



## INNOVATION OF ASSESSMENT TECHNIQUES ON MAHĀRAH KITĀBAH IN ARABIC TEXTBOOKS BASED ON HIGHER-ORDER THINKING SKILLS (HOTS)

Nurmala Fitria<sup>1</sup>, R Umi Baroroh<sup>2</sup>

<sup>1,2</sup> UIN Sunan Kalijaga Yogyakarta, Indonesia

Corresponding Email: [21204021027@student.uin-suka.ac.id](mailto:21204021027@student.uin-suka.ac.id)

### ABSTRACT

This study aims to discover the innovative writing skills assessment techniques in class X Arabic books published by the Ministry of Religion in 2020 based on HOTS (Higher Order Thinking Skills). This research is library research, and this research is descriptive qualitative literature research. The Grade X Arabic book published by the Ministry of Religion in 2020 is the primary source of information for this essay, which is also supported by other written sources such as books, periodicals, etc. Referring KMA (*Keputusan Menteri Agama*) is a Decree of the Minister of Religion Number 183 of 2019; it is explained that all types and assessment techniques must be directed at measuring the attainment of higher-order thinking skills or HOTS. This class X Arabic book published by the Ministry of Religion in 2020 is an implementation of KMA (*Keputusan Menteri Agama*), is Decree of the Minister of Religion Number 183 of 2019. After a more in-depth analysis, the results of this study show that the technique of assessing aspects of knowledge in writing techniques or *mahārah kitābah* in class X Arabic books published by the ministry religion 2020 does not entirely refer to HOTS, there are still some of the questions that are still under the HOTS category.

**Keywords:** Arabic Textbooks, Assessment, HOTS, *Mahārah Kitābah*.

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui inovasi teknik penilaian keterampilan menulis dalam Buku Bahasa Arab Kelas X terbitan Kementerian Agama tahun 2020 berbasis HOTS (Higher Order Thinking Skills). penelitian ini menggunakan metode pengumpulan data kepustakaan atau library research, penelitian ini bersifat kualitatif dan deskriptif. Buku Bahasa Arab Kelas X yang dikeluarkan oleh Kementerian Agama pada tahun 2020 menjadi sumber informasi utama esai ini, yang juga didukung oleh sumber

tertulis lain seperti buku, jurnal, dll. Mengacu pada KMA (Keputusan Menteri Agama) Nomor 183 Tahun 2019 dijelaskan bahwa semua jenis dan Teknik penilaian harus di arahkan untuk mengukur pencapaian keterampilan berpikir tingkat tinggi atau HOTS. Buku bahasa Arab Kelas X terbitan Kementerian Agama tahun 2020 ini merupakan sebuah wujud implementasi dari KMA (Keputusan Menteri Agama) Nomor 183 Tahun 2019. Setelah dilakukan analisis lebih mendalam hasil dari penelitian ini menunjukkan bahwa teknik penilaian aspek pengetahuan pada teknik tulis atau mahārah kitābah dalam Buku Bahasa Arab Kelas X terbitan Kementerian Agama 2020 belum mengacu pada HOTS sepenuhnya, masih terdapat beberapa soal yang masih berada di bawah kategori HOTS.

**Kata Kunci:** Buku Teks Bahasa Arab, HOTS, *Mahārah Kitābah*, Penilaian.

## INTRODUCTION

The world of education is in dire need of quality control of education. It is stated in Law Number 20 of 2003 concerning the National Education System article 57 states that evaluation is carried out within the framework of rationally controlling the quality of education as a form of accountability of education providers to interested parties (Setiawati dkk., 2019). Therefore, information is needed about students, teachers, and schools supporting the implementation of educational programs. Several ways that can be done to improve the quality of education that can be done are in the form of evaluation, assessment, testing, and measurement. Some of these assessment forms are expected as instruments for quality assurance, quality control, and education quality improvement (Tune Sumar & Tune Sumar, 2020).

Assessment cannot be separated from the world of education because assessment is an essential component. Assessment is carried out to measure student learning outcomes (Faruq dkk, 2020). One form of assessment in Indonesia is the National Examination or Ujian Nasional (UN). National Examination is a national standard evaluation system for primary and secondary education and inter-regional education quality equality conducted by the Center for Education Assessment (Qudsyi & Putri, 2016). In conducting evaluations or assessments, an assessor should be a competent and professional person with the characteristics of knowing and understanding measurement techniques, assessment methods, understanding social conditions, and the nature of the object of assessment (Herman dkk, 2021). Teaching materials such as textbooks are no less important to support an assessment. Changes are needed for the better, such as making small innovations that can be applied to adapt to the times.

As a form of evaluation, in 2015, Indonesia participated in the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA). The results show that Indonesia ranks among the 43 countries participating in TIMSS and 3<sup>rd</sup> at the bottom of PISA. In 2018 the UN results showed that students were still weak in higher-order thinking skills

such as reasoning, analyzing, and evaluating (Setiawati dkk., 2019). Therefore, the Ministry of Education and Culture always strives to improve the quality of education. Moreover, one of the efforts is to develop HOTS (Higher Order Thinking Skills) based assessment materials (Dwijayanti, 2021).

As a subject, of course, Arabic has a reference book used in learning which is called a textbook. Textbooks are essential learning resources. A textbook usually contains learning materials to assist students in achieving predetermined learning objectives (Hidayah & Rochmiyati, 2019). Learning Arabic based on HOTS has been widely discussed and spawned many studies (Eriyanti dkk, 2022).

We can look at some of the following previous studies: *First*, an article by Nailur Rahmawati entitled "Arabic Language Learning: Towards Higher Order Thinking Skills (HOTS)." This article states that education is not just a process of transferring knowledge, especially nowadays that students should be taught higher-order thinking skills or HOTS (Higher Order Thinking Skills) because these higher-order thinking skills are an essential learning ability in Arabic. It is also the 2013 curriculum that requires students not only to remember and describe the material being taught but also to predict, design, and estimate. The results show that applying HOTS-based learning appropriately can increase enthusiasm, motivation, not easily giving up, and feeling the need to learn so that students will be active in learning activities (Rahmawati, 2018).

*Second*, an article by Rifda Haniefafa titled "Implementation of the HOTS (Higher Order Thinking Skills) Assessment Model on the Assessment of the Four Arabic Language Skills" is the second article. This article explains that mastering the four Arabic abilities is the goal of studying the language. The HOTS-based evaluation of these four skills intends to help students develop competencies relevant to the modern world, such as 21st-century skills. The findings of this study show that assessment based on HOTS can be carried out by coordinating the assessment's format and the HOTS thinking process aspects, which are then described in indicators of reaching competence, which is the development of fundamental skills (Haniefafa, 2022).

*Third*, the essay is titled "Urgency and Application of Higher Order Thinking Skills in Schools" and was written by Agus Kristiyono. This article explains the enormous effects that the rise of modernization and globalization in the twenty-first century have produced. One of the issues is children's failure to independently identify, comprehend, and resolve problems in their environment. These situations require an instant solution, and using HOTS-based learning and assessment is one of them. The findings of this study suggest that HOTS-based instruction can encourage pupils to think critically (Kristiyono, 2018).

*Fourth*, an article by Echa Surya Kunanti entitled "HOTS-Based Assessment Development." This article explains that the current curriculum in Indonesia is Curriculum 13. In this K13 assessment, HOTS-based assessment is applied with the

aim that the learning process can motivate students to develop thinking skills so that students will think creatively and innovatively. This article discusses conceptually intending to provide knowledge about the concepts, characteristics, and steps in preparing a HOTS-based assessment. It can be concluded that writing HOTS-based questions is a question that aims to test students in the realm of ability to analyze (C4), evaluate (C5), and create (C6). Providing HOTS-based questions can train students to practice higher-order thinking abilities and skills to adapt to the demands of competencies that must be possessed to face the 21st-century era so that they can compete in life later (Kunanti, 2021).

*Fifth*, an article by Indah Rahmi Nur Fauziah et al. entitled "Analysis of Quality Arabic Tests Based on Higher Order Thinking Skills (HOTS)." This article explains that evaluation in education is critical to determine how far the educational process has been achieved. There is still very little analysis of the quality of HOTS-based tests in the evaluations. For this reason, this study aimed to determine the quality of the unknown HOTS-based tests in Arabic exam questions. The results of this study indicate that the validity of the test is high, the reliability is high, there are still many questions that do not meet the criteria for multiple-choice writing rules, the level of difficulty is not proportional, the discriminating power is moderate, and the effectiveness of the distractor is in the excellent category. Of all the tested questions, all of them fall into the LOTS (Lower Order Thinking Skills) category, with three questions at the C1 level, one at the C2 level, and 36 at C3 (Rahmi Nur Fauziah dkk., 2020).

Based on the literature review above, it can be concluded that this research has not existed before. The only similarity is using the HOTS variable as a perspective and learning Arabic in general.

Given the extraordinary developments, applying higher-order thinking skills for students is critical. The development of modernization in the 21st century has had an extraordinary impact, one of which is a cause for concern, namely the inability of children to know, understand and overcome the surrounding problems independently (Kristiyono, 2018). Even though the information is straightforward to access, it still has a harmful effect, especially for school-age children. It can result in the emergence of "pseudo-ripe (*matang semu*)" children, who are mature but not wise and misbehave in solving the problems around them. Challenges like this need to be answered by implementing HOTS in education (Sakinah & Prihantini, 2022). In addition, the Partnership for 21st Century Learning also explicitly states HOTS to be one of the skills students must have in the 21st century. BNSP states that the goals of 21st-century learning are not only to make students knowledgeable and broad-minded but also to make students who have scientific attitudes, namely critical-logical thinking, innovative-inventive, consistent, and adaptable (Afandi dkk., 2019).

In Arabic, there are four skills of value, namely, listening skills, reading skills, speaking skills, and writing skills. In this case, the writer only focuses on writing skills. Because writing skill (*mahārah kitābah*) is the highest skill of the four language skills in Arabic, when viewed from the aspect of Arabic proficiency, writing skills can be regarded as complex because it requires the ability to organize and organize ideas coherently and logically. Writing is closely related to thinking activities. Often writing is an activity that is difficult for students because it requires skills in forming an idea, such as thinking and feeling skills, to be put into writing (Ardiansyah, 2020). Writing skills (*mahārah kitābah*) can support student performance and increase creativity so students can convey information and knowledge to the general public through writing activities. In addition, through writing, students can develop many ideas and science and add life experience (Indriana, 2018).

## METHOD

This research is a qualitative descriptive study. The data collection technique used is library research, where the data used or collected is in the form of words, phrases, sentences, paragraphs, or discourse which contains content about techniques and forms of aspects of assessing knowledge and skills in Arabic textbooks of Madrasah Aliyah Class X Published Ministry of Religion 2020. The primary data source in this research is the Arabic language textbooks for Class X Madrasah Aliyah published by the Ministry of Religion 2020 which are then supplemented with other supporting data in the form of documents, related books, and journals. First, this study's data analysis technique is data reduction. Reducing data is crucial in providing a clear picture and making it easier for researchers to collect further data. It is done so that the information contained from sources can meet the stated research objectives. Second, the presentation of data. In this case, the data is presented in narrative form. Presentation of this data can provide the intended information to make it easier for researchers to explain the data to be analyzed in detail. Third, conclusion. After data reduction and data presentation, a conclusion and verification will be drawn to answer the problems in the research.

## RESULT AND DISCUSSION

### *Mahārah Kitābah*

*Mahārah* is a behavior that requires repetition, consisting of a series of repeated actions. Another definition states that *mahārah* is "doing work quickly and accurately" or "a person's ability to do something quickly and precisely accompanied by mastery in performance." Writing is a complex activity. Writing can know the quality of a person's knowledge and scientific privileges. One of the Arabic language skills is writing skills or *Mahārah Kitābah*. *Mahārah Kitābah* is a writing skill, namely the ability to

describe or express thoughts, starting from simple aspects, such as writing words, to complex aspects, such as composing (Hijriyah dkk., 2022).

### **Assessment Techniques**

Assessment gauges how well students learn new things (Indriana, 2018). In more detail, the assessment is explained as a process or activity carried out to measure and assess some of the student's abilities in learning, such as knowledge, attitudes, and skills, to make the right decisions related to students' abilities (Choirah, 2021).

Evaluation of teaching Arabic in madrasas is a process of collecting and management of information to measure the achievement of student learning outcomes. The Arabic learning assessment aims to inform and motivate students to use Arabic actively. How well students can use Arabic to convey their thoughts, feelings, and ideas can be seen in their writing (*kitabab*) (Mira dkk., 2020)

Assessment is the process of gathering and analyzing data to gauge the success of students' learning objectives, according to The Minister of Education and Culture of Indonesia No. 23 of 2016. This procedure is carried out utilizing a variety of assessment methodologies, tools, and sources that come from a variety of more comprehensive sources (Tune Sumar & Tune Sumar, 2020).

Technical terms are often heard in everyday life. Concerning learning, the technique is defined as a way or method that can be used to improve the quality of learning. An assessment technique is a method or method of assessment that teachers can use to obtain information about the state of learning and student achievement. (Qodir, 2017). Assessment techniques are needed to obtain valid information from an assessment. Assessment techniques are divided into tests and non-tests (Muradi dkk., 2020). However, teachers generally use more test techniques because they are considered a measuring tool with a more guaranteed level of objectivity. The following are some forms of assessment techniques:

#### 1. Test technique

In general, the purpose and functions of the test are (1) to determine the level of student ability, (2) to measure student growth and development, (3) to diagnose student learning difficulties, (4) to determine teaching outcomes, (5) determine curriculum or educator achievements to teach better. If you look at the psychological aspects you want to reveal through the test, there are several types of tests, including the learning outcomes test. This type of test is widely or commonly used to reveal the level of achievement or student achievement (Verawati dkk., 2022).

#### 2. Non-test technique

This non-test method is used with the help of non-test assessment tools such as giving assignments, conversations, observations, portfolios, and self-assessments (Imaduddin dkk., 2022).



It should be emphasized that the methods and tools used in the assessment should be modified according to the assessment's goals, the time allotted, the requirements of the work at hand, and the volume of a given material.

### **HOTS (Higher Order Thinking Skill) Based Assessment**

In Indonesian, HOTS (Higher Order Thinking Skill) is called high-order thinking ability, a skill to think logically, critically, and creatively and solve problems independently (Setiawati dkk., 2019). HOTS is a cognitive ability at a higher level than just remembering, understanding, and applying. Regarding cognitive abilities, HOTS requires students to develop thinking skills, think creatively, and realize the result of their thinking abilities (Has'ad Rahman Attamimi & Setiadi, 2020).

HOTS-based assessment means an assessment using higher-order thinking skills. In developing a HOTS-based assessment, a teacher's creativity is needed. Teachers must be able to develop HOTS-based questions that follow essential competencies and learning objectives. In addition, it must adjust to students' learning characteristics and characteristics (Kunanti, 2021). Some of the roles of HOTS questions in the assessment are preparing students' competencies for the 21st century, cultivating a sense of love and care for regional progress, increasing student learning motivation, and improving the quality of assessments (Widiyana, 2017).

In a HOTS-based assessment, the questions contain a context that can measure the ability to transfer one concept to another, then process and apply information to link different kinds of information, which can be used in critically analyzing information to solve a problem (Kunanti, 2021).

The steps for preparing HOTS questions (Setiawati dkk., 2019): (1) Analyze KD (*Kompetensi Dasar*) or essential competencies: Choose KD (*Kompetensi Dasar*), which requires the ability to analyze, evaluate or create; (2) Arrange a question grid: This question grid can help teachers choose KD (*Kompetensi Dasar*), which can be made into HOTS questions, determine the scope of material related to KD to be tested, and make it easier to determine the questions to be used; (3) Choose the right and contextual stimulus: The correct stimuli can motivate students to concentrate more on the questions. The most effective and pertinent stimulus for pupils is typically fresh and following interesting everyday life that students have never read; (4) Format the questions' items following the grid: The questions on HOTS questions are slightly different from questions in general. While the construction and linguistic aspects are essentially the same, the material aspect differs; (5) Produce scoring criteria (rubrics) or solution manuals; scoring guidelines are created for questions that take the form of descriptions. At the same time, the answer key is made for multiple-choice questions, complex multiple-choice questions, and short entries.

For usage in various classroom assessment formats, HOTS questions are strongly advised. Teachers must therefore be familiar with the characteristics of HOTS questions. The following are the qualities of HOTS questions (Mariati & Saehu, 2021). (1) Measuring higher-order thinking skills: One must possess higher-order thinking skills to learn. Because it can foster creativity and critical thinking, the learning process should allow students to discover knowledge concepts based on activities; (2) Based on contextual problems: In order to complete HOTS questions, students must be able to apply what they have learned in class to difficulties that arise in real-world scenarios, such as those that are common in their immediate environment, etc.; (3) Using a variety of questions: Several alternative questions can be used in writing HOTS items, including multiple-choice, difficult multiple-choice (true/false, yes/no), short entries (complete), short or short answers, and descriptions.

Measuring high-level skills in writing Arabic should be adjusted to students' ability level and the demands of the Arabic language curriculum used. The HOTS assessment of Arabic writing skills is closely related to the assessment of the type of writing (*insya'*). However, besides that, the assessment of the skills of the book in Arabic can also be done with a limited and free written test. The fewer limits and instructions specified, the HOTS the question will be (Baharun & Sa'diyah, 2018).

### Cognitive Level

**Table 1.** Cognitive Levels (Utari, 1942)

Cognitive Realm – Knowledge

No.	Category	Explanation	Keywords
1	C1. Remember	The ability to recall information or knowledge stored in memory.	Define, list, remember, recognize, find again, state, repeat, sort, name, locate, mention.
2	C2. Understanding	The ability to understand instructions and confirm understanding, meaning, or concept ideas taught in oral, written, and graphic forms.	Explaining, explaining, translating, describing, interpreting, restating, interpreting, interpreting, discussing, selecting, discussing, detecting, reporting, guessing, classifying, giving examples, changing, estimating.
3	C3. Applying	The ability to do something and apply concepts in certain situations.	Select, apply, implement, modify, use, demonstrate, modify, interpret, demonstrate, prove, describe, operate, execute, program, practice, initiate.



No.	Category	Explanation	Keywords
4	C4. Analyzing	The ability to divide a concept into several components and relate to one another to understand the concept.	Reviewing, differentiating, comparing, contrasting, separating, connecting, showing relationships between variables, breaking into parts, setting aside, guessing, considering, rearranging, characterizing, restructuring, testing, integrating, organizing, framing.
5	C5. Evaluating	The ability to determine the degree of something based on specific norms, criteria, or benchmarks.	Review, defend, select, evaluate, support, judge, justify, check, criticize, predict, justify, blame.
6	C6. Creating	Combining elements into a complete and coherent new form or creating something original.	Assemble, design, invent, create, acquire, develop, formulate, build, form, complete, create, perfect, innovate, design, and produce work.

The table above explains that the first three levels, namely C1, C2, and C3, are Lower Order Thinking Skills (LOTS). Meanwhile, the following three levels, namely C4, C5, and C6, are Higher Order Thinking Skills (HOTS).

### Analysis

#### **Writing Skills Assessment Technique (*Mahārah Kitābah*) in Class X Arabic Textbooks 2020 Publication of the Ministry of Religion based on HOTS (Higher Order Thinking Skill)**

The Class X Arabic Book Published by the Ministry of Religion in 2020 is a form of implementation prepared by the government in implementing KMA Number 18 of 2019 concerning the Islamic Education Curriculum and Arabic Language in Madrasas (Mustofa dkk., 2022). This book is prepared based on the rules of the 2013 curriculum, where the rules place more emphasis on core competencies which are translated into essential competencies that have been determined and adjusted to the goals that have been planned.

The following is an example of KD in the Class X Arabic Book published by the Ministry of Religion in 2020.

**Table. 2** Display of Basic Competency in Class X Arabic Books Published by the Ministry of Religion in 2020

Material	No.KD	KD ( <i>Kompetensi Dasar</i> )
الكتابة	3.1	Understand social functions, text structures, and linguistic elements (sounds, words, and meanings) of texts related to the theme (الأُسرة والبيت (أعضاء الأُسرة, أجزاء البيت). Which involves the speech act of asking for relationships and asking for wishes.
	3.2	Apply the rules regarding form, meaning, and function of the grammatical construction of (الضمير (المنفصل, المتصیل). In compiling Arabic texts related to the theme: الأُسرة والبيت (أعضاء الأُسرة, أجزاء البيت)

From the table above, it can be explained that KD 3.1 uses the word understand; namely, students are expected to be able to understand the material learned from a predetermined theme. KD is entered at level C2 or below the HOTS level. In KD 3.2, here, the word analyze means that students have been directed to HOTS, where the word "analyze" enters at level C4. Here students are directed to analyze Arabic texts and questions as a form of problem which they can then solve independently. The following is an example of writing questions in the 2020 Class X Arabic book published by the Ministry of Religion:

**Table 3.** Questions on Writing Techniques in Class X Arabic Books Published by the Ministry of Religion in 2020.

PAGE	KNOWLEDGE ASSESSMENT TECHNIQUES (WRITING TECHNIQUE)	No.
15	رتب الكلمات لتصبح جملاً مفيدة. إبتداء من الكلمة الملونة	1.
61	أكمل الجمل الآتية بكلمات مناسبة	2.
15	عرف بنفسك أنت بإملاء الإستمارة الآتية	3.
41	كوّن فقرات كاملة مستعیناً بالأجوبة عن الأسئلة في المثال.	4.
15	أكتب نصاً وصفيّاً عن "البيانات الشخصية"	5.
61	عبر رأيك استخدام أقسام الأفعال والأسماء المذكورة والوئثة مما كتبه زميلك.	6.

Based on the analysis of the questions in the table above, it can be explained that the type of question in number 1 students are asked to arrange scrambled words to make a correct sentence. Referring to the bloom taxonomy, this is entered at the C1 level "remembering" with the keywords sorting or sorting. Moreover, this type of question is not included in HOTS questions.

Type of question number 2, this question uses the word **أكمل** which means "perfect." Here students are asked to complete a sentence using the words provided. Referring to Bloom's taxonomy, this question is entered at level C6 with the keyword "created" or "created," meaning this item is entered at the HOTS level.

Type of question number 3: This problem uses the word **عرف** which means "to define" or "to explain," where students are asked to define or explain themselves to their friends based on the simple statements provided. Referring to the Bloom taxonomy, this question is entered at level C2 with the keyword "explain," which means it is not included in HOTS questions.

Type of question number 4, this question uses the word **كوّن** which means "to form" or "to create." Here students are asked to make a paragraph by answering the questions that have been provided. Referring to Bloom's taxonomy, this question is entered at level C6 with the keyword "created" or "created," meaning this item is entered at the HOTS level.

Type of question number 5, this question uses the word **اكتب** which means "write." Here students are asked to write a text related to the theme that has been determined. As in the example, students are asked to write a descriptive text about personal data. Referring to Bloom's taxonomy, the word "write" a descriptive text about personal data, is an order to make a paragraph or narrative about personal data, meaning students are asked to create. The keyword creates is entered at level C6, meaning this question is included in HOTS questions.

Type of question number 6, this question uses the word **عبر** which means "to declare" or "to voice." Here students are asked to voice their opinion about using various *fi'il* and *ism* written by their friends. Referring to Bloom's taxonomy, this question uses the word "to voice" to demonstrate or practice using *fi'il* and *ism* written by classmates. The word practice is entered at level C3; thus, this type of question is not yet included in the HOTS domain.

It should be noted that HOTS questions are different from questions in general. HOTS questions are not meant to be difficult questions. Instead, thinking activity is critical because the question answerers are given problems to solve (Kafi & Ilma, 2022).

According to Sihabuddin, the writing test is part of a practical test that aims to measure the ability to express ideas, thoughts, feelings, and ideas in written form. In general, it can be concluded that the purpose of the *kitabab* assessment technique is to measure students' ability to use Arabic as a means of written (Sihabuddin, 2023).

Refers to the previously described cognitive level. In contrast, the reasoning-based questions in the HOTS contain the C4, C5, and C6 levels of thinking dimensions. However, it is not always a challenge to answer these thinking problems. This level of questions calls on the capacity to reason, evaluate, predict, reflect, and develop new solutions to challenging contextual issues.

In KMA (*Keputusan Menteri Agama*) Number 183 of 2019, it is explained that all types and techniques of assessment must be directed at measuring the attainment of higher-order thinking skills or HOTS. Therefore, questions must be adapted to facts, data, phenomena, and other conditions related to students' real life. (Ali dkk, 2022). However, as can be seen in the explanation above, not all of the questions in the class X Arabic book published by the Ministry of Religion in 2020 fall into the HOTS question category (Ali dkk, 2022).

## CONCLUSION

The writing assessment technique, or *maharah kitabab*, is a technique used to measure students' ability to use Arabic as a means of written communication. The HOTS-based writing assessment technique is a writing technique using reason or higher-order thinking skills. However, it should be noted that the questions included in the HOTS category are not always difficult, but what is meant is that they require students to think using reasoning and logic in making a decision. HOTS has six categories of assessment techniques ranging from C1-C6, and questions categorized as questions or HOTS-based assessment techniques are questions at levels C4, C5, and C6. Below includes questions about the LOTS (Lower Order Thinking Skills) category. After analyzing the Class X Arabic Book Published by the Ministry of Religion in 2020, it was found that the book's writing skills assessment technique (*kitabab*) still does not entirely refer to HOTS. Even though some of them refer to HOTS, many writing assessment techniques still do not refer to HOTS. This is proven by the fact that many questions are below the C4 level, namely C3, C2, and C1.

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