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Innovation of Assessment Techniques on Maharah Qiraah in Arabic Textbooks Based on Higher Order Thinking Skills (HOTS)

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Abstrak

Alasan penelitian ini dilakukan dalam rangka menganalisis dan menjawab permasalahan dalam penilaian buku bahasa Arab kelas X terbitan kementerian agama tahun 2020, khususnya pada keterampilan qira'ah. Penelitian ini dikaji dengan menggunakan metode kualitatif dengan teknik studi kepustakaan dalam pengumpulan data. Data primer berasal dari buku-buku berbahasa Arab terbitan Kementerian Agama tahun 2020, sedangkan data sekunder berasal dari dokumen, baik buku maupun jurnal terkait. Penelitian ini bertujuan untuk mendeskripsikan: (1) teknik penilaian aspek pengetahuan pada buku teks bahasa arab kelas X terbitan Kemenag tahun 2020 (2) teknik penilaian aspek keterampilan dalam buku teks bahasa arab maharah qira'ah terbitan kelas X terbitan Kementerian Agama Tahun 2020 (3) analisis inovasi penilaian Higher Order Thinking Skills (HOTS) materi qiro'ah pada buku pelajaran bahasa Arab kelas X terbitan Kementerian Agama tahun 2020. Hasil penelitian menunjukkan bahwa penilaian yang diinovasi pada Indikator HOTS pada buku Madrasah Aliyah bahasa Arab kelas X Kementerian Agama Tahun 2020 menunjukkan telah memenuhi seluruh indikator isi HOTS yaitu pada level menganalisis, mengevaluasi, dan mencipta.

Kata Kunci: Inovasi, Maharah Qiraah, HOTS.

Abstract

This research was conducted in order to analyze and answer the problems in the assessment of class X Arabic books published by the Ministry of Religion in 2020, especially on qira'ah skills. This research was studied using qualitative methods with library research techniques in collecting data. Primary data comes from Arabic books published by the Ministry of Religion in 2020, while secondary data comes from documents, both books and related journals. This study aims to describe: (1) techniques for assessing knowledge aspects in Arabic textbooks for class X published by the Ministry of Religion in 2020 (2) techniques for assessing aspects of skills in maharah qira'ah in Arabic textbooks for class X published by the Ministry of Religion in 2020 (3) innovation analysis Higher Order Thinking Skills (HOTS) assessment of qiro'ah material in Arabic textbooks for class X published by the Ministry of Religion in 2020. The results showed that the assessment that was innovated on the HOTS indicators in the Arabic language book Madrasah Aliyah class X, Ministry of Religion in 2020 indicated that it had fulfilled all content indicators HOTS at the level of analyzing, evaluating, and creating.

Keywords: Innovation, Maharah Qiraah, Higher Order Thinking Skills (HOTS).

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INTRODUCTION

Learning Arabic as a part of 21st-century education requires students to have high-level thinking skills to deal with the problems they face. Seeing the importance of HOTS for 21st-century students makes it an absolute thing to be taught and trained in an educational institution. Arabic is one of the subjects taught at Madrasah Aliyah. In 2020, HOTS-oriented Arabic learning has begun to be echoed.

In the HOTS-based assessment, students are required not only to know or understand the learning material being taught but also students are required to be able to analyze, evaluate and be able to create something useful from understanding the results of the learning being taught. In achieving this ability, a teaching material or textbook used in a lesson should be able to train students by providing exercises in the form of test questions that require students to be more creative and innovative in applying their knowledge.

Assessment or assessment is a decision-making regarding the information obtained from the learning process and other supporting aspects of educational activities (S. Koni & 2012). Assessment is also interpreted as a collection of information regarding the results of consideration and data collected to obtain a decision in the learning process (Arifin 2009). In the above understanding, it can be concluded that assessment is the process of collecting data to obtain information that is useful for knowing student learning outcomes by a teacher. Assessment or assessment can be done through tests given to students to find out how far the learning achieved by students.

An assessment in teaching materials can change if an assessment has not been able to assess competency or overall goals. These changes should be made continuously until they can be assessed accurately and thoroughly (Supriyono 2019). Therefore, innovation in assessment is very important and necessary to achieve the desired learning objectives.

METHOD

This research is a qualitative descriptive study using the literature study method, where the data used in this study are in the form of words, phrases, sentences, paragraphs, and discourses that contain content about HOTS-based maharah qira'ah assessment technique innovations in Arabic textbooks. Class X Madrasah Aliyah Published by the Ministry of Religion 2020. The stages of data processing include: first, classifying forms for each language skill. Second, data that has been categorized according to skills is innovated in the HOTS assessment form. The source of the data in this study is the 2020 Class X Madrasah Aliyah Arabic textbook published by the Ministry of Religion which is equipped with other supporting data in the form of documents, both books and related reputable journals.

RESULT AND DISCUSSION

An assessment technique is a method or method of assessment that can be used by teachers to obtain information about the state of learning and student achievement (Buku Penilaian Pembelajaran n.d.). Assessment techniques are needed to obtain valid information from an assessment. Knowledge assessment is an assessment to measure students' abilities which include factual, conceptual, procedural, and metacognitive knowledge as well as low to high-level thinking skills (Ashaari et al. 2012).

Knowledge Assessment, in addition to know whether students have achieved learning mastery, is also to identify the weaknesses and strengths of students' mastery of knowledge in the learning process. For this reason, giving feedback to students and teachers is very important, so that the results of the assessment can be immediately used to improve the quality of learning. Learning completeness knowledge is determined by the education unit by taking into account the minimum standard limits for National Examination scores set by the Government. Gradually the educational unit continues to improve the learning completeness criteria by taking

into account the potential and characteristics of each educational unit as a form of improving the quality of learning outcomes.

Various assessment techniques for knowledge competency can be used according to the characteristics of each basic curriculum. The techniques commonly used are written tests, oral tests, and assignments. However, it is possible to use other appropriate techniques, such as portfolios and observations.

Skills assessment is an assessment carried out to measure students' ability to achieve core competency skills and skills assessment is also carried out to determine students' ability to apply their knowledge to carry out tasks or activities (Subakti 2019). skills assessment includes practice, products, projects, portfolios, and other techniques.

The results and discussion in this study include: (1) techniques for assessing knowledge aspects and (2) techniques for assessing skills aspects of maharah qira'ah in Arabic textbooks for class X published by the Ministry of Religion in 2020. The table below categorizes examples of maharah qira questions The students who entered the knowledge assessment technique in the assignment aspect and the skill assessment technique in the practical aspect.

Table 1. Types of Maharah QIra'ah Questions in the 2020 Class X Madrasah Aliyah Arabic Textbook of the Ministry of Religion

NO.	Question	Page
1	اقرأ العبارات الآتية, واكتب (ص) إن كانت العبارة صحيحة، أو (خ) إن كانت العبارة خاطئة، ثم صحح الخطأ	5
2	أجب عن الأسئلة الآتية وفقا للناص السابق	6
3	املاء الفراغ بالكلمات المناسبة من الصندوق	22
4	اكمل ما يأتي وفقا للناص السابق	66
5	صل كل جملة بالصورة المناسبة	66
6	املاء الفراغات بالكلمات من الصندوق	78

The assignment technique is a knowledge aspect assessment technique that requires students to perform a task to measure the level of achievement of certain competencies. Some examples of assignment assessment techniques for maharah qira'ah in Arabic textbooks for class X published by the Ministry of Religion in 2020 are as follows. Type question number 1 assigns students to read the reading text and then answer true or false a sentence by the reading that has been read by writing the letter ص if it is correct and the letter خ if it is wrong, then writing the complete correct sentence. Furthermore, type question number 2 assigns students to answer the questions that have been presented by the text that has been read before. Furthermore, the type question number 3 assigns students to complete the jumbled sentences with the words that have been provided to complete the sentences into sentences by the reading text that has been provided before. Furthermore, the type question number 4 has little resemblance to the previous type of question, namely assigning students to complete the jumbled sentences into sentences that match the reading text that has been provided before. The difference is that the type of question 4 does not provide words to be inserted into jumbled sentences as the type question number 3. Then the type question number 5 assigns students to link the sentences that have been presented with the appropriate pictures or describe the sentences presented. Furthermore, the type question number 6 assigns students to complete the jumbled sentences with the words that have been provided to complete the sentences into sentences by the reading text that has been provided before.

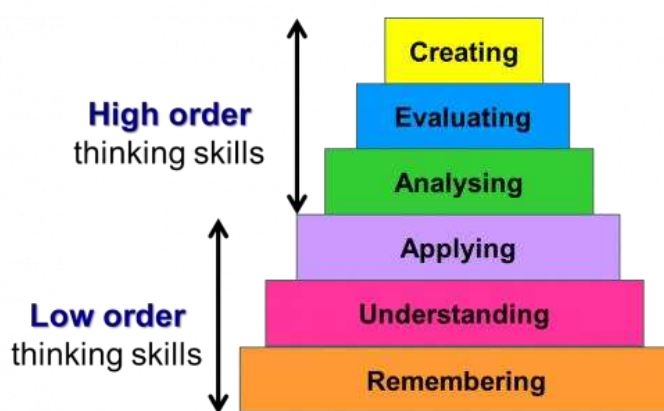
Practical technique is a skill aspect assessment technique that requires students to carry out an activity by competency demands. Thus, the aspect that is assessed in the practical assessment is the quality of the process of doing/performing a task. Some examples of maharah qira'ah questions that are included in practical techniques in Arabic textbooks for class X published by the Ministry of Religion in 2020 are as follows. Types of questions number 1, 2, and 4 indicate that the type of maharah qira'ah question belongs to the group of

practical techniques where students are asked to determine whether a sentence is true or false, answer questions, and complete the sentence that has been presented. However, before determining it, students are asked to read the reading text that is presented first to complete the task instructions that have been given.

Assessment of Higher Order Thinking Skills (HOTS)

In general, thinkers agree that thinking is a mental activity experienced by a person when that person is faced with a situation or a problem that must be solved. Thinking is always related to the process of exploring ideas, forming various possibilities or alternatives, and being able to find solutions.

Higher-order thinking is a type of thinking that tries to explore questions about existing knowledge regarding issues that are not clearly defined and do not have definite answers. The main objective of HOTS is how to improve students' abilities at a higher level, especially those related to the ability to think critically in receiving various types of information, to think creatively in solving problems using the knowledge they have, and to make decisions in complex situations.



Anderson and Krathwol categorize the process abilities to analyzing, evaluating, and creating including higher-order thinking. Analyzing is the ability to break something down into smaller parts so that a deeper meaning is obtained. Analyzing the revised Bloom's taxonomy also includes the ability to organize and connect between parts so that a more comprehensive meaning is obtained. If the ability to analyze leads to a critical thinking process so that a person can generate new or different ideas or ideas, that is the level of creative thinking (Tune Sumar and Tune Sumar 2020).

Analyzing according to Anderson and Krathwol includes the ability to break down the material into its constituent parts and determine how these parts are related to each other and the whole. Analyzing can also be interpreted as the ability of students to determine the parts that make up a particular form, object, or problem so that students can show interrelationships with one another (Rochman and Hartoyo 2018). The analysis emphasizes the ability to break down a main element into parts and see the relationship between these parts. The analyzing category consists of the ability to differentiate, organize, and attribute.

Evaluating according to Anderson and Krathwol is the ability to assess results or operations based on certain criteria and standards. The critiquing process occurs when students determine the positive and negative characteristics of a product and make decisions, at least in part based on those characteristics. This assessment can be neutral, positive or negative, or even a combination of the two. When something is evaluated it is usually the person evaluating it to decide about its value or benefits.

Creating according to Anderson and Krathwol is generalizing ideas, products or new perspectives from an event. Students are said to be able to create if they can make new products by remodeling several elements or parts into shapes or structures that have never been explained by the teacher before. Even though creating requires creative thinking, creating is not creative expressiveness that is free at all so makes it difficult for

students to do or understand it. The criteria for creating are formulating or making hypotheses, planning, and producing.

Table 2. HOTS Indicators in Textbook Materials

Cognitive Process	Cognitive Process Section	Definition
Analyzing	Differentiate	Distinguish relevant from irrelevant parts of the subject matter, and important from unimportant parts.
	Organize	Determine how the elements work or function in a structure.
	Attributing	Determine the point of view, bias, values, or intent behind the subject matter.
Evaluating	Inspect	Finding inconsistencies or errors in a process or product; determining whether a process or product has internal consistency; Finding the effectiveness of a procedure that is being practiced.
	Critisize or assesment	Finding inconsistencies between a product and external criteria. Find a procedural provision to solve the problem.
Creating	Formulate	Making hypotheses based on criteria.
	Plan	Plan a procedure to complete a task
	Practice	Creating a product.

As a tool for viewing the construction of books, each of these indicators can be broken down as follows: The analyzing indicator consists of three indicators, namely differentiating, organizing, and attributing. In the distinguishing sub-indicator, HOTS content is viewed from book material which presents activities or the process of selecting important and relevant information that can be used to discover concepts. As for the organizing sub-indicators, the content of HOTS can be seen from the material that describes the activities or processes of finding relationships (relationships) between information and grouping them based on certain criteria to find concepts. Whereas in the attribute sub-indicator, the material of the book is seen from the activity or process of determining the meaning or intent of a symbol, operation, or problem presented to find the concept.

Furthermore, the evaluating indicators are composed of examining sub-indicators, the HOTS content of textbooks is seen from the material that presents processes and activities to determine whether an operation, result, or statement is true or false to find a concept. Whereas in the critical sub-indicator, the HOTS content in the book is viewed from the construction of the material which presents processes and activities to determine which of the several options is more effective and efficient in finding concepts.

As for the creating indicator, it consists of three sub-indicators formulating, planning, and producing. In the formulating sub-indicator, the HOTS content in the book is seen from the material which contains activities or processes of determining and explaining several alternative ways or solutions that can be done to find concepts. In the planning sub-indicator, the HOTS content of the book is seen from the content of the material presenting the activity or process of determining and writing down the steps or procedures used to find the concept. Whereas in the producing sub-indicator, the HOTS content in textbooks is seen from the material content that embodies the activity or process of making something based on certain criteria to find concepts.

Innovation in HOTS Assessment of Maharah Qiraah Material in Arabic Language Books for Class X Madrasah Aliyah

The material in the class X Madrasah Aliyah Arabic book published by the Ministry of Religion in 2020 consists of six chapters and each chapter is composed of maharah istima', maharah qiro'ah, qowaid, maharah kalam, and maharah kitabah material. The HOTS content in the book is reviewed using the Revised Bloom's Taxonomy lens in each chapter. Then in this study, it tries to compress the discussion only on maharah qiro'ah

material. Overall the results of the HOTS content analysis of qiro'ah material in class X language books can be seen in the following presentation:

Table 3. Types of Maharah QIra'ah Questions in the 2020 Class X Madrasah Aliyah Arabic Textbook of the Ministry of Religion

NO.	Question	Page
1	اقرأ العبارات الآتية, واكتب (ص) إن كانت العبارة صحيحة, أو (خ) إن كانت العبارة خاطئة, ثم صحح الخطأ	5
2	أجب عن الأسئلة الآتية وفقا للناص السابق	6
3	املاء الفراغ بالكلمات المناسبة من الصندوق	22
4	اكمل ما يأتي وفقا للناص السابق	66
5	صل كل جملة بالصورة المناسبة	66
6	املاء الفراغات بالكلمات من الصندوق	78

In the type question number 1 assigns students to read the reading text and then answer true or false a sentence that matches the reading that has been read by writing the letter ص if it is correct and the letter خ if it is wrong, then writing the complete correct sentence. The content of the HOTS indicator in the type of question number 1 is classified as evaluating and creating indicators. The evaluating indicators here enter the checking sub-indicators, HOTS content is seen from the material presenting processes and activities to determine whether an operation, result, or statement is true or false to find a concept. Whereas the creating indicator here is included in the planning sub-indicator, the HOTS content in the book is seen from the content of the material that presents the activity or process of determining and writing down the steps or procedures used to find the concept.

Furthermore, type question number 2 assigns students to answer the questions that have been presented by the text that has been read before. The content of the HOTS indicator in the type of question number 2 is classified as an analyzing indicator. The analyzing indicators here enter the organizing sub-indicators, the HOTS content is seen from the material that describes the activities or processes of finding relationships (relationships) between information and grouping them based on certain criteria to find concepts.

Furthermore, the type of question number 3 assigns students to complete the jumbled sentences with the words that have been provided to complete the sentences into sentences that are by the reading text that has been provided before. The content of the HOTS indicator in the type of question number 3 is classified as an analysis and creation indicator. The analyzing indicators here enter the organizing sub-indicators, the HOTS content is seen from the material that describes the activities or processes of finding relationships (relationships) between information and grouping them based on certain criteria to find concepts. Whereas the creating indicator here is included in the planning sub-indicator, the HOTS content in the book is seen from the content of the material that presents the activity or process of determining and writing down the steps or procedures used to find the concept.

Furthermore, type question number 4 has little resemblance to the previous type of question, namely assigning students to complete the jumbled sentences into sentences that match the reading text that has been provided before. The difference is that the type question 4 does not provide words to be inserted in gaps in sentences like the type question number 3. The content of the HOTS indicator in the type of question number 3 is classified as an analysis indicator. The analyzing indicators here enter the organizing sub-indicators, the HOTS content is seen from the material that describes the activities or processes of finding relationships (relationships) between information and grouping them based on certain criteria to find concepts.

Furthermore, the type question number 5 assigns students to link the sentences that have been presented with the appropriate pictures or describe the sentences presented. The content of the HOTS indicator in the type of question number 3 is classified as an analysis indicator. The analyzing indicators here enter the sub-indicators of organizing and attribution. The sub-indicators of organizing are seen from the material that describes the

activities or processes of finding links (relationships) between information and grouping them based on certain criteria to find concepts. While the attributing sub-indicator is seen from the activity or process of determining the meaning or purpose of a symbol, operation, or problem presented to find the concept.

Furthermore, type question number 6 assigns students to complete the jumbled sentences with the words that have been provided to complete the sentences into sentences that are by the reading text that has been provided before. The content of the HOTS indicator in the type question number 6 is classified as an analysis and creation indicator. The analyzing indicators here enter the organizing sub-indicators, the HOTS content is seen from the material that describes the activities or processes of finding relationships (relationships) between information and grouping them based on certain criteria to find concepts. Whereas the creating indicator here is included in the planning sub-indicator, the HOTS content in the book is seen from the content of the material that presents the activity or process of determining and writing down the steps or procedures used to find the concept.

CONCLUSION

The indicators of qira'ah material questions in the 2020 class X Madrasah Aliyah Arabic book, Ministry of Religion, after an analysis of the assessment technique, show that the question thinker goes into the knowledge aspect assessment technique, namely the assignment aspect and the skill aspect assessment technique, namely the practice aspect. Then the assessment was innovated on HOTS indicators which showed that the assessment in the 2020 class X Madrasah Aliyah Arabic book of the Ministry of Religion indicated that it had fulfilled all HOTS content indicators, namely at the levels of analyzing, evaluating, and creating.

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