitative analysis is often referred to as logical validity which is carried out before the question is used to see whether or not a question is functioning. Quantitative question analysis is often referred to as empirical validity which is carried out to see whether or not a question is more functional, after which it is tested on a representative sample. Fulcher & Davidson (2007), Picone-Zocchia (2009), Trilling & Fadel (2009), Weeden et al. (2003), and Wormeli (2018) reveal that learning standards can be obtained through an appropriate assessment system. Every initiative to develop good learning must begin with the development of an appropriate assessment system, so that assessment can be used as a guide in the learning process (in Damaianti, et al., 2020). Therefore, the learning evaluation system is an important part in improving the quality of learning and education. Because with evaluation, teachers can see and assess students to what extent the learning objectives can be achieved by students, how efficient and effective the learning process is, and what needs to be improved in the learning process. However, before the evaluation is carried out, the teacher needs to prepare a careful evaluation plan by making evaluation instruments, test grids, test questions indicators and compiling test questions according to the cognitive level that will be tested on students based on competency standards. Because this planning will produce quality questions to train students' higher-order thinking skills. It is very important for the teacher to do this so that the questions made for evaluation can achieve the desired goal, namely increasing the students' higher-order thinking skills.

Based on the purpose of the evaluation, evaluation is an activity of thinking students through tests and non-tests concerning subject matter that has been studied previously. In answering the test questions, students are trained to think critically about a problem, see their knowledge abilities, and can solve problems. Critical thinking skills or higher order thinking skills are skills that can encourage the achievement of learning objectives in the implementation of the 2013 Curriculum (Kurniasih, et al., 2020). Efforts to achieve these learning objectives are by applying HOTS-based questions (Higher Order Thinking Skills) in learning evaluation activities.

According to Khotimah (2019), evaluation in learning emphasizes the mapping process rather than making judgments (decisions) on students. So the assessment using the HOTS approach includes attitude assessment, knowledge assessment, and skills assessment. Attitude assessment according to Marzano & Pickering (1997), includes five dimensions, namely, 1) attitudes and perceptions. 2) acquire and integrate knowledge. 3) expand and

refine knowledge. 4) use knowledge meaningfully. 5) thinking behavior. Meanwhile, knowledge assessment (Anderson, et.al., 2001) includes factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. While the assessment of skills which includes the realm of thinking and acting. Regarding the cognitive aspect, NCTM (in Zainuddin, et al., 2020) states that there are five process skills that students must possess. These process skills include process standards, which include problem solving, reasoning and proof, connection, communication, and representation skills. All of these skills cover aspects of HOTS.

According to Iskandar (in Winarso, 2014), HOTS or higher-order thinking skills to process information obtained by involving creative and critical thinking processes in the cognitive domain (analysis, evaluation, and creativity), as well as in dealing with a particular situation or problem that requires a solution. Brookhart (2010), categorizes HOTS into three, namely HOTS as transfer, HOTS as critical thinking and HOTS as problem solving. HOTS as transfer is applying knowledge and skills in learning in a new context, HOTS as critical thinking is being able to make decisions with logical and scientific reasons, and HOTS as problem solving is being able to identify problems and solve problems themselves. Barak, et al. (2016) expressed Bookhart's opinion that cognitive transfer is a process where students are able to answer questions, solve problems and carry out tasks according to previously studied material. For this reason, students must have an adequate knowledge base and various strategies to deal with new situations. So, the HOTS-based questions can encourage students to think critically and find solutions in solving problems.

In Indonesia, several studies reveal that the *Higher Order Thinking Skills* (HOTS) of students are still low due to the lack of teacher ability in designing and implementing HOTS based learning evaluations, especially in learning Arabic. As for SMPIT Mutiara Hikmah, the books or teaching materials used by Arabic teachers are school textbooks using Arabic entirely, so that students have difficulty understanding them, especially for students with a state elementary school background. The planning and grid of test questions made by the teacher are not completely HOTS-based, only at the level of remembering, understanding, and applying. The teacher makes Arabic test questions based on the material that has been studied, only takes the text in the textbook and there is no monitoring from the school in making test questions.

Based on the findings of previous research related to this research, research conducted by Khotimah (2019) describes the development of *Higher Order Thinking Skills* (HOTS)-based learning evaluations at the elementary school level. The research shows that the development of HOTS-based learning evaluation basically prioritizes students' critical thinking skills with existing facts and data in making decisions/conclusions in solving problems. Another study conducted by Fauzia (2020) explained the quality of the HOTS-based Arabic test in the Final Semester Examination (UAS) at Madrasah Aliyah. The Arabic exam questions show that they are still in the LOTS (Lower Order Thinking Skills) category, namely level C1 with 3 questions, level C2 with 1 question and level C3 with 36 questions. Then research conducted by Huda & Faruq (2020), explains the HOTS system (*Higher Order Thinking Skills*) and its relation to Arabic Literacy in Madrasas and measures the implications of concept innovations for developing HOTS-based materials and questions towards the development of innovative learning. . The results of the development are in the form of learning device products such as lesson plans, teaching materials, learning assessment designs based on the HOTS criteria.

Based on several previous research results, most researchers conducted research on the development of HOTS-based learning evaluation. In this study, researchers will describe the internalization of HOTS on the Arabic language test at SMPIT Mutiara Hikmah Bekasi

with the aim of finding out whether the UTS questions tested in class VIII have met the HOTS criteria or not.

Method

This study uses a descriptive method with a qualitative approach. The research design used is content analysis. Content analysis is research that is an in-depth discussion of the contents of a written or printed information in the mass media. In this study, researchers will analyze the questions for the mid-semester exam (UTS) for class VIII in Arabic subjects at SMPIT Mutiara Hikmah Bekasi based on the HOTS question criteria.

The instrument used in this research is documentation in the form of Middle Semester Examination questions in Arabic for class VIII. This research has several data analysis processes which include (1) data reduction, (2) data presentation, and (3) verification or drawing conclusions. This research begins with the collection of relevant data in the form of Arabic mid-term exam questions, mid-semester exam questions based on Basic Competence (KD) and lesson plans for each Arabic language material for class VIII. The next step is to reduce the data by analyzing the questions that match the criteria for the HOTS questions and then presenting the data by making a percentage table from the results of the analysis of the questions. Finally, drawing conclusions is carried out by still referring to the results of the reduction and the presentation of the data that has been done.

Results and Discussion

The quality of education will be seen from the quality of learning. So one of the efforts to improve the quality of learning is to conduct a HOTS-based evaluation. With HOTS, students will improve their thinking skills and this is important in the success of the learning process. Because the success of a learning will be seen from the success of students in achieving learning goals through their thinking skills. According to Khotimah (2019), in compiling a HOTS-based evaluation instrument the following steps are needed: 1) Analyzing basic competencies (KD). 2) Arrange a grid of questions. 3) Choosing the right and contextual stimulus. 4) Write the question items according to the question grid. 5) Create scoring guidelines (rubrics) or answer keys. Teachers at SMPIT Mutiara Hikmah have taken these steps in preparing the Arabic language evaluation instrument. Judging from the grid of questions made, the Arabic language teacher at the school makes questions based on the basic competencies (KD) of the materials to be tested, then there are indicators of questions along with the type and number of questions along with answer keys. It's just in the selection of stimuli to make the questions less interesting. The creativity of a teacher greatly affects the quality and variety of stimuli used in writing HOTS questions (Directorate of High School Development, Directorate General of Primary and Secondary Education, 2017). The material tested is Arabic-Indonesian translation and vice versa, isim dhamir, forbidden sentences and numbers. The form of the test questions used by the Arabic teacher is multiple choice (PG) with 40 questions.

The researcher analyzed the questions of the Middle Semester Examinition of Arabic Language for Class VIII showed that there were 6 questions asking the meaning of the ownership sentence (*isim dhamir muttashil*), 5 questions completing an integrated sentence with the letter '*athaf*, 2 questions completing a conversation, 1 item translating an Arabic sentence, 3 questions asking for the number of numbers based on pictures, 3 questions translating sentences totaling numbers into Arabic, 5 questions turning a sentence into a forbidden sentence *(laa nahiyyah*), 9 questions translating verbs *(fi'il*) into Arabic, and 6 questions complete the Arabic sentence with *fiil madhi* in accordance with the *dhomir* of the sentence.

Of the 40 questions, the researcher saw that the questions applied were only in the realm of remembering, understanding and applying the knowledge that had been previously learned.

In Bloom's taxonomy, it explains that the dimensions of the thinking process that have been perfected by Anderson & Krathwohl (2001), consist of abilities: knowing (C1 - knowing), understanding (C2 - understanding), applying (C3 - applying), analyzing (C4 - analyzing), evaluate (C5 - evaluating), and create (C6 - creating). At the level of analyzing (C4 - analyzing), evaluating (C5 - evaluating), and creating (C6 - creating) this is the HOTS (Higher Other Thinking Skills) level.

The questions for the Arabic Middle Semester Examination for class VIII at SMPIT Mutiara Hikmah are based on the LOTS and HOTS cognitive criteria according to the Ministry of Education and Culture in 2018, as follows:

Table 1.
LOTS and HOTS Cognitive Criteria by Ministry of Education and Culture in 2018

Cognitive Process			**Definition**	**Arabic Middle Semester Exam Questions**
C1	LOTS	Remember	Retrieving relevant knowledge from memory	1, 2, 3, 4, 5, 6, 18, 19, 20, 26, 27, 28, 29, 30, 31, 32, 33, 34
C2		Understand	Building meaning from the learning process, including oral, written, and graphic communication	14, 15, 16, 17
C3		Apply	Perform or use procedures in unusual situation	7, 8, 9, 10, 11, 12, 13, 21, 22, 23, 24, 25
C4	HOTS	Analyze	Breaking down material into its parts and determining how the parts are related between the parts and to the structure or purpose of the whole	35, 36, 37, 38, 39, 40
C5		Assess/Evaluate	Make judgments based on criteria or standards	-
C6		Creating	Putting elements together to form a coherent or functional whole, rearranging elements into new patterns or structures	-

From table 1, it shows that at level C1 (remembering) there are 18 questions, at level C2 (understanding) there are 4 questions, at level C3 (applying) there are 12 questions, at level C4 (analyzing) there are 6 questions, level C5 (judging) and level C6 (creating) there are no questions that show at both levels. Level C4 (analyzing), level C5 (judging), and level C6 (creating) are the HOTS (Higher Order Thinking Skill) level, where students are trained to think critically, creatively, able to make decisions and be able to solve problems with the knowledge they have learned. As said by Wardany, et al. (2015) which is an indicator to measure HOTS (Higher Order Thinking Skill) which includes analyzing skills (analyzing, C4), evaluating (evaluating, C5), and creating (creating, C6). The Arabic mid-semester exam questions are still dominant at the LOTS (Lower Order Thinking Skill) level, namely students are only trained to remember, understand and apply the material or knowledge that has been previously studied, while at the HOTS level there is only at the C4 level, namely analyzing.

The mid-semester exam questions included in the HOTS criteria are questions number 35, 36, 37, 38, 39, and 40. The six questions have an order to complete a perfect sentence with fiil madhi that matches the pronoun/dhomir of the sentence. For example the following questions:

- عليّ ...الكتاب

a. قرأ

b. قرأت

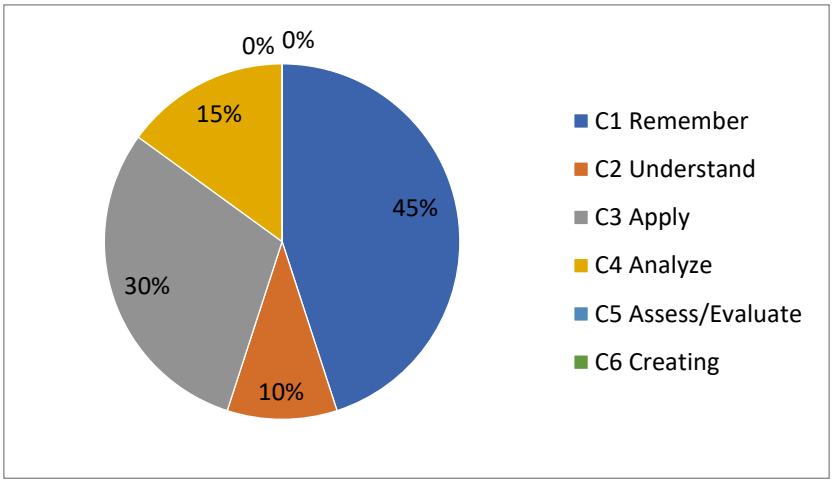
c. قرأنا

d. قرأتما

The question is included in level C4 (analyzing), because students must be able to determine which *dhomir* is in accordance with the sentence. Indirectly, the teacher provides a stimulus to students to be able to think critically and carefully. These questions are included in the definition of level C4 (analyzing), which is to break the material into its parts and determine how the parts are connected between sections and to the structure or overall goals of the teacher (Ministry of Education and Culture , 2018). From these types of questions, the teacher can see the ability of students to think and understand the material.

Then, if the Arabic Mid-Semester Examination questions are presented, they are as follows:

Picture. 1
Percentage of LOTS and HOTS-based the Arabic Mid-Semester Examination Questions



Based on Figure 1, it shows that the questions at the C1 level (remembering) are 45%, at the C2 level (understanding) as much as 10%, at the C3 level (applying) as much as 30% and at the C4 level (analyzing) 15%. At the C1 level (remembering) more than other levels, it shows that the Arabic Mid-Semester Examination questions are more for remembering vocabulary, asking the meaning of a sentence, translating a sentence into Arabic. Meanwhile, there are only 15% HOTS questions with 6 items out of 40 mid-semester exam questions, namely at level C4 (analysis). This shows that the Arabic Mid-Semester Examination questions still do not meet the criteria for HOTS-based questions.

So the test questions or Arabic tests need to be further developed and increased to more HOTS-based questions. Because according to Saputra (2016), HOTS (High Order Thinking Skills) aims to improve students' thinking skills from the LOTS, MOTS to HOTS levels, especially those related to the skills to receive and analyze types of information, and make decisions in certain situations. This is why a teacher really needs to understand about HOTS-based learning and evaluation and be creative in making HOTS-based questions so that students can train their higher thinking skills which will be very useful for everyday life. In addition, it can improve the quality of learning Arabic in schools.

Then the use of HOTS-based questions is very necessary, especially for learning Arabic because it is still rarely used by Arabic teachers. According to Faruq & Huda (2020, p. 6), HOTS will have an impact on students and teachers, namely learning will be more effective with HOTS, increasing the intellectual ability of teachers in developing HOTS, and in evaluating learning with this new concept, teachers must always prepare questions that will not be answered simply.

The learning steps that can trigger high-order thinking students (HOTS) according to Given (in Fanani & Kusmaharti, 2018) include writing down the learning objectives to be achieved today (Emotional Learning), doing Brain Gym in between learning (Physical Learning). , directing the use of concepts in everyday life (Emotional Learning), and discussing problems. These steps can be used by teachers in the learning process so that students can achieve HOTS goals.

Based on the HOTS assessment book issued by the Ministry of Education and Culture, the characteristics of HOTS are as follows:

1. Measuring higher order thinking skills, namely the process of analyzing, reflecting, giving arguments (reasons), applying concepts to different situations, compiling, creating.
2. Divergent in nature, allowing students to give different answers according to the thinking process and the point of view used because it measures analytical, critical, and

creative thinking processes which tend to be unique or have different responses for each individual.

3. Using multiple representations, namely generally not presenting all information explicitly, but forcing students to explore the implied information themselves.
4. Based on contextual problems, which is an assessment based on real situations in everyday life, where students are expected to be able to apply learning concepts in class to solve problems. This understanding also includes how the skills of students to relate (relate), interpret (interpret), apply (apply) and integrate (integrate) knowledge in classroom learning to solve problems in real contexts.
5. Using various forms of questions, namely various questions in a test kit (HOTS questions) as used in PISA, aiming to provide more detailed and comprehensive information about the test takers' abilities.

The Middle Semester Examination Questions in Arabic for class VIII at SMPIT Mutiara Hikmah have not met the HOTS characteristics issued by the Ministry of Education and Culture or based on Bloom's taxonomy. Because the form of questions used is only in the form of multiple choices, so the questions given are monotonous and limited, and the questions given are not based on contextual problems so that they do not develop or hone high-level thinking skills and problem solving in real contexts. Then the questions given are dominant in the form of basic questions regarding related materials. Only a few questions can enter the HOTS criteria.

In line with the results of Fauzia's research (2020) which shows that the Arabic language exam questions at Madrasah Aliyah are still based on LOTS (Lower Order Thinking Skills), namely at the level of remembering, understanding and applying. This shows that teachers still lack knowledge about HOTS-based learning (*Higher Order Thinking Skills*) and have difficulties in designing HOTS-based learning evaluations, especially in compiling HOTS-based questions. In Hanifah's research (2019), one of the contributing factors is that students are not continuously trained to have higher-order thinking skills. Then the research results Rapih, et al. (2018) shows teachers' perceptions of HOTS that 79% of respondents have difficulty in designing and implementing HOTS-based evaluations.

Therefore, the teacher's task is to improve the quality of learning by applying HOTS-based learning. Teachers must be skilled and creative in making, designing and implementing HOTS-based evaluation questions, and can develop their ability to process learning with strategies that lead to HOTS-based learning so that students can hone their thinking skills and can relate their knowledge to situations. logically and scientifically so that it can be applied to everyday life. So there is a need for training for teachers regarding HOTS-based learning and evaluation. HOTS learning is important in the development of education in Indonesia and is needed for the purpose of students in dealing with real life. Because with HOTS, students are able to think critically, creatively and can solve problems.

Conclusion

Based on the results of the study, the HOTS-based Arabic Middle Semester Examination questions at SMPIT Mutiara Hikmah showed that the questions at the C1 level (remembering) were 45%, at the C2 level (understanding) as much as 10%, at the C3 level (applying) as many as 30%. and at the level of C4 (analyzing) as much as 15%. At the C1 level (remembering) more than other levels, it shows that the Arabic Mid-Semester Examination questions are more for remembering vocabulary, asking the meaning of a sentence, translating a sentence into Arabic. While the HOTS questions at the C4 level (analyzing) there are only 15%, namely 6 questions out of 40 UTS questions. This means that the Arabic Middle Semester Examination for class VIII at SMPIT Mutiara Hikmah still does

not meet the criteria for HOTS-based questions according to the Ministry of Education and Culture and based on Bloom's taxonomy. This study shows that teachers do not have insight into HOTS learning so that the questions given are still in the LOTS category. And the researcher provides a reference for teachers about HOTS-based evaluation.

Thus, Arabic test questions at every level of education need to be further developed based on HOTS, because students' thinking skills need to be honed to prepare an intelligent generation. And this is the task of the teacher in growing and developing the potential of students. So it begins with the need to hold training for teachers regarding HOTS-based learning and evaluation, either held by their respective schools, the Ministry of Education and Culture or from the Arabic language MGMP. Then there is a need for further research on the development of HOTS-based Arabic questions or on planning for HOTS-based Arabic evaluations.

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