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# Innovation of Reading Skills Assessment in Arabic Textbook based on HOTS Assessment

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### ABSTRACT

The purpose of this scientific study is to analyze the HOTS-based test for assessment of reading skills and innovation in the Arabic textbook for grade XI published by the Ministry of Religious Affairs in 2020. This research uses library research. The primary data source comes from an Arabic textbook, and the secondary data source comes from relevant research. The results of this study indicate that some of the assessments used in the grade XI Arabic textbook published by the Ministry of Religious Affairs have implemented tests at the HOTS cognitive level. In the textbook, there are 8 test items that fall into the realm of HOTS, containing 3 main test instruments, the rest of which only get repeated in the next chapter. This shows that there are still limited test instruments that contain the HOTS cognitive domains used in the textbook. In this study, there are 10 test instruments that contain the HOTS cognitive domain. Of the 10 test instruments given, there are 7 new ones, namely: finding the main idea, finding the message, finding the title, analyzing relevant information, evaluating ideas, assessing the authors impression, and providing new ideas from the reading text. The innovation of this test instrument is explained with an overview of the implementation of each test instrument that contains the HOTS cognitive domain so that it can be understood and used for the development of Arabic reading skills test instruments.

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### Keyword

Assessment Innovation; Reading Skills; Reading Skills Assessment, Arabic Textbook; HOTS Assessment

### مستخلص البحث

الغرض من هذه الدراسة العلمية هو تحليل الاختبار القائم على مهارات التفكير العليا في تقييم مهارات القراءة والابتكار في الكتاب المدرسي العربي للصف الحادي عشر الذي نشرته وزارة الدين في عام ٢٠٢٠. يستخدم هذا البحث المكتبي. مصدر البيانات الأساسي يأتي من الكتاب المدرسي العربي ويأتي مصدر البيانات الثانوي من البحث ذي الصلة. تشير نتائج هذه الدراسة إلى أن بعض التقييمات المستخدمة في كتب الصف الحادي عشر باللغة العربية الصادرة عن وزارة الدين قد نفذت اختبارات على المستوى المعرفي لمهارات التفكير العليا. في الكتاب، هناك ٨ عناصر اختبار تقع في عالم مهارات التفكير العليا تحتوي على ٣ أدوات اختبار رئيسية، والباقي يتكرر فقط في الفصل التالي. هذا يدل على أنه لا تزال هناك أدوات اختبار محدودة تحتوي على المجالات المعرفية لمهارات التفكير العليا المستخدمة في الكتاب. في هذه الدراسة، هناك ١٠ أدوات اختبار تحتوي على المجال المعرفي لمهارات التفكير العليا. من بين أدوات الاختبار العشرة المقدمة، هناك ٧ أدوات جديدة، وهي: سؤال عن المضمون الرئيسي من النص، سؤال عن مقصود الكاتب في النص، سؤال عن الموضوع الأنسب بمضمون النص، سؤال عن المعلومات المتأصلة، سؤال عن رؤية على النص، سؤال عن أحسن الكاتب في النص السابق، سؤال عن أفكار جديدة لتقوية الأفكار التي طرحها الكاتب في النص. يتم شرح ابتكار أداة الاختبار هذه من خلال نظرة عامة على تنفيذ كل أداة اختبار تحتوي على المجال المعرفي لمهارات التفكير العليا، بحيث يمكن فهمها واستخدامها لتطوير أدوات اختبار إتقان القراءة العربية.

ابتكار التقييم: مهارات القراءة: تقييم مهارات القراءة: الكتاب المدرسي العربي: تقييم مهارات التفكير العليا

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## INTRODUCTION

Subject tests are very important in measuring students' abilities and level of understanding. Moreover, evaluation activities should be performed at the end of the lesson to assess how much knowledge the students have mastered and absorbed (Solichin, 2017). Many tools or instruments can be used in evaluation activities (Seftiani, 2019), for example, tests have an important role in measuring student learning achievement (Nurjanah & Marlianingsih, 2015). Tests are defined as a task or series of tasks used to obtain systematic observations (Faiz et al., 2022) to determine the student's ability (Suharman, 2018). There is a change in the learning orientation In the evaluation test (Agustin et al., 2018). Achieving actual learning objectives requires an assessment instrument that does not only include memorisation and understanding but also an assessment that develops student's thinking skills (Riandeni et al., 2022).

Critical thinking skills are important for students to think rationally about overcoming problems and developing alternative solutions (Karim, 2015). The 2013 curriculum requires students to have higher-order thinking skills (Umami et al., 2021) in accordance with the Indonesian Government Policy through the Directorate General of Teachers and Education Personnel in 2018. All learning must refer to this policy to strengthen character education integrated with learning that leads to higher-order thinking skills, then learning basic competencies with Bloom's Taxonomy in the direction of the orientation that has been enacted by the government (Muradi et al., 2020).

In HOTS-based assessment, students are required not only to know or understand the learning material taught but also to analyse, evaluate, and create something useful from what they have learnt (Kunanti, 2020). To achieve this ability, teaching materials or a textbook should be used 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. In this case, it is necessary to be familiar with HOTS-type questions in the learning process (Yuliandini et al., 2019).

Textbooks support the teaching and learning processes and achieve specific learning objectives (Huda et al., 2021). The textbook used in this research is an Arabic textbook for grade XI produced by the Ministry of Religious Affairs in 2020 and written by Risna Rianti Sari and Hasyim Amrullah. As the first published textbook in 2020, it is very open to continuous improvement and refinement. This textbook has implemented KMA Number 183 of 2019 concerning the PAI and Arabic curriculum in schools (Sari & Amrullah, 2020). The textbook includes language skills and language elements, namely listening, reading, grammar, writing, and speaking but this study will focus on reading skills in the Arabic textbook of Islamic Senior High School for grade XI.

Reading skills are essentially a communication process between the reader and the writer through written text, so there is a direct cognitive relationship between spoken and written language (Hermawan, 2013). Assessment of reading skills aims to measure learners' ability to understand the implied and explicit messages from reading correctly (Haniefah, 2022). The level of the cognitive domain used in learning reading skills is complex, starting from the level of remembering until creating. In the application of the cognitive domain in learning reading skills, students must be able to distinguish letters and recognise words (remembering), understand word meanings (understanding), recognise logical connections (analysing), and conclude the contents of the discourse from the understanding that has been obtained through critical reading (creating) (Fauzet, 2016).

Many studies have discussed HOTS-based tests in Arabic language learning including research on the analysis of HOTS question indicators related to task instructions contained in the Arabic textbook for Islamic Senior High School grade X published by the Ministry of Religious Affairs (Verawati et al., 2022). Similar research discusses the analysis of the quality of HOTS-based tests in Arabic UAS questions at MTs Al-Musyawaharoh Lembang (Fauziah et al., 2020). In addition, a study analysed HOTS-based Arabic thematic test items for grade XII MAN 3 Jember academic year 2020/2021 in material ar-riyāḍah and ash-syabāb (Kafi & Ilma, 2022). The difference between this study and previous studies is that this research will review more deeply HOTS-based tests to assess reading skills in the grade XI Arabic textbook published by the Ministry of Religious Affairs in 2020. Therefore, this study will analyse the HOTS-based test for the assessment of reading skills and innovation in the Arabic textbook for grade XI published by the Ministry of Religious Affairs in 2020.

## METHOD

This library research identified and retrieved several documents related to books, articles, proceedings, and other documents to be analysed and studied. The primary data were sourced from the grade XI Arabic textbook published by the Ministry of Religious Affairs in 2020, while the secondary data were sourced from other studies in the form of relevant articles, proceedings, or books that have relevant theories.

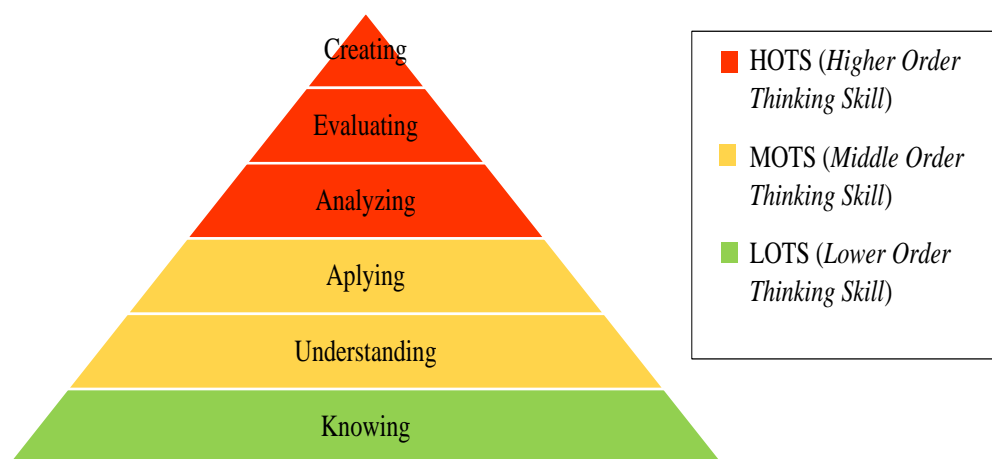
This study was conducted in three stages: (1) observing, reading, and studying in depth the Arabic textbook for grade XI published by the Ministry of Religious Affairs in 2020, (2) sorting and selecting data to be used as the main reference for analysis, in this case, the test instrument containing HOTS elements

in reading skills, (3) mapping the data based on the standard level of difficulty of HOTS questions, (4) identifying data obtained from the mapping results by matching and aligning test instruments containing HOTS elements with the provisions of their difficulty levels, (5) providing innovative test instruments containing HOTS for use in Arabic reading skills.

## RESULTS & DISCUSSION

HOTS are higher cognitive level thinking processes acquired by students from many cognitive ideas and methodologies as well as learning taxonomies such as problem-solving methods, Bloom’s taxonomy, and learning, teaching, and assessment taxonomy (Saputra, 2016). According to Bloom, the cognitive level is any effort that involves mental or brain activities (Munip, 2017).

The cognitive domain comprises six levels of thinking processes based on Bloom's taxonomy which has been revised by Anderson and Krathwohl. The levels of the thinking process include: knowing as C1, understanding as C2, applying as C3, analysing as C4, evaluating as C5, and creating as C6 (Widana, 2017). Furthermore, the cognitive dimensions are classified into three categories, namely HOTS (higher-order thinking skills), MOTS (middle-order thinking skills), and LOTS (lower-order thinking skills) as in [Figure 1](#) (Ainin, 2020).



**Figure 1. Classification of Cognitive Thinking Levels**

There are three skills in the HOTS category, recognising, evaluating, and creating. Analysing indicators include the ability to differentiate, organise, and attribute; the evaluating indicators are divided into examining and criticising skills; the indicators of creating are further divided into formulating, planning, and producing skills (Eveline & Suparno, 2021).

## The Cognitive Domain of Reading Skills in the Textbook

In the Arabic textbook of Islamic Senior High School for Grade XI published by the Ministry of Religious Affairs in 2020, several cognitive levels were used in reading skills as shown in Table 1. This textbook contained eight test instruments out of a total of fifteen questions in six chapters. The aspect assessed in this test instrument is the cognitive aspect of students in Arabic reading skills.

**Tabel 1. Types of reading skills questions in grade XI Arabic textbook published by the Ministry of Religious Affairs 2020**

No	Test Instruments	Page
1.	وَقُلْ (خَطَاً) إِذَا كَانَتْ أَقْرَأُ الْجَمْلَ التَّالِيَةَ، ثُمَّ قُلْ (صَحِيح) إِذَا كَانَتْ الْعِبَارَةُ صَحِيحَةً، الْعِبَارَةُ خَاطِئَةً، فَصَحِّحِ الْخَطَاً	6
2.	أَجِبْ عَنِ الْأَسْئَلَةِ الْأْتِيَةِ	6, 23, 39, 77, 92
3.	أَقْرَأُ الْجَمْلَ التَّالِيَةَ، ثُمَّ ضَعْ (ص) إِذَا كَانَتْ الْعِبَارَةُ صَحِيحَةً، وَضَعْ (خ) إِذَا كَانَتْ الْعِبَارَةُ خَاطِئَةً، فَصَحِّحِ الْخَطَاً	23, 39
4.	فَكِّرْ فِي إِجَابَةِ الْأَسْئَلَةِ الْأْتِيَةِ	38
5.	إِمْلَأِ الْفَرَائِغَاتِ كَمَا فِي الْمِثَالِ التَّالِي	60
6.	عناصر النَّصِّ السَّرْدِيِّ التَّعْدَادِيِّ الْمُنَاسِبَةِ لِلعِبَارَاتِ التَّالِيَةِ عَيْنَ	62
7.	أَقْرَأِ الْمَقْرَدَاتِ وَأَفْهَمْ بِمُلاحَظَةِ الصُّورِ	75, 90
8.	( إِذَا كَانَتْ الْجَمْلَةُ X أَقْرَأُ الْجَمْلَ التَّالِيَةَ، ثُمَّ ضَعْ (V) إِذَا كَانَتْ الْجَمْلَةُ صَحِيحَةً أَوْ ) خَاطِئَةً، فَصَحِّحِ الْخَطَاً	77, 91

Test instrument number 1 assesses if students can identify facts from the text about المَجْمَعِ التِّجَارِيِّ. This test is a true-false objective test with a total of 5 items and is in the HOTS cognitive domain because the question reached the C5 level, where students analyse and re-evaluate facts from the text that has been read.

Test instrument number 2 on reading skills assesses whether students can find facts from the text and comprises five questions used in different chapters, الأديان في إندونيسيا and تكنولوجيا العالم والتواصل, السفر, الصحة, التسوق. The five questions are in the form of a limited description test and this test is in the MOTS cognitive domain because this question reached the C2 level where students can understand the reading and explain the answers to questions based on the text.

Test instrument number 3 on reading skills assesses if students can identify facts from the text. This test comprises two questions and is used in different

chapters, *الصحة* and *السفر*. Each test has five items in the form of a true-false objective test and is in the HOTS cognitive domain because this question reached the C5 level, where students can analyse and re-evaluate facts from the text.

Test instrument number 4 evaluates whether students can answer questions based on their thoughts about chapter *السفر*. This is a free description test with a total of three items and is in the HOTS cognitive domain because this question reached the C6 level where students can analyse and generate answers to questions based on their understanding.

Test instrument number 5 assesses if students can complete sentences with facts contained in the text regarding *الحجّ وَالْعُمْرَة*. This objective test comprises ten questions and is in the MOTS cognitive domain because this question reached the C2 level where students can understand what is read and can complete sentences with facts contained in the text.

Test instrument number 6 on reading skills evaluates whether students can identify the structure of the recount text in sentences on the theme material *الحجّ وَالْعُمْرَة*. The form of this test is a limited description with a total of five items and is in the HOTS cognitive domain because this question was C4 whereby students can analyse the structure of the recount text contained in the sentences.

Test instrument number 7 on reading skills assesses if students can read and understand vocabulary by paying attention to the available pictures. This test has two questions and was used in different material chapters *تكنولوجيا العالم* and *الأديان في إندونيسيا والتصال*. There were fourteen test items on the theme *تكنولوجيا* and ten items on the theme *الأديان في إندونيسيا والتصال*. This test was in the LOTS cognitive domain because it reached the C1 level where students can learn the vocabulary presented with the pictures.

Test instrument number 8 evaluated whether students can assess the facts of the text. This test comprises two questions and was used in different chapters, *الأديان في إندونيسيا* and *تكنولوجيا العالم والتصال*. There were six test items on the theme *الأديان في إندونيسيا* and five items on the theme *تكنولوجيا العالم والتصال* with the form of a true-false objective test. This test was in the HOTS cognitive domain because this question reached the C5 level, where students can analyse and re-evaluate the facts from the text.

Based on the data, eight test instruments out of fifteen used in this textbook were in the HOTS cognitive domain, with five in the MOTS cognitive domain and two in the LOTS cognitive domain. Therefore, although the Arabic textbook of Islamic Senior High School for grade XI published by the Ministry of Religious

Affairs of the Republic of Indonesia in 2020 has implemented HOTS cognitive level tests, they are still limited and less varied.

In the 21st century, HOTS is an important skill that must be mastered by every individual, so the task of schools and teachers is to provide education as per the demands of the times so that students are accustomed to high-level thinking (Sakinah & Prihantini, 2022). Through HOTS questions, students can distinguish ideas or ideas clearly, argue well, solve problems, construct explanations, hypothesise, and understand complex things more clearly. This ability clearly shows how students reason (Dinni, 2018). Moreover, teachers must be skilled in compiling HOTS questions (Aprilia et al., 2023). This is in line with the opinion that HOTS can be achieved if learning and assessment are conducted according to the specified criteria (Fachrurrozi & Wijayadi, 2022). In the HOTS-based learning process, the right test instrument is needed to measure success (Camellia et al., 2022).

Eight tests in the Arabic textbook for grade XI published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 fall into the HOTS realm, of which, there are three main test instruments repeated throughout. This indicates that there are still limited test instruments that contain the HOTS cognitive domains used in the textbook.

### Innovation of Reading Skills Assessment based on HOTS Assessment

Innovation is needed so that test instruments can achieve targeted learning goals. Table 2 details some innovations in Arabic reading skills test instruments in the HOTS domain that can be developed in the grade XI Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020.

**Tabel 2. Arabic reading skill test instruments that contain HOTS**

No	Test Instrument	Cognitive Level
1.	عناصر النص السردى التعدادى المناسبة للعبارة التالية! عين	C4
2.	ما المضمون الرئيسي من النص السابق؟	
3.	ماذا يقصد الكاتب في النص السابق؟	
4.	ما الموضوع الأنسب للنص السابق؟	
5.	عين المعلومات المناسبة بمضمون النص!	
6.	وقُلْ (خطأ) إذا كانت اقرأ الجمل التالية، ثم قل (صحيح) إذا كانت العبارة صحيحة، العبارة خاطئة، فصّح الخطأ	C5
7.	ماذا رأيت في مضمون النص؟	
8.	ماذا أحسن الكاتب في النص السابق؟	
9.	في إجابة الأسئلة الآتية! فكّر	C6
10.	هات أفكاراً جديدة لتقوية الأفكار التي طرحها الكاتب في النص	

Of the ten instruments that contain the HOTS cognitive domain, seven are new tests that have not previously been listed in the grade XI Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. Therefore, they could be implemented for the development of Arabic reading skills test instruments.

Test instruments 1 and 2 are level C4 because the students can analyse the structure of the recount text and the main idea contained in the text provided. Question 1 is in the form of a matching objective test or a limited description and indicates whether the students can identify the structure of the recount text in the sentence on related material. Question number 2 can be given in the form of multiple-choice objective tests or limited descriptions and evaluates whether the students can identify the main idea or main content in the reading text provided.

Test instruments 3 and 4 are reading skills tests that contain the HOTS cognitive domain at level C4. Question 3 can be given in the form of multiple-choice objective tests or limited descriptions and indicates whether the students can identify the message of the reading text provided. Question 4 is also in the form of multiple-choice objective tests or limited descriptions and evaluates whether the students can identify the right reading title from the text provided.

Test instrument 5 contains the HOTS (Higher Order Thinking Skill) cognitive domain at level C4 because the students can analyse relevant information from the text provided. This question is in the form of a multiple-choice objective test and indicates whether the students can identify or distinguish relevant information from the reading text provided.

Test instrument 6 contains the HOTS cognitive domain at level C5 because, at this stage, the students can analyse and re-evaluate the facts from the text. This question is in the form of a true-false objective test and indicates whether the students can identify facts from the text.

Test instruments 7 and 8 contain the HOTS cognitive domain at level C5 because at this stage the students can comment on or evaluate the author's ideas from reading the text provided. Question 7 can be given in the form of multiple-choice objective tests or limited descriptions and indicates whether the students can comment on or evaluate the author's ideas from reading the text provided. Question 8 evaluated whether the students could assess the feelings or impressions of the author based on the text provided. It is in the form of multiple-choice objective tests or limited descriptions and indicates if students can assess the feelings or impressions of the author based on the text provided.

Test instruments 9 and 10 are reading skills tests that contain the HOTS cognitive domain at level C6. Question 9 has reached the C6 level because, at this stage, students can answer questions based on their understanding of the material. This question can be given in the form of a free description and indicates



if students can answer questions based on their understanding of the material. Question 10 can be given in the form of a free description and assess whether the students can provide new ideas as a reinforcement of ideas put forward by the author in the text.

The test instrument innovations that have been given above contain tests in the HOTS cognitive domain. Through the innovation of the test instrument above, it can be seen that students are required not only to know or understand the learning material taught but also to be able to analyse, evaluate, and create the material that has been learned. This is based on the provisions of HOTS questions, which are thinking skills that can help children not only retain knowledge but also transfer it. Knowledge retention is learning that only aims to make children memorise or know something without being able to practice it. However, ideally, learning is already at the transfer level, so children can apply and practice their knowledge to solve the problems they face today, especially the challenges of modernization and globalisation (Kristiyono, 2018).

The application of higher-order thinking skills requires the involvement of all parties in the educational environment, especially teachers. This is because teachers are the individuals who deal directly with students in the classroom. Therefore, in order for students to develop HOTS assessment skills, teachers must have the ability to familiarise themselves with learning and give questions that contain HOTS to students when conducting a test (Sukmawati et al., 2019). Through this test instrument innovation, teachers are expected to develop a variety of assessments used in learning so that students are accustomed to assessments that use the HOTS cognitive domain.

## CONCLUSIONS

In conclusion, some HOTS tests have been implemented in the grade XI Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. Of the eight HOTS tests, there were three main tests used throughout the textbook, therefore, there is limited application of HOTS instruments and innovation is required so that test instruments can achieve targeted learning objectives. Seven new HOTS instruments were identified which could be implemented in the grade XI Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 for the development of Arabic reading skills test instruments.

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