Development of Electronic Book (ebook) based on Higher Order Thinking Skills (HOTs) for Learning *Tathbiq Nahwi Ibtida'i* in Higher Education

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ARTICLE INFO	ABSTRACT
	This study aimed to develop an Electronic Book (Ebook) based on Higher Order Thinking Skills (HOTS) for the *Tatbiq Nahwi Ibtida'i* course and test its validity. The research method used is research and development (Research and Development); there are five steps in development, namely: (1) analysis, (2) design, (3) development, (4) evaluation, and (5) revision. This ebook product was tested on ten Department of Arabic Literature, the State University of Malang students taking the course—data collection techniques through interviews and observation. Data analysis techniques include data identification, grouping, presentation and explanation of data content, and conclusions. The data analysis technique used in quantitative data is percentage data analysis. The resulting development product is an Electronic Book (Ebook) based on Higher Order Thinking Skills (HOTS) for the *Tatbiq Nahwi Ibtida'i* course and the validity of the resulting product. The results of this product validation, namely: the percentage of reality from media experts is 96.7%. At the same time, the value of the material expert percentage validity is 98.5%. From the field test results, the correspondent's percentage value is 83.5%; this shows that the ebook is very valid.
Keyword	Development; Ebooks; HOTS; *Tathbiq Nahwi Ibtida'i*

مستخلص البحث

أغراض هذا البحث العلمي هي تطوير الكتاب الإلكتروني (Ebook) يعتمد على مهارات التفكير العليا (HOTS) لمادة تطبيق النحو الابتدائي ولتصوير صحتها. طريقة البحث المستخدمة هي البحث والتطوير. هناك ٥ خطوات في التطوير وهي: (١) التحليل ، و(٢) التصميم ، و(٣) التطوير ، و(٤) التقييم ، و(٥) المراجعة. تم اختبار منتج الكتاب الإلكتروني على ١٠ طلاب من قسم الأدب العربي في جامعة مالانج الحكومية الذين كانوا يأخذون مادة تطبيق النحو الإبتدائي. التقنيات لجمع البيانات هي باستخدام المقابلات والملاحظة. تقنيات تحليل البيانات المستخدمة هي تحديد البيانات، وتجميع البيانات، وعرض محتوى البيانات وشرحها، والاستنتاجات. تقنية تحليل البيانات المستخدمة في البيانات الكمية هي تحليل البيانات بالنسبة المئوية. منتج التطوير الناتج هو الكتاب الإلكتروني (Ebook) يعتمد على مهارات التفكير العليا (HOTS) لمادة تطبيق النحو الابتدائي وصحة منتجها. نتائج التحقق من صحة هذا المنتج هي: النسبة الصلاحية من خبير الوسيلة التعلمية ٩٦٫٧٪. والنسبة الصلاحية من خبير المواد الدراسية هي ٩٨٫٥٪. ونتائج الاختبار الميداني، بلغت قيمة النسبة المئوية للمراسل ٨٣٫٥٪ ، وهذا يدل على أن الكتاب الإلكتروني صالح للغاية.

تطوير؛ الكتاب الإلكتوني؛ مهارات التفكير العليا؛ تطبيق النحو الابتدائي	**كلمات أساسية**

INTRODUCTION

The existence of a new era, namely the era of the industrial revolution 5.0, spurs everyone to innovate in various fields. Society 5.0 continues the 4.0 revolution era (Fauzi & Anindiati, 2019; Harahap, 2022). Society 5.0 is an era raised by the Japanese government, whose concept is a human-centered society based on technology (Haqqi & Wijayati, 2019). One field that has carried out various technological innovations is the field of education (Fauzi & Anindiati, 2020). These innovations include making digital textbooks, interactive learning media, online-based evaluations, and other innovations. The inovation embodied in this study is the Electronic Book (Ebook) creation.

Electronic Book (Ebook) provides alternative options for educators and students using textbooks. Printed textbooks are one of many materials used in learning; another alternative is using Ebook in learning. Ebook is proven to increase student motivation in learning as the results of research conducted by Mawarni and Muhtadi (2017) and Aswin, Irawati, and Saptasari (2018). Higher Order Thinking Skills (HOTs) are the basis for developing this Ebook. HOTs is a thinking ability that consists of several criteria: critical thinking, creativity, and problem-solving (Susanto & Retnawati, 2016). HOTs include the transformation of information and ideas. Transformation occurs when learners analyze or combine several ideas and facts, generalize, explain, and conclude (Sani, 2019; Fauzi & Anindiati, 2021; Anisatin, et al., 2021; Fauzi et al., 2022). HOTS is an essential aspect to be applied in the development of Ebooks because HOTS can help students in solving the problems they face. Among the objectives of developing a HOTS-based Ebook is to equip students with the ability to think critically, creatively, and skillfully in giving excuses and being able to solve the problems faced.

The *Tathbiq Nahwi Ibtida'i* course is a compulsory course that must be taken by students of the Department of Arabic Literature, Faculty of Letters, State University of Malang (Nisa, Fani, & Pratama, 2020). This course is a preamble or an introduction to understanding Arabic grammar material (*Nahw* and *Sharf*) (Fauzan, Dariyadi, & Fara, 2019). This course is a prerequisite before taking the *Tathbiq Nahwi Ibtida'i* course. That is, if the student does not pass the *Tathbiq Nahwi Ibtida'i* course, then the student cannot take the *Tathbiq Nahwi Ibtida'i* course.

Some students consider tarkib courses, either *nahw* or *sharf*, difficult. This is based on the results of research that have been carried out by research conducted by Humairoh and Hendra (2018) and Wahyono (2019). To change this view, there need to be new innovations that can be used to help students

understand the *tarkib* course. One of these innovations and efforts is to develop an Ebook.

Several studies have been conducted by researchers related to the development of Electronic Books (Ebooks). Among them are the following. First, research was conducted by Indariani et al (2019). The results show that digital teaching materials can make students learn independently so that learning can be done anytime and anywhere; it certainly supports distance learning. Second, research has been carried out by Mawarni and Muhtadi (2017). Assessment of this research by expert validators, students, and lecturers. Of the three components, it shows that interactive digital books are very feasible to use. Third, research has been carried out by Yayi and Yuliana (2019). The results of the research show that the digital book developed is very feasible. The assessment comes from validators, students, and course supervisors. Fourth, the research that has been carried out by Fauzan (2019). The study results a show that Android-based teaching materials are very feasible to develop. Fifth, research was conducted by Rachmadyanti and Gunansyah (2020). The results showed that developing an ebook for advanced social studies basic concepts courses for PGSD UNESA students was feasible. Sixth, research conducted by Aini et al (2022). The study results indicate that developing a Fire Disaster Mitigation Ebook for Children Aged 5-6 Years is feasible to develop. Seventh, research conducted by Reynaldo (2020) that developed interactive multimedia-based ebooks using Sigil application.

This study aims to develop ebook for *Tathbiq Nahwi Ibtida'i* course. From previous studies, there are many gaps of the research, first, there have not been any developing of electronic book (Ebook) based on HOTs. Second, ebook development has yet to be found for developing the *Tathbiq Nahwi Ibtida'i* course. Based on this, developing an Electronic Book (Ebook) for the *Tathbiq Nahwi Ibtida'i* course is necessary. This research differs from previous research, and the difference is as follows. First, this research develops a textbook for the *Tathbiq Nahwi Ibtida'i* course as an Electronic Book (Ebook). Second, the basis for the development is Higher Order Thinking Skills (HOTS), which has yet to be studied in previous studies. The primary title of this research is higher order thinking skill (HOTs) based electronic book development for *Tathbiq Nahwi Ibtida'i* learning in the Department of Arabic, Universitas Negeri Malang.

METHOD

In developing teaching materials, the proper method is to use the development method. The development method (Research and Development) is

used to produce specific products and test the effectiveness of these products (Sugiyono, 2010, p. 407). Belawati et al. (2003) stated that in the development of teaching materials, five main steps must be done, namely: (a) analysis, (b) design, (c) development, (d) evaluation, and (e) revision.

| Analysis | Design | Development | Evaluation | Revision |

Figure 1. HOTS-based Ebook Development Steps

Figure 1 shows the steps of research. The first step is analysis. In this stage, the researcher analyzed the curriculum used in the *Tathbiq Nahwi Ibtida'i* course at the Department of Arabic Literature, State University of Malang. The results of this analysis are used as the basis for developing the Ebook for this HOTS-based course. The second step is designing. In this stage, the researcher determines the learning objectives, materials, methods, and evaluation used to develop the HOTS-based Ebook for the *Tathbiq Nahwi Ibtida'i* course. The third step is development. In this stage, the researcher developed a HOTS-based Ebook for the Tathbiq Nahwi Ibtida'i course according to a predetermined design. The fourth step is evaluation. In the evaluation, the researcher tried out the products made to 10 students taking the *Tathbiq Nahwi Ibtida'i* course. In addition, the product is rated by media experts and material experts. The fifth step is revision. If there is input from students, material experts, and media experts, the product will be revised. The result of the revision becomes the final product ready to be produced and widely used (Patmanthara, 2014, p.119-120).

To measure the feasibility of the resulting product, the product will be validated by two experts: material experts and media experts. This product will also be tested on ten students of the Arabic Literature Department, State University of Malang, who are taking *Tathbiq Nahwi Ibtida'i* eyes. The data produced in this study is in the form of qualitative data and quantitative data. The qualitative data comes from interviews with *Tathbiq Nahwi Ibtida'i* courses. Quantitative data comes from the results of the questionnaire, which is distributed to students who are taking the *Tathbiq Nahwi Ibtida'i* course. The data collection technique is in the form of interviews and observations. The instruments used to collect data in this research are interview guidelines, validation sheets, questionnaires, and recording devices. Data analysis techniques include data identification, grouping, presentation, explanation of data content, and inference. The data technique used in quantitative data is by analyzing percentage data.

RESULTS & DISCUSSION

This research resulted in two things, namely: the development of a Higher Order Thinking Skill (HOTS)-Based Electronic Book (Ebook) for the *Tathbiq Nahwi Ibtida'i* Course in the Department of Arabic Literature, Faculty of Letters, State University of Malang and the feasibility trials of the results of the development. The first step in developing a HOTS-based *Tathbiq Nahwi Ibtida'i* Ebook is the analysis of study lecture plans for the *Tathbiq Nahwi Ibtida'i* Course at the Department of Arabic Literature, Faculty of Letters, State University of Malang. From the analysis, the following things are produced. The presentation of this course in semester 1, the weight is two-semester credit units, the time provided for each 1-semester credit unit is 50 minutes, and in 1 semester, there are 16 meetings. The learning objective of *Tathbiq Nahwi Ibtida'i* is that students master the theory and can analyze, apply, and make decisions responsibly in simple *tarkib*. The material presented in the course of *Tathbiq Nahwi Ibtida'i* namely: *Anwa' al-Kalimat, al-Athf, al-Tarkib al-Washfi, al-Tarkib al-Idhofi, al-Totals al-Ismiyyah 1, al-Totals al-Ismiyyah 2, al-Totals al-Fi'liyyah 1, Midterm Examinations, al-Totals al-Fi'liyyah 2, al-Nafyu, al-Istifham, al-Khal, al-'Awamil al-Nashibah, al-'Awamil al-Jazimah, Khuruf al-Jarr*, Final Semester Exams. The learning methods used in this course are questions and answers, discussions, memorization, modeling, and lectures. Based on the need analysis above, it can be seen that the material presented in the *Tathbiq Nahwi Ibtida'i* course is 14 themes, one-time UTS, and 1-time UAS. Based on this data, researchers design teaching materials for 14 themes.

There are two steps that researchers take in designing teaching materials. First, formulate the learning objectives of *Tathbiq Nahwi Ibtida'i.* The goal that has been formulated is that students can understand example sentences that contain specific rules, students are able to conclude certain rule theories, students understand theories about specific rules, and students are able to apply the rules that have been studied. The forms of application are as follows, students are able to find specific rules in sentences, students are able to complete sentences with specific rules, students are able to justify wrong sentences according to specific rules, and students are able to make sentences in which there are specific rules. Second, designing the teaching materials of *Tathbiq Nahwi Ibtida'i*. The design of teaching materials was developed using an inductive approach. The design of teaching materials begins with the presentation of example sentences, discussion of example sentences, inference of rule material, and application of rules in question exercises. This follows what is stated by Fauzan, Dariyadi, and Fara (2019), who state that the inductive approach in learning Arabic grammatical is an approach that presents examples before the

rules of the Arabic language. In classroom teaching, an inductive approach is applied by following five steps, namely *muqaddimah* (introduction), *'ardh* (presentation of material), *rabth* (association with the previous material), *istinbath al-qai'dah* (inference of rules), and *tathbiq* (application of rules).

After that, the next step is to develop a HOTs-Based Ebook for the *Tathbiq Nahwi Ibtida'i* course. Researchers take two main steps in developing teaching materials for this course. First, develop a HOTs-Based Ebook material design for the *Tathbiq Nahwi Ibtida'i* course using the MS Word program, and second, code HOTs-Based Ebook teaching materials for the *Tathbiq Nahwi Ibtida'i* course in the MS Word program into an Android application. The first step in developing the *Tathbiq Nahwi Ibtida'i* Ebook at Department of Arabic Literature, Faculty of Letters, State University of Malang was to design the teaching material in MS Word. To clarify the design that has been carried out, the researcher presented the contents of teaching materials with one whole theme as an example, namely the theme of *al-Tarkib al-Athfi*, but which has been developed by researchers according to the need analysis of a total of 14 themes. Each theme contains the following: the formulation of learning objectives, examples that contain specific rules, discussion of example sentences, understanding of rules, and question practice. The second step is to code MS Word-based *Tathbiq Nahwi Ibtida'i* teaching materials to the Flip Book Maker application, and the result is an Ebook.

The second step in developing a HOTS-based *Tathbiq Nahwi Ibtida'i* Ebook is to design a HOTS-based *Tathbiq Nahwi Ibtida'i* course Ebook. The design of the Ebook is based on the analysis that has been carried out. Here is a formulation of learning objectives based on Bloom's Taxonomy (C4-C6) (Shalihin et al., 2021).

Tabel 1. Formulation of Learning Objectives based on Taxonomy Bloom (C4-C6)

Learning Objectives	Taxonomy Bloom (C4-C6)
Students can analyze specific rules in sentences.	C4
Students can correct sentences according to specific rules.	C6
Students can justify incorrect sentences according to specific rules.	C5
Students can make sentences in which there are specific rules.	C6

The Tabel 1 describes the levels in Bloom's Taxonomy. Bloom's taxonomy itself is a hierarchical structure that identifies low to high-level skills (Simarmata et al., 2020). Within this conceptual framework, Bloom's educational goals are divided into three domains of intellectual ability (intellectual behaviors): cognitive,

affective, and psychomotor. The Cognitive Domain contains behaviors emphasizing intellectual aspects, such as knowledge and thinking skills. The affective domain includes behavior related to emotions, for example, feelings, values, interests, motivations, and attitudes (Saragih & Nasution, 2021; Fauzi, et al., 2022). Meanwhile, the psychomotor domain contains behaviors that emphasize manipulative function and motor skills or physical abilities, swimming, and operating machines. The cognitive domain sorts thinking skills according to the expected goals. The thinking process describes the stages of thinking that must be mastered by students in order to be able to apply theory to action. This cognitive domain consists of six levels, namely: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis (integration), and (6) evaluation (assessment). The first three (lowest) levels are Lower Order Thinking Skills, while the following three levels are Higher Order Thinking Skills (Utari et al., 2011).

The method used in developing Ebooks is the inductive method. The order of presentation is the big theme of the material presented, learning objectives, example sentences in which there are rules according to the theme, discussion of example sentences in which there are rules according to the theme, inference of rules according to the theme, and practice questions according to the theme (Fauzan et al., 2020). The practice questions used are HOTS-based.

The third step is the development of a HOTS-based *Tathbiq Nahwi Ibtida'i* Ebook. There are two steps in the development: first, the researcher developed *Tathbiq Nahwi Ibtida'i* teaching materials with the MS Word program. Second, researchers coded MS Word-based *Tathbiq Nahwi Ibtida'i* teaching materials into Ebooks in the Flip Book Maker application. The resulting ebook is similar to a textbook; users can flip through page by page like a book; it's just that they need the help of electronic devices in the form of mobile phones, laptops, and computers to use them.

Figure 2. Teaching Materials of Ebook

Figure 2 shows the product of ebook. To determine the feasibility of the resulting product, a trial is needed. Trials of such products are needed to test the extent of the advantages and disadvantages of the products that have been produced. Two trials were conducted: field and expert (Ani & Lazulva, 2020). Expert trials are carried out by two experts: media experts and material experts. While the field trial applied the resulting product to a small group of 10 students who had taken the *Tathbiq Nahwi Ibtida'i* course, these students were also correspondents in this study. Validation sheets, questionnaires, and interview guidelines were used to obtain data from the trial. The following are the results of expert validation and student questionnaires. In the questionnaire, the range of values given is 1-5. The meaning of each of these points is as follows.

Table 2. Meaning of Validation Points (Waruwu, 2022)

Points	Meaning
5	Very valid and can be used without repair
4	Quite valid and usable but with improvements
3	Less valid and recommended not to use
2	Invalid and unusable
1	Highly invalid and unusable

Tabel 2 describes the point of validation for the product. The results of the material expert validation show that the HOTS-Based Ebook for the Tathbiq Nahwi Ibtida'i course for students of the Department of Arabic Literature, Faculty of Letters, State University of Malang, is very valid. The validity percentage is 96.7% (Setiyoaji et al, 2020). Aspects assessed by material experts, namely: completeness of the material, breadth of material, depth of material, sequence of material, ease of understanding material, the correctness of material content, suitability of material with student abilities, clarity of material description, completeness of material content starting from examples, rules, and evaluation, suitability of the exercises with the material presented, variations in the content of the material, and the level of difficulty of the questions (Hanikah et al., 2022).

The results of the validation of Arabic learning media show that the HOTS-based Ebook for the *Tathbiq Nahwi Ibtida'i* course for students of the Department of Arabic Literature, Faculty of Letters, Malang State University that has been produced is very valid. The percentage of validity reaches 98.5%. Aspects assessed by Arabic learning media experts, namely: Ebook interactiveness in learning, ease of operation, product effectiveness, clarity of writing (font type, font size, and font color), organizing the order of the material, design and appearance, menus and features, the completeness of the material, the attractiveness of the design, the accuracy of the spacing and spacing, the

suitability of the exercises, the variations of the exercises, the clarity of the practice questions (Wardani, Faiz, & Yuningsih, 2021).

The assessment percentage from 10 correspondents was 83.8%, which means that the HOTS-based Ebook for the *Tathbiq Nahwi Ibtida'i* course is very valid (Hariawan & Sakti, 2021). The details of the assessment results by the correspondents are as follows. Eight correspondents gave 4 points, and two others gave 5 points related to the interactive use. 9 correspondents gave 4 points, and one correspondent gave 5 points related to the ease of using the product in learning. Five correspondents gave 4 points, and five others gave 5 points related to the ease of understanding the material. Ten correspondents scored five related to the ease of operating the Ebook. Seven correspondents gave 4 points, and their sis gave 5 points related to their enjoyment in using the Ebook. Eight correspondents gave 4 points, and two correspondents gave 5 points related to their active learning using the Ebook 9 correspondents gave 4 points. The rest gave 5 points regarding an increased motivation to learn using the Ebook. Nine correspondents gave 4 points, and one correspondent gave 5 points regarding the effectiveness of the Ebook. Seven correspondents gave 4 points, and three gave 5 points regarding the Ebook menu and features. Nine correspondents gave a value of 4, and the rest gave a value of 5 regarding the completeness of the Ebook material. Eight correspondents gave a value of 4, and the other 2 gave a value of 5 related to the material in the Ebook. Six correspondents rated 4, and 4 correspondents rated five regarding the exercises presented in the Ebook. Nine correspondents gave a value of 4, and the rest gave a value of 5 regarding the variations in the exercises in the Ebook. Seven correspondents gave a value of 4, and 3 correspondents gave a value of 5 regarding the independence of the correspondent in carrying out the exercises contained in the Ebook. Ten correspondents gave a score of 5 regarding the exercises presented in the Ebook, starting from easy questions to tricky questions. 9 correspondents gave a value of 4, and the rest gave a value of 5 related to an increase in understanding after learning using the Ebook. Eight correspondents gave a score of 4, and 2 correspondents gave a score of 4 regarding the feasibility of the Ebook for widespread use (Setyorini & Pranoto, 2021).

From the above presentation, it can be concluded that the validation of HOTS-Based Ebook products for the *Tathbiq Nahwi Ibtida'i* course is as follows. The validity and feasibility of the product from media experts are 96.7%, meaning it is very valid. From the material expert, the validity and feasibility value of the product is 98.5%, which means it is very valid. From the results of field tests, the percentage of values from correspondents is 83.5%, which shows that the product is very valid.

CONCLUSIONS

This research produced a product as an Electronic Book (Ebook) based on Higher Order Thinking Skills (HOTS) for the Tatbiq Nahwi Ibtida'i course. The research method used is research and development (Research and Development). There are five steps in development, namely: (1) analysis, (2) design, (3) development, (4) evaluation, and (5) revision. The Ebook contains 14 developed Tatbiq Nahwi Ibtida'i course materials. Each of these materials includes examples of the application of specific rules, discussion of examples of regulations, conclusions of management, and exercises. This ebook product was tested on the Department of Arabic State University of Malang students and validated by media and material experts. From the results of the field test, the percentage of scores from correspondents is 83.5%; this shows that the Ebook that has been produced is very valid. The rate of validity from media experts is 96.7%. The value of the material expert percentage validity is 98.5%. From the two experts, this ebook product is very valid and feasible for widespread use.

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