



HIGHER ORDER THINKING (HOTS) SKILLS ASSESSMENT MODEL IN ARABIC LANGUAGE SKILLS LEARNING IN MADRASA

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ABSTRACT

One of the goals of learning Arabic is to master the four skills of Arabic: listening skills, speaking skills, reading skills, and writing skills. The HOTS assessment of the four skills aims for students to achieve various competencies that align with the times. These competencies include critical, creative, innovative thinking, communication skills, collaboration, and self-confidence. The five things conveyed by the government, which is the target character of students, are attached to the assessment system and are 21st-century skills. This research is a qualitative study that produces descriptive data. The type of this research is library research. The data analysis used is content analysis. The HOTS assessment of the four Arabic language skills can be carried out by aligning the assessment forms and the HOTS thinking process dimensions: creating, evaluating, and analyzing, which are then outlined in competency achievement indicators elaboration of essential competencies.

Keywords: Arabic Learning, Assessment, Four Arabic Language Skills, HOTS.

ABSTRAK

Salah satu tujuan pembelajaran bahasa Arab adalah untuk menguasai empat keterampilan bahasa Arab: keterampilan menyimak, keterampilan berbicara, keterampilan membaca, dan keterampilan menulis. Penilaian HOTS pada empat keterampilan bertujuan agar peserta didik mencapai berbagai kompetensi yang sesuai dengan perkembangan zaman. Kompetensi tersebut adalah berpikir kritis, kreatif dan inovatif, keterampilan komunikasi, kolaborasi dan percaya diri. Lima hal yang disampaikan oleh pemerintah yang menjadi target karakter peserta didik melekat pada sistem penilaian dan merupakan keterampilan abad 21. Penelitian ini merupakan studi kualitatif yang menghasilkan data deskriptif. Jenis dari penelitian ini adalah penelitian kepustakaan. Analisis data yang digunakan adalah analisis konten. Penilaian HOTS pada empat keterampilan berbahasa Arab dapat dilaksanakan dengan menyelaraskan bentuk penilaian dan dimensi proses berpikir HOTS: mencipta, mengevaluasi dan menganalisis yang kemudian dituangkan dalam indikator pencapaian kompetensi yang merupakan penjabaran dari kompetensi dasar.

Kata Kunci: HOTS, Keterampilan Bahasa Arab, Pembelajaran Bahasa Arab, Penilaian

INTRODUCTION

Learning comprises several interrelated components, including planning, teaching materials or teaching materials, learning strategies, methods, and assessment or evaluation (Ali Mufti, 2022). Assessment is one of the main components of learning that has a significant role in determining the success rate of learning. Evaluation is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes that are carried out systematically and continuously so that they become meaningful information in making decisions (Ainin, 2021).

Assessment in learning is carried out to determine how much success is achieved in realizing learning objectives or how much students master knowledge and skills; there is a change in attitude as determined before learning begins (Mahmudi, 2018). However, assessment can also be used to improve planning and learning activities; on the other hand, assessment can provide information to teachers to improve their teaching ability and help students achieve optimal learning development. Assessment is also used as a basis for determining decisions related to the learning process and students, such as grades to be given, decisions on upgrading or graduation, learning management following the characteristics of students, placement of students according to the level or type of educational program, providing guidance and counseling to students and so on (Hamid dkk., 2022). In addition to providing benefits to teachers and the learning process, the assessment helps students reflect on their learning styles, abilities, strengths, and weaknesses. Thus, assessment is a significant part of the education system that functionally provides empirical and authentic data on the success of a learning process and outcome. Lack of accuracy in the assessment will impact the lack of accuracy of information about the success or failure rate of learning (Febriani, 2020).

One of the main objectives of the assessment is to measure or find out students' learning outcomes in the form of quantitative (numerical) data and qualitative data; both provide factual information on the extent of student achievement in learning. Quantitative (numerical) data in the assessment is obtained through measurements with tests as a data collection tool. As one of the assessment activities, measurement focuses on collecting information or data about students' competence (in an educational context). A measurement result is a number or score that describes the learner's ability. The measurement results are used as a basis for providing an assessment (in the form of value judgment); measurement is more of an authentic quantitative that answers the question "how much," while the assessment is qualitative, which answers the question "how good." At the same time, the test is a technique or method used in measuring activities (measuring instruments), which contains a series of tasks that must be done or questions that students must answer to measure a particular aspect of behavior.

Based on the results of the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) show the achievement of reading literacy, mathematical literacy, and scientific literacy). In general, the ability of Indonesian students is meager in (1) understanding complex information; (2) theory, analysis, and problem-solving; (3) the use of tools, procedures, and troubleshooting; and (4) conducting investigations (Hanief, 2022a). The government, as the quality assurance of the education system in Indonesia, must ensure that the education system's quality in Indonesia has been standardized nationally and internationally. The national education system must be able to ensure equal distribution of educational opportunities, quality improvement as well as the relevance and efficiency of education management to face challenges by the demands of changes in local, national, and global life so that it is necessary to update education in a planned, directed, and sustainable as stated in Law Number 20 of 2003 concerning the National Education System (Raswan dkk.,

2022). To solve the above problems, the government that guarantees the quality of the education system in Indonesia through the Ministry of Education and Culture launched the implementation of an assessment based on Higher Order Thinking Skills (HOTS).

Research on HOTS in Assessment Assessment of Arabic subjects has been carried out by several previous researchers, including: (1) Research conducted by Rifda Haniefa entitled: "Implementasi Model Penilaian Hots (Higher Order Thinking Skills) Pada Penilaian Empat Keterampilan Berbahasa Arab," The results stated that the HOTS assessment on four Arabic language skills could be carried out by harmonizing the form of assessment and the dimensions of the HOTS thinking process: creating, evaluating and analyzing which are then detailed on competency achievement indicators which are the elaboration of essential competencies (Hanief, 2022); (2) Research conducted by Fina Aunul Kafi and Zidni Ilma entitled: "Analisis Soal Tematik Bahasa Arab berbasis HOTS pada Kelas XII MAN 3 Jember", The results showed that of the 15 questions tested, there were nine questions that had not been HOTS, reliability was 0.78, and distractors number 4, 10, 11, and 14 could not be used. There are four questions with improper interpretation; the rest are worth improvement. The questions tested still need to be improved both qualitatively and quantitatively (Kafi & Ilma, 2022); (3) Research conducted by Indah Rahmi Nur Fauziah, Syihabudin, and Asep Sopian entitled: "Analisis Kualitas Tes Bahasa Arab Berbasis Higher Order Thinking Skill (HOTS)," The results of this study showed that the validity of the test was high, and high reliability, 25 questions did not match the criteria for multiple-choice writing, the level of difficulty was not proportional, the distinguishing power was sufficient, and the effectiveness of liars was quite good. Good category and all questions are included in as many categories as possible with C1 numbers as many as 2 points, C2 as many as two items, and C3 as many as 36 questions (Rahmi Nur Fauziah dkk., 2020); (4) Research conducted by Sihabuddin entitled: "Prosedur Penyusunan Tes Berbasis Hots Pada Empat Keterampilan Berbahasa Arab," The results of this study show that the main characteristics of a good test are valid. To obtain a valid test, mainly the test is used to measure *higher-order thinking skills* or HOTS; some stages or procedures must be passed. The procedure in the preparation of HOTS-based tests on four Arabic language skills, namely: determining the basic competence or purpose of organizing the Arabic test, the selection of test materials includes the components and skills of the Arabic language that are determined and to be tested and the subject matter to be studied, making indicators or particular objectives to be measured, compiling test grids, compiling draft questions (tests), reviewing tests, and finalizing test preparation (Sihabuddin, 2023); (5) Research conducted by Bahrudin Fahmi, Syahrul Rizqi, and Nurul Elmira Harmeilinda entitled: "Analisis Butir Soal Bahasa Arab MAS Pondok Pesantren Assalam Kampar Riau," The results of this study showed that (1) the results of the Discriminating Power Test showed that there were 7 questions in the very high category, nine questions in the high category, ten questions in the medium category, 13 questions in the low category, and 11 questions in the deficient category. (2) The Difficulty Level Analysis results found that most questions were in the easy category with a statistical ratio of 43: 7, with 43 questions in the easy category and seven in the medium category. (3) The results of the Validity Test show that there are 24 questions with valid status and 26 questions with invalid status. (3) The results of the Reliability Test show that the question is declared very reliable with a Cronbach's Alpha value of 0.868 (Fahmi dkk., 2020).

The government expects learners to achieve a wide range of competencies by applying HOTS or Higher Order Thinking Skills. These competencies are critical thinking, creativity and innovation, communication skills, collaboration, and confidence. The government's five things that target students' character are attached to the evaluation system and are 21st-century skills (Arif Hidayatulloh, 2022). The development of higher-order thinking skills (HOTS) is a program developed by the Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel (Ditjen GTK) to improve the quality of learning and improve the quality of graduates. This program was developed following the policy direction of the Ministry of Education and Culture, which in 2018 integrated Strengthening Character Education and learning oriented to Higher Order Thinking Skills (HOTS) (Verawati dkk., 2022).

Arabic language learning as one of the subjects in the 2013 curriculum did not escape the application of the HOTS Assessment. One of the general principles of high-level thinking assessment is the clarity of the abilities and skills to be assessed (Seif, 2019). The ability to be achieved can be seen in the KD (Basic Competence) at each level of education. At the same time, Arabic language skills are divided into four skills: listening, speaking, reading, and writing (Kusuma dkk., 2017). Based on the above presentation, knowing how to apply the HOTS assessment in the four Arabic language skills is the main thing to meet the general principles of high-level thinking assessment. So the focus of this research is the implementation of HOTS in assessing four Arabic language skills.

METHOD

This research is a qualitative study that produces descriptive data. In other words, this study focuses more on the process, meaning, and understanding gained through words or images). This type of research is library research. Literature research is a study that studies various reference books and the results of similar research that others have previously carried out to obtain a theoretical basis regarding the problems to be studied. In this study, the text or literature review was studied about alternative forms of HOTS assessment of four Arabic language skills. The data collection technique is the documentation technique, which analyzes or interprets written material based on its context. Documents can be in the form of writings, drawings, monumental works of a person, etc. (Musthafa & Hermawan, 2018). In this study, the data analysis used was content analysis. Content analysis is a systematic technique to analyze the content of messages and process messages or a tool to observe and analyze documents and the open communication behavior of the selected communicator. Conceptually, this content analysis is used to find, identify, process, and analyze documents to understand their meaning, significance, and relevance. The approach used in analyzing data namely: data collection, data analysis, and report writing (Sugiyono, 2014).

RESULTS AND DISCUSSION

Assessment of High-Level Thinking in Arabic

The ability to think at a high level, or HOTS, is also called the ability to think strategically and use the information to solve problems, analyze arguments, and make predictions (Sani, 2019). HOTS is a higher way of thinking than memorizing facts or applying rules, formulas, and procedures. HOTS requires us to do something based on facts. Make connections between facts, categorize them, manipulate, place them in a new context or way, and be able to apply them to find new solutions to a problem (Huda & Rais, 2021).

Before determining the form of high-level thinking assessment in Arabic, it is necessary to master various things that affect the form of assessment, including (1) understanding of KI, KD, and competency achievement indicators, (2) understanding of the realm of learning outcomes and (3) steps for preparing an Arabic test. Understanding the three concepts above makes it easier to determine the form of high-level thinking assessment in Arabic (Zubaidah dkk., 2022).

Essential competencies and GPA (Competency Achievement Indicators) of learning are references in any learning assessment because KD and GPA of learning are limits on what students must master or have after learning. Understanding in analyzing KD and teaching is very important for teachers so that the learning process follows predetermined learning objectives (Siswanto, 2022).

KD (Basic Competence) Arabic language learning at the *ibtidaiyah*, *tsanawiyah*, and *Aliyah* levels refers to PMK 183 of 2019, a curriculum development of KMA 165 in 2014. KMA 183 of 2019 has three levels: *Ibtidaiyah*, *Tsanawiyah*, and *Aliyah*. The *Aliyah* level is divided into two categories; the MA category specializes in Science, Social Studies, Language, and Vocational and Religious MA. The KD presented and analyzed are KD 3 and KD 4 only. Because KD 3 is the cognitive realm and KD 4 is the psychomotor realm (Muradi dkk., 2020).

To classify a learning KD, whether it includes Lower Order Thinking Skills, Middle Order Thinking Skills, and Higher Order Thinking Skills, it is necessary to have a framework that becomes a benchmark standard for identifying or classifying high and low levels of learning or what is commonly called taxonomy. The grading system in Arabic is also inseparable from the framework for classifying the high and low levels of learning. One of the frameworks commonly called taxonomy used in education is Bloom's taxonomy. Bloom and Friends divide learning outcomes into three domains: the cognitive realm, the affective realm, and the psychomotor realm. The psychomotor domain in language learning emphasizes how language is used in aspects of language interference and its communicative competence (*al majal al mahiry*).

The cognitive *domain* relates to a person's intellectual abilities and thinking competence. The objective of this cognitive realm is to focus on intellectual activity (*al-nasyāth al aqly wa al dzihny*). The affective domain is a domain that is more related to learning attitudes indicated by learning feelings (*masyā'ir*), learning motivation, behavioral tendencies, enthusiasm for learning, and values. The psychomotor domain has more to do with psychomotor skills or physical movements. In learning Arabic, these three domains can be realized in knowledge about the Arabic language, skills, and attitudes. The realm of knowledge is more related to competence about elements or components of the Arabic language, such as *qowā'id*, vocabulary, words, sounds, and pronunciations (Kamaluddin dkk., 2022). Meanwhile, the realm of skills refers to four Arabic language skills, namely listening skills (*mahārah al-istimā' / fahmu al masmu'*), speaking skills (*mahārah al-kalām / ta'bīr syafawy*), reading skills (*mahārah al-qirāah / fahmu al-maqrū'*), and writing skills (*mahārah al-kitābah / ta'bīr at tabriyy*) (Mustain, 2019).

The dimensions of thought processes in Bloom's Taxonomy, as refined by Anderson & Krathwohl (Ritonga dkk., 2021), consist of some of the abilities listed in the following table:

Table 1. Dimensions of the Thinking Process

HOTS	Creating	1. Creating ideas/ideas yourself. 2. Verbs: to construct, design, create, develop, write, formulate.
	Evaluating	1. You are making decisions for yourself. 2. Verbs: evaluate, evaluate, refute, decide, select, support.

	Analyzing	1. Specifies aspects/elements. 2. Verbs: compare, check, criticize, test.
MOTS	Applying	1. Using the information on a different domain 2. Verbs: to use, demonstrate, illustrate, operate.
	Understanding	1. Describe ideas/concepts. 2. Verbs: explain, classify, accept, report.
LOTS	Knowing	1. Recalling. 2. Verbs: remember, list, repeat, imitate.

The dimensions of the thought process in Bloom's Taxonomy are then specified in the GPA (Competency Achievement Indicators) using operational work (KKO). Each dimension of the thought process has a grouped KKO. However, selecting active verbs (KKO) to formulate indicators of HOTS questions should not be stuck on grouping KKO because the realm of active verbs (KKO) is strongly influenced by what thought processes are needed to answer the given questions. There are several active verbs (KKO) that are the same but are in different domains. This difference in interpretation often arises when the teacher determines the KKO realm to be used in determining the question indicators.

Accustoming HOTS to students cannot be done suddenly and instantly because it requires a holistic teacher strategy. Teachers cannot charge students with HOTS-type measurements and assessments at the end of learning without doing HOTS-based learning first. HOTS learning that is carried out appropriately will make students enthusiastic and motivated, not give up quickly, and feel the need for learning. In the end, students will become active learners. Active learning is hard work but should also be fun for students (Dwijayanti, 2021).

HOTS Assessment on Four Arabic Skills

HOTS questions are measurement instruments used to measure high-level thinking ability, namely the ability to think that is not just recall, restate, or refer without reciting. HOTS questions in the context of assessment measure the ability to: (1) transfer one concept to another, (2) process and apply information, (3) find links from a variety of different information, (4) use the information to solve problems, and (5) critically examine ideas and information (Dwijayanti, 2021). However, HOTS-based questions do not mean more complex questions than recall questions. Here are the various alternatives to implementing HOTS in the assessment of Arabic learning.

HOTS Assessment *Mahārah Istimā'*

Listening as a receptive skill is a process of listening to symbols – oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that the speaker has conveyed through speech or spoken language (Handayani, 2022)

The orientation of *mahārah istimā'* assessment is a measurement of the ability of students to understand the Arabic oral discourse that is being heard, both in the form of dialogue and monologue or non-dialogue discourse. Ideally, the oral discourse tested is an oral discourse that has never been read, heard, or studied in class. The level of complexity of the material for the assessment of *mahārah istimā'* is adjusted to the level of ability of the learner (Ainin, 2021)

Alternative forms of answers in the HOTS assessment on listening skills can be oral answers or written answers. *Istimā'* reading texts are not given first to students, primarily when the dialogue/monologue text is heard either through the media or without media so that students concentrate on listening to the sound of the sentences being heard and listening activities are carried out and not reading activities. HOTS assessment can be implemented on various types of listening, one of which is intensive listening, namely listening directed at something much more supervised and controlled towards a sure thing. Intensive listening is done thoughtfully and with a high concentration level to understand the desired meaning.

Indicators that signify *mahārah istimā'* are tiered, namely from indicators that measure low-level ability (LOTS) and mid-level ability (MOTS) to measuring high-level ability (HOTS). Indicators of low-level ability include mimicking words and phrases, short sentences being heard, and finding explicit information or facts (remembering). Intermediate-level abilities include finding implied information, explaining (understanding), and applying or performing (e.g., performing commands) according to spoken oral discourse. High-level ability indicators in the assessment of listening skills, such as comparing, identifying, finding themes, finding messages (analyzing), commenting on ideas/information, and assessing ideas delivered orally (evaluating) (Fahmi dkk., 2022). In addition, the assessment of high-thinking Arabic listening skills can also use the following indicators: designing alternative solutions (problem solving) from problems that exist in texts that have been listened to both orally and in writing, Giving arguments/comments/suggestions to problems contained in reading texts that have been listened both orally and in writing, assessing/agreeing/rejecting an argument of ideas based on the text that has been Listening, studying the message contained in the reading text that has been listened, making concrete examples based on the message contained in the reading.

Here is an example of an assessment that measures a high level of ability in listening skills:

- فرحان : وجدت كتابا عن قصة لقمان الحكيم
- عجيب، أحب هذا الكتاب، يعجبني لقمان، إنه إنسان كبقية البشر،
- رفع الله درجته حتى ذكرت قصته في القرآن، بل صار اسمه اسما
- سلمان : لسورة من سور القرآن يا أخي، أول ما نهى عنه لقمان ابنه هو أن لا
- يشرك بالله
- فرحان : وما وصية لقمان؟
- سلمان : هيا نقرأ معا
- فرحان : أوصى لقمان ابنه أن لا يشرك بالله.
- سلمان : صحيح، والوصية الثانية أن يحسن إلى الوالدين.
- فرحان : الثالثة أن يذكر الله وعمل صالحا في كل حين، فالل لطيف خبير لا
- يضيع أجر العاملين.

والرابعة أن يقيم الصلّاة، ثم الخامسة أن يأمر بالمعروف وينهى عن المنكرات.

ما شاء الله! سأكمل أنا: والسادسة أن يصبر على ما يصيبه في سبيل

سلمان : الله. والسابعة أن يتجنّب الكبر والفخر على الناس. والثامنة أن

يتّصف بالسكينة والأدب في سيره وحديثه

تماما، والأهم من ذلك كلّ أنّ لقمان لا ينصح ابنه بالنصائح

فرحان : فقط، ولا يأمره بعمل الوصايا فحسب، بل يكون قدوة له في

الامتثال بالأوامر واجتناب النواهي

Finds the theme/title

١. ما العنوان المناسب للحوار السابق؟

Give

arguments/comments/suggestions

٢. ما رأيك عن وصية لقمان لابنه؟

Make real examples

٣. هات مثلا واقعيا في حياتنا من نصيحة

لقمان " أن يأمر بالمعروف وينهى عن

المنكر!"

Find messages

٤. ما الحكمة المستفادة من الحوار المسموع؟

Appraise/approve/reject an
argument

٥. هل أنت توافق على النصيحة لقمان أن يصبر

على ما يصيبه في سبيل الله؟ لماذا؟ (سؤال

ثنائي)

High-level listening skills assessment is not necessarily given to students without looking at various factors that affect the assessment process and results, including students' ability and the demands of the school curriculum (Huda & Rais, 2021). To reach the high-level assessment of listening skills, students must go through the stages of learning/assessment of listening skills from the basics, namely the stage of training to recognize speech or sounds— language sounds, words (vocabulary), expressions - expressions, and sentence patterns. The next stage is the listening and imitation practice stage. The listening and reading exercise, and the last is the listening and understanding exercise; of course, this listening and understanding exercise is multilevel—level. It can be done with various techniques

HOTS Assessment *Mahārah Kalām*

Humans are social beings who need to communicate with other humans to express, express, or convey thoughts, ideas, and feelings. One way of communicating is by talking. Seeing the significant influence of speaking skills on communication between individuals or groups, it is unsurprising that speaking skills are one of the language skills students must master in language learning and Arabic learning.

In speaking assessments, of course, the only way is for students to be asked to speak both monologues and dialogues, either stringing words or repeating or reciting words that have been listened to or that have been read, either using stimulus/intermediate media or not using stimulus/intermediate media. Because, in essence, the assessment of speaking skills aims to measure the ability of students to use Arabic orally.

The indicators of *mahārah kalām* are also stratified from low to high level or ranging from guided *mahārah kalām (muvajjah)* semi-guided (intermediate) to free *mahārah kalām (hur)*. Indicators of low-level ability include delivering congratulations, introducing yourself/name (monologue/dialogue), narrating single images, and the like. Semi-guided abilities include telling experiences (monologues and dialogues), telling serialized images, and the like—high-level abilities such as conveying thoughts, ideas, and arguments.

In addition, the assessment of high-level thinking of speaking skills can also be carried out in the following alternative ways: free conversation related to specific themes, storytelling, class discussions, interviews that are academic–argumentative, debate, giving arguments, suggestions, criticism, or analysis orally.

Here is an example of an assessment that measures a high level of proficiency in speaking skills: Teachers set a single issue as a question or statement to be a limitation in discussion/debate. For example

أيهما تؤيد: السوق الحرة أو السوق الموجهة
اللغة العربية أهم من اللغة الإنجليزية

Then the teacher divides the students into two groups, group A supports the statement, and Group B is opposed to the statement. The teacher or one of the students is a moderator and rotates time for each group to present their arguments. Moderators should pay attention so that all members of the group have the opportunity to participate and not be monopolized by a few students alone (Ainin, 2021)

To apply a high level of assessment to speaking skills is the same as a high-level assessment of listening skills, where various stages of learning/assessment must be carried out and, of course, require a process.

The stages of speaking practice start from the most basic, namely the initial stage, where students practice listening and imitating/recitation. This listening and mimicking exercise is a combination of basic listening skills exercises and speaking skills; the difference is that the ultimate goal of listening skills practice is the ability to understand what is listened to, while the ultimate goal of speaking skills practice is to express ideas/thoughts/messages to others verbally. The next stage is sentencing pattern practice, conversational exercise, storytelling, discussion, interview, drama, and (Verawati dkk., 2022). Students' abilities and the demands of competence in learning greatly influence the implementation of these stages.

HOTS Assessment *Mahārah Qirāah*

Hodgson (Hanief, 2022a) argues that reading is a process carried out and used by the reader to obtain the message conveyed by the author through the medium of words or written language. Based on the understanding of the reading above, it can be concluded that the assessment for reading skills aims to measure the ability of students to understand the implied and expressed messages of reading correctly.

Competency indicators that measure the ability to think at a high level for reading skills are abilities at levels 4 and 5, namely analyzing and evaluating, such as deciphering/infering the main idea of reading, capturing messages in the reading quickly, and commenting on or criticizing readings assessing the feelings/impressions of the author. In addition, a high level of assessment of reading skills can also be by providing suggestions, arguments, problem-solving/alternative-solutive ideas, assessment of the content of the reading, designing a title that is appropriate to the reading, interpreting or studying the author's wishes from the message contained in the reading and so on. The form indicators above can be used in assessing reading comprehension and analytical reading skills, but it is possible to use them in other types of reading.

Reading comprehension is a reading comprehension skill is a reading activity that seeks to understand the content of the reading/text thoroughly. In reading, the reader's comprehension is not only required to understand and understand the content of the reading, but he must also be able to analyze or evaluate and relate it to the knowledge and experience he has; this knowledge and experience will later make it easier for the reader to form an understanding of the discourse being read. At the same time, analytical reading is a type of reading that aims to train students to have the ability to find information and written materials. In addition, learners are trained to dig and show information details that reinforce the author's main idea. Learners are also trained to think logically, look for relationships between one part of a sentence and another, between one sentence and another, between one paragraph and another, between one incident and another, and draw conclusions not explicitly written in the reading. (Sani, 2019)

Here is an example of an assessment that measures a high level of ability in reading skills:

أمر الإسلام بالحفاظ على البيئة ونهى عن إفسادها، وإفساد البيئة له صور متعددة منها: رمي النفايات في النهر أو في البحر، رمي مياه الصّرف في النهر، إحراق الغابات والأشجار لغير الحاجة الضرورية. وفي هذا العصر أصبحت البيئة تواجه مشكلات بيئية عالمية، منها: التصخّر والتلوّث البيئي والاحتباس الحراري. وتلوّث البيئة ينقسم إلى ثلاثة أقسام: تلوّث الماء و تلوّث الهواء وتلوّث التربة.

Describes/conclude the main idea of the text

ما المضمون الرئيسي من النص السابق؟

Provide problem-solving/ideas for alternative solutions

كيف نمنع عن فساد البيئة؟

Designing the title/theme

ما الموضوع المناسب للنص السابق

Interpreting or examining the author's wishes from the messages contained in the reading

ماذا أحس الكاتب من النص السابق؟

Assessment of the content of the reading

ما رأيك عن أسلوب الكاتب في كشف عن فساد البيئة؟

HOTS Assessment *Mahārah Kitābah*

According to (Ardiansyah, 2020), writing skills are productive and expressive language skills used to communicate indirectly and not face-to-face with other parties. The position of *mahārah kitābah* is the same as that of *mahārah kalām*, which includes active and productive Arabic language skills. When *mahārah kalām* produces information, ideas, thoughts, and feelings in the form of oral discourse, *mahārah kitābah* is written discourse.

Measuring the ability to think highly in writing skills is the same as other skills, which are adjusted to students' ability level and the demands of the Arabic curriculum. This assessment of high-level thinking on writing skills is undoubtedly closely related to the assessment of the type of *insya' either insya' muwajjah/ muqayyad* (guided/guided writing/ composing) or *insya' hur* (writing / free composing). Several types of niches can be implemented in the assessment of writing skills, such as (1) simple exposition (*'ardhun basith*), (2) narrative or story (*qishshah*), (3) description/description (*wash*), and (4) letter (*treatise*) (Ali Mufti, 2022). In addition to the assessment of the types of *insya' muwajjah/ muqayyad* and *insya' hur*, the assessment of writing skills can also be done with a limited and free written test. The difference between the two is the predetermined boundaries. These limitations include problems, predetermined titles/themes, the quantity (length of writing), and images of stories/drawings. In the free writing test assessment, students write freely with minimal restrictions. The fewer restrictions and hints specified, the hotter the problem.

In essence, the Arabic writing test is not only limited to choosing and producing writing, but the writing test also pays attention to how ideas/messages are expressed in the proper written language and as instructed in the test and based on Arabic writing rules

Here is an example of an assessment that measures a high level of ability in writing skills:

صف تحريرا الهواية الآتية!



(<https://i.ytimg.com/vi/ByrRjmFjrq0/maxresdefault.jpg>)

صف تحريريا المهنة الآتية !



(<https://4.bp.blogspot.com/-Jn3ANKlxWqs/Vj900jsqc8I/AAAAAAAAAGg/8-QS1qQJcVg/s640/KERJA.jpg>)

A high-level assessment of the topic/theme on the assessment dramatically affects the level of difficulty. The closer the theme is to the daily life of students or the environment around where students live, the more it helps students conduct learning assessments.

It should be underlined that the initial ability of learners is the main thing that must be considered in compiling an assessment, as well as in a high-level thinking assessment. The demands of an ideal high-level thinking assessment in the assessment of Arabic language skills should also pay attention to the characteristics and abilities of learners. Forcing learners with low Arabic language skills to answer high-level questions will not provide *shahih* assessment results according to the purpose of the assessment. Imposing a HOTS assessment without looking at the existing objective conditions also results in the question being too tricky so that the question item has a high level of difficulty and the probability of correct answers is very low because, in essence, a good test is a test that is not too easy and not too difficult, but following the purpose of the assessment, which is to measure the extent to which the learner has mastered what has been stated in the learning objectives in this case is KD and GPA. In addition, imposing a HOTS assessment on students who do not have adequate Arabic competence will hurt the mindset of students, where there will grow up thinking that Arabic is difficult to learn, so there is a decrease in interest, motivation, self-confidence, and enthusiasm in students in learning Arabic.

As previously discussed, the HOTS assessment is also adjusted to the school's curricular policies, which are reflected in the KD, GPA, and the material taught, the limitations of high thinking are sufficiently met if the learners have met the criteria for learning objectives written in the KD and learning GPA. Arabic language learning in schools is taught from the elementary level of MI/SD to MA/SMA, so it can be ascertained that the competencies studied are also tiered, and the assessments carried out are also tiered in line with the learning carried out. So it can be concluded that HOTS-based assessment in Arabic language skills is adaptive to modifiers by looking at and weighing various aspects related to assessment.

CONCLUSION

HOTS assessment on four Arabic language skills can be implemented by aligning the assessment form. The dimensions of the HOTS thought process, namely creating, evaluating, and analyzing, which are then specified in the competency achievement indicators, are the elaboration of essential competencies. The HOTS assessment should pay attention to the characteristics and abilities of the student. Before conducting a high-thinking assessment of four Arabic language skills, students must go through various stages of basic assessment based on the assessment level. The HOTS assessment requires various aspects of linguistic ability and skills (integrative). Higher-order thinking assessments also match the demands of the learning curriculum that applies to the school.

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