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Exploration HOTS (*Higher Order Thinking Skills*) in Arabic Textbook

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ABSTRACT

This study aims to explore HOTS (Higher Order Thinking Skill) in Class VIII Arabic Textbooks. This research uses qualitative descriptive methods with document analysis techniques (content analysis). The document analyzed in this study is a Class VIII MTs Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. This study concludes that HOTS problems are more complex, require deeper thinking, and often require the application of concepts in new or complex contexts. Of the 16 question commands on Tadrib Maharah Qiraah contained in 6 dars in the MTs Class VIII Arabic textbook, it was found that only 6 question commands included the cognitive level at the HOTS level with 3 categories of question commands, namely determining paragraph titles, answering questions based on text and making sentences based on images.

Exploration; HOTS; Textbooks

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مستخلص البحث

البحث الأساليب الوصفية النوعية مع تقنيات تحليل الوثائق (تحليل المحتوى). الوثيقة التي تم تحليلها في هذه الدراسة هي كتاب مدرسي عربي من الفئة الثامنة sMT نشرته وزارة الشؤون الدينية في جمهورية إندونيسيا في عام ٢٠٢٠. تخلص هذه الدراسة إلى أن مشاكل HOTS أكثر تعقيدا ، وتتطلب تفكيرا أعمق ، وغالبا ما تتطلب تطبيق المفاهيم في سياقات جديدة أو معقدة. من بين ١٦ أمرا سؤاليا على تدريب مهارة قرعة الواردة في ٦ دارس في كتاب MTs Class VIII باللغة العربية ، وجد أن ٦ أوامر أسئلة فقط تضمنت المستوى المعرفي على مستوى HOTS مع ٣ فئات من أوامر الأسئلة ، وهي تحديد عناوين الفقرات والإجابة على الأسئلة بناء على النص وتكوين الجمل بناء على الصور

الاستكشاف: HOTS؛ الكتب المدرسية

كلمات أساسية

INTRODUCTION

Textbooks written following the development and demands of the times tend to contain various aspects, including scientific approaches such as observing, questioning, trying, reasoning, and communicating, by combining the concept of HOTS and practice

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questions. A good textbook will incorporate 21st century learning commonly called the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity), in line with the implementation of the 2013 curriculum. The 2013 curriculum is designed to refine and adapt to the needs of today's students. There are many skills that must be possessed by teachers and students in order to keep up with the times and be able to think more critically and reflect Higher Order Thinking Skills (HOTS) in the learning and assessment process Heni Verawati et al., "HOTS Analysis of Task Instructions in Arabic Madrasah Aliyah Textbook Published by The Ministry of Religious Affairs," *EDUCATION: JOURNAL OF EDUCATIONAL SCIENCES* 4 , no. 1 (2022): 944–51.¹²³⁴(Febriani 2020).

The 2013 curriculum focuses on improving thinking skills that are not only for memorizing, and describing subject matter, but also being able to create and solve problems faced. Over time, the 2013 curriculum has succeeded in changing the paradigm of learning implementation. Learning that was originally *Fuaddilah Ali Sofyan*, "Implementation of HOTS in the 2013 Curriculum," *INVENTA: Journal of Elementary School Teacher Education* 3, no. 1 (2019): 1–9. *teacher centered* turned into *student centered* *Moh Zainal Fanani*, "Hots Development Strategy in the 2013 Curriculum," *Edudeena: Journal of Islamic Religious Education* 2, no. 1 (2018): 57–76.. The implementation of the 2013 curriculum containing HOTS has also been indiscriminately applied to all subjects. Regardless of the debate whether HOTS is *applicable* to all subjects, Arabic is one subject that must adapt to circumstances. *Moh Ainin*, "Research in Arabic Language Learning in Madrassas or Schools: HOTS, MOTS or LOST," *Proceedings of the IV National Conference on Arabic Language*, 2018, 166–165.

Arabic is one of the subjects taught in Tsanawiyah madrasas. Since 2018, HOTS-oriented Arabic learning has begun to be echoed. This can be seen from the number of studies on HOTS in Arabic language learning from 2018 to 2023 as many as 15 articles. What researchers divide into two categories basically, research on HOTS in Arabic language learning has been widely done. This can be seen in the period 2018 to 2023 there are at least 15 articles about HOTS and their relation in Arabic language learning which the author tries to classify in 2 parts; 1) understanding of HOTS in Arabic Language Learning,

¹"Critical thinking is a high-order thinking skill that potentially increases students' critical analytical power. The improvement of students' critical analytical power is closely related to the improvement of students' intellectual ability. Therefore, developing the students' critical thinking skills in learning is an effort to improve students' learning results" H and (Setiawati 2017)

²According to Hardjana, etymologically communication comes from the Latin, a preposition meaning with, or together with and, *umus*, a number word meaning one. The two words form the noun communion, which in English is called communion, which means togetherness, unity, fellowship, combination, association or relationship. Because to communion requires effort and work, the word communion is made in the form of the verb communicate which means to share something with someone, converse, exchange ideas, connect or befriend. Thus, communication has the meaning of knowledge, talk, conversation, exchange of ideas or relationships *A Suhaenah Suparno*, *Building Learning Competencies* (Directorate General of Higher Education, 2000).

³Emily R. Lai explains, "Collaboration is the mutual engagement of participants in a coordinated effort to solve a problem together. Collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactive, and interdependence." The definition explains that collaboration is joint involvement in efforts to solve problems together. *Emily R Lai*, "Collaborations: A Literature Review, 2011" (Pearson Reaearch Report, n.d.).

⁴Creative thinking is thinking about determining new relationships between things, finding new solutions to problems, finding new systems, finding new artistic forms, and so on." Therefore, by thinking creatively we can find and determine new things in solving a problem. *Ahmad Fauzi*, "General Psychology for Children" (CV. Pustaka Setia, Bandung, 2004).

2) application and development of HOTS in Arabic Language Learning both methods, media and evaluation.

Included in the first category are the articles Nailur, Ahmad Nailur Rahmawati, "Arabic Language Learning: Towards Higher Order Thinking Skills (HOTS)," Proceedings of the IV National Arabic Language Conference, no. 6 October (2018): 1–6, prosiding.arab-um.com. Vahlepi, ; Sahrizal Vahlepi, Helty, and Friscilla Wulan Tersta, "Implementation of Case Method and Project Based Learning Learning Learning Model in order to accommodate students' Higher Order Thinking Skills in Arabic Language Education Psychology courses during a pandemic," *Tabusai Education Journal* 5, no. 3 (2021): 10153–59. Ali mufti Ali Mufti, "Project-Based Learning to Improve Higher Order Thinking Skills in Arabic Subjects," *Al-Ma'Rifah* 19, no. 1 (2022): 13–22, <https://doi.org/10.21009/almakrifah.19.01.02.>; Arif Widodo Arif Widodo et al., "Development of Arabic Learning Design Based on Higher Order Thinking Skill With Discovery Learning Model / Development of Arabic Learning Design Based on Higher Order Thinking Skill with Discovery Learning Model for Class X Students of SMK 8 Paciran," *Al Mahāra: Journal of Arabic Language Education* 7, no. 1 (2021): 27–44, <https://doi.org/10.14421/almahara.2021.071-02.>; Muradi Ahmad Muradi et al., "Higher Order Thinking Skills in Basic Arabic Language Competencies," *Arabi : Journal of Arabic Studies* 5, no. 2 (2020): 177, <https://doi.org/10.24865/ajas.v5i2.293.>; Cahya Edi Cahya Edi Setyawan, "Direction of 21st Century Arabic Learning Planning," *AL-MANAR: Journal of Islamic Communication and Education* 9, no. 1 (2020): 55–82. According to Nailur, strategic steps are needed in the Arabic learning process to enable students to achieve higher-order thinking skills. Arif Widodo also revealed the importance of learning materials that can guide students in developing high-level thinking skills in Arabic.

Those included in the second category are Fina Aunul Kafi and Zidni Ilma, "Analysis of HOTS-Based Arabic Thematic Questions in Class XII MAN 3 Jember," *Al-Fusha: Arabic Language Education Journal* 4, no. 1 (2022): 1–9.; Sihabudin Sihabuddin Sihabuddin, "Procedure For Preparing Hots-Based Tests ON Four Arabic Language Skills," *Learning: Journal of Education and Learning Research Innovation* 3, no. 1 (2023): 40–47.; Heni Verawati et al., "HOTS Analysis of Task Instructions in Arabic Madrasah Aliyah Textbook Published by The Ministry of Religious Affairs.," Indah rahmi Indah Rahmi Nur Fauziah, Syihabudin Syihabudin, and Asep Sopian, "Quality Analysis of Higher Order Thinking Skill (Hots)-Based Arabic Language Tests," *لساننا (Lisanuna): Journal of Arabic Language and Learning* 10, no. 1 (2020): 45–54.; Moh sofi. Mohammad Sofi Anwar, "Evaluation of Hots in Maharah Al Istima'-Based Learning of Musical Intelligences," in *Proceedings of the Scientific Seminar on Arabic Language and Literature*, vol. 1, 2022, 35–45. In general, the results of this second category of research emphasize the importance of the process of learning and assessment of Arabic language based on HOTS. This is so that there is continuity in the learning process that takes place with measuring instruments used to measure the level of higher-order thinking of students.

This study aims to further examine the content of *tadribat lughawiyah* which is in the Arabic textbook MTs published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 which is the master book of Arabic language learning published by the ministry of Religious Affairs following the ratification of KMA no 183 of 2019. Arabic and Class VIII, Arabic - Class VIII, n.d.

Tadrîbât Lughawiyah is an important part of the textbook, consisting of various questions that aim to measure students' understanding of previous lessons and to

strengthen students' understanding or evaluate students' abilities. Thu'aimah (1989) defines *Tadrībāt Luġhawīyah* as a set of questions asked to students to find out their understanding of the material. In addition, *Tadrībāt Luġhawīyah* is also a means of evaluation and an important part of learning. Evaluation is a systematic process of determining or deciding the extent to which students have achieved language teaching goals. It can be done through traits in the learning process. *Tadrībāt Luġhawīyah* developed over time. (Muhammad, 1989).

METHOD

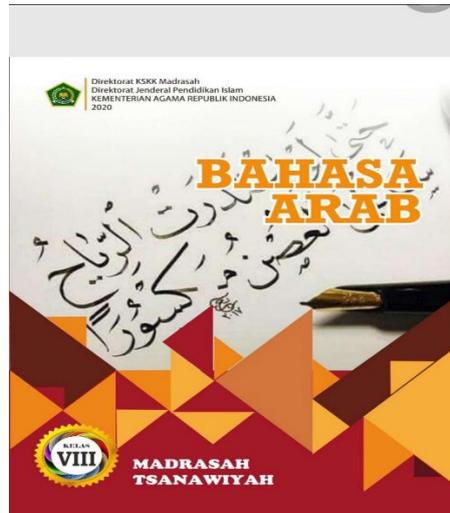
This research uses qualitative descriptive methods with document analysis techniques (content analysis) Lexy J Moleong, "Qualitative Research Methods, Bandung: Remaja Rosdakarya," Mosal, 2013. Ole R Holsti, "Content Analysis for the Social Sciences and Humanities," Reading, MA: Addison-Wesley (Content Analysis), 1969. in this case the MTS Arabic textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. The method used is textbook analysis, aiming to look at the subject holistically through descriptions to obtain detailed information. Descriptive method is a research method with the main aim of making an accurate picture or picture of a situation. While content analysis is used to obtain information from books that are described as symbols or images that can be documented. Content analysis is used to analyze all forms of communication, such as in newspapers, books, movies, and so on Z F Agus and H Nik, "Educational Research Methodology: Quantitative, Qualitative, Mixed Method, and Research and Development," Malang: Madani Media, 2020.

RESULTS & DISCUSSION

The textbook that the author of this analysis explains clearly on the introduction page that this book is in accordance with the demands of the 2013 curriculum strengthened by a scientific approach, namely learning that encourages students to actively learn by observing, questioning, exploring, associating, and communicating. Authentic assessment, in addition to KDP, reinforces it. (Character Strengthening Education) with a combination of HOTS and Contextual questions, as well as a combination of the 21st century pembelajaran yang biasa disebut 4C (Critical Thinking, Communication, Collaboration, and Creativity) to achieve 21st century competence in attitudes, knowledge, and skills.

The book also contains core competencies and basic competencies that lead to the development of higher-order thinking equipped with clear indicators and learning objectives at the beginning of each topic. Then this book is also equipped with QR Codes on practice questions to make it easier for students and teachers to solve them. Learning indicators and objectives are clearly explained at the beginning of each topic so that teachers who will accompany teachers and students who study and read this book can clearly understand what will be known on the topic and what will be achieved from learning so that learning is maximized. well directed and focused.

Table 1 : front page of MTS class VIII Arabic textbook



A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

<p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan (tema, kata, dan makna) dari teks sederhana yang berkaitan dengan tema: 'salam' yang melibatkan tindak tutur menyapa dan mementa informasi terkait waktu dengan memperhatikan susunan gramatikal <i>السلام عليكم</i></p> <p>3.2 Menyajikan hasil analisis gagasan dari teks naratif sederhana yang berkaitan dengan tema: 'salam' dengan memperhatikan bentuk, makna, dan fungsi dari susunan gramatikal <i>السلام عليكم</i></p>	<p>3.1 Mememonitorikan yang melibatkan tindak tutur menyapa) dan mementa informasi terkait dengan waktu dengan memperhatikan susunan gramatikal <i>السلام عليكم</i> baik secara lisan maupun tulisan</p> <p>3.2 Menyajikan hasil analisis gagasan dari teks naratif sederhana yang berkaitan dengan tema: 'salam' dengan memperhatikan bentuk, makna dan fungsi dari susunan gramatikal <i>السلام عليكم</i></p>
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Bahasa Arab - Kelas VIII

C. PETA KONSEP

The MTS class VIII Arabic textbook consists of 6 chapters starting with basic competencies in each BaB and includes 4 steps of Arabic learning activities.

Basic Competency Contents

1. Understand the social function, text structure and linguistic elements (sounds, words, and meanings) of simple texts related to themes.
2. Demonstrate that involves a speech act
3. Analyze ideas from simple narrative texts related to themes.
4. Present the results of the analysis of ideas from simple narrative texts related to the theme

Details of learning materials and activities in each Chapter

الدرس	النشاط
الساعة. يومياتنا. الهواية	المفردات و العبارات القواعد و العبارات القراءة و فهم النص الكتابة
الرياضة, المهنة, عيادة المريض	المفردات و العبارات القواعد و العبارات القراءة و فهم النص الكتابة

The focus of the study that will be observed is on the third *nasyat*, namely *al qiroah wa fabmul ibaaarat* in the side of *tadribaah lughawiyah*. This is so that the analysis carried out is more detailed and in-depth on certain aspects, compared to covering the entire test content in the book. And it allows researchers to further explore the content of verbs and commands contained in *tadribat lughawiyah* related to the development of students' reading skills.

Description of *Tadrib lughawiyah* on *Maharah Qiraah* in Arabic Textbook Class VIII MTs

HOTS questions are a type of problem designed to test students' ability to think critically, analyze, evaluate, and make complex inferences. The purpose of HOTS questions is to engage students in higher-order thinking that requires problem solving, abstract thinking, and application of learned concepts. Unlike conventional questions that focus more on factual knowledge and conceptual understanding, HOTS questions require students to apply their knowledge more deeply. These problems usually require complex problem solving, data analysis, information synthesis, and logical reasoning.

HOTS questions also often do not have one right or wrong answer directly. They encourage students to develop creative thinking, argue, and look at problems from multiple points of view. Thus, HOTS questions help students develop critical thinking skills and analytical skills that are important in facing real-world challenges. In general, HOTS problems are more complex, require deeper thinking, and often require applying concepts in new or complex contexts. It aims to prepare students for real-world situations that require critical thinking and higher-order thinking skills.

Table Description of Question Commands in the Tadrib section in Maharah Qiraah in Class VIII MTs Arabic Textbook Published by the Directorate of KSKK Madrasah

NO	Material	KD	Question Commands	Cognitive Level
1	الساعة	3.1 &	Assignedn a paragraph. Siswa gives a checkmark or cross mark for True or False statements for 5 statements	C2 (Understand)
		3.2	A paragraph is presented. Siswa determine the proper title for the paragraph	C5 (Evaluate)

			A paragraph is presented. Students group isim and fi'il	C2 (Understand)
2	يومياتنا	3.3	A rumpel paragraph is presented. Students complete clumped sentences based on the qiraah text that has been taught	C2 (Understand)
		3.4	Presented hours and activities. Students connect between hours and activities that are correct according to the qiraah text that has been taught	C3 (Apply)
3	الهواية	3.5	A Qiraah text is presented. Students answer 10 questions based on the text	C5 (Evaluate)
		3.6	10 sentences in Arabic are presented. Students translate these sentences and compose them	C3 (Apply)
4	الرياضة		A text is presented. Students answer 10 questions based on the text	C5 (Evaluate)
		3.7	Presented 10 clumped sentences. Students complete clumped sentences based on the qiraah text that has been taught	C2 (Understand)
		3.8	Presented with a picture. Students create 5 sentences based on pictures	C6 (Creating)
			Disajikan 5 kalimat berbahasa Indonesia. Siswa menerjemahkan kalimat tersebut ke Bahasa Arab	C3 (Mengaplikasikan)
5	المهنة		A text is presented. Students answer 10 questions based on the text	C5 (Evaluate)
		3.9	Presented 10 clumped sentences. Students complete clumped sentences based on the qiraah text that has been taught	C2 (Understand)
		3.10	8 sentences in Arabic are presented. Students translate the sentence into Bahasa Indonesia	C3 (Apply)

6	عيادة المريض	3.11	A text is presented. Students answer 10 questions based on the text	C5 (Evaluate)
		& 3.12	Presented 10 clumped sentences. Students complete clumped sentences based on the qiraah text that has been taught	C2 (Understand)

Based on the table above, of the 16 question commands on Tadrib Maharah Qiraah contained in 6 dars in the MTs Class VIII Arabic textbook, the author found that only 6 question commands included cognitive level at HOTS level, and 10 other question commands included cognitive level at LOTS level.

1. Question 2 Commandment: A paragraph is presented. Students determine the appropriate title for the paragraph.

بِالتَّعَاوُنِ مَعَ زَمِيلِكَ، نَاقِشْ وَأَكْتُبِ العُنْوَانَ المُنَاسِبَ لِلقِّفْرَةِ!

Diskusikan dengan temanmu, tulislah judul yang tepat untuk paragraf di atas!

.....

The question command requires students to thoroughly understand the content of the paragraph, identify the main theme or message to be conveyed, and then formulate a title that is able to cover the essence of the paragraph. This process involves the ability to analyze paragraph content, recognize patterns or structures that may exist, and infer the message contained within it. Moreover, one should also use creativity and knowledge of language to express the theme or idea of the paragraph briefly and informatively through the title.

2. Commandment Question 6: A Qiraah text is presented. Students answer 10 questions based on the text.

الأُنْشُطَةُ وَالتَّدْرِيبَاتُ

أَجِبْ عَنِ الأَسْئَلَةِ الأَتِيَةِ!

Jawablah pertanyaan berikut ini!

١. أين تُسَكُنُ رَتْنَا وماذا تعمل؟
٢. ما هواية رتنا؟
٣. ما اسم صاحبة رتنا الجديدة؟
٤. من أين هي؟
٥. ما هواية فاطمة؟
٦. من الذي تُعَلِّمُ رتنا القراءة؟
٧. ماذا أهدت رتنا لصاحبتها الجديدة؟
٨. ما نوع الرسومات التي تُفَضِّلُ فاطمة رَسْمَهَا؟
٩. هل تُحِبُّ فاطمة الطبخ؟
١٠. ما الأَطْعِمَةَ التي تُطْبِخُهَا فاطمة؟

The question command requires students to understand the text being read, interpret the information contained in it, and use that understanding to formulate the right answer. It involves the ability to analyze, synthesize, and evaluate the information provided in the text to give appropriate responses to questions.

3. Question 8 Commandment: A text is presented. Students answer 10 questions based on the text.

الأُنْشُطَةُ وَالتَّدْرِيبَاتُ

أَجِبْ عَنِ الأَسْئَلَةِ الأَتِيَةِ شَفَهِيًّا!

١. أين يجلس أحمد؟
٢. ماذا يعمل والد أحمد؟
٣. أي برنامج ظهر على الشاشة؟
٤. ماذا طلب أحمد من أبيه؟
٥. ما البرنامج الذي يريد أحمد أن يشاهده؟
٦. مَنْ التي تُفَضِّلُ رِياضَةَ كرة السلة؟
٧. ما الرياضة التي يفضلها فوزي؟
٨. أي رياضة يفضل أحمد؟
٩. ما لون لِبَاسِ فَرِيْقِ مَدْرَسَةِ أحمد؟
١٠. ماذا قال الفَرِيْقُ الخَاسِرُ للفريقِ الفائز؟

The question command requires students to understand the text being read, interpret the information contained in it, and use that understanding to formulate the right

answer. It involves the ability to analyze, synthesize, and evaluate the information provided in the text to give appropriate responses to questions.

4. Question 10 Commandment: A picture is presented. Students create 5 sentences based on pictures

لَا حِظَّ الصُّورَةَ ثُمَّ كَوِّنْ خَمْسَ جُمَلٍ!

Perhatikan Pada Gambar, Kemudian Buatlah 5 Kalimat!



١. يدخل اللاعبون إلى الملعب ليلعبوا الكرة

..... ٢

..... ٣

..... ٤

..... ٥

This question command requires students to create/create 5 sentences based on pictures. This process involves the ability to analyze images, recognize objects, situations, and relationships within them, and then use that understanding to formulate appropriate sentences to describe those images.

5. Question 12 Commandment: A text is presented. Students answer 10 questions based on the text.



أَجِبْ عَنِ الْأَسْئَلَةِ الْآتِيَةِ شَفِيحًا!

١. لأحمد أخ وأخت، ما اسمهما؟

٢. ما أنواع المهن التي جاءت في النص؟

٣. ما مهنة الأم؟

٤. ما مهنة الوالد؟

٥. ما مهنة الجد؟

٦. ما المهنة التي يريد لها أحمد عندما يكبر؟

٧. ماذا تريد مريم أن تكون عندما تكبر؟

٨. ماذا اشترت أم مريم لابنتها؟

٩. أين يعمل الطبيب؟

١٠. ماذا قال الجد لمحمد؟

This question command requires students to understand the text being read, interpret the information contained in it, and use that understanding to formulate the right answer. It involves the ability to analyze, synthesize, and evaluate the information provided in the text to give appropriate responses to questions.

6. Question 15: A text is presented. Students answer 10 questions based on the text.



أجب عن الأسئلة الآتية شَفِيحًا!

١. ما أسماء صديقات ريانة؟
٢. أين تلعب ريانة مع صديقاتها؟
٣. متى تلعب ريانة مع صديقاتها فاطمة وهشام وياسمين؟
٤. من التي غابت عن المدرسة؟
٥. ماذا قررت ريانة وصديقاتها بعد أن علمت بأن فاطمة مريضة؟
٦. أي مرض يصيب فاطمة؟
٧. كيف كانت فاطمة بعد تناولها الدواء؟
٨. ماذا قال هشام لفاطمة؟
٩. ماذا قالت ياسمين لفاطمة؟
١٠. ما أثر زيارة الصديقات في مشاعر فاطمة؟

This question command requires students to understand the text being read, interpret the information contained in it, and use that understanding to formulate the right answer. It involves the ability to analyze, synthesize, and evaluate the information provided in the text to give appropriate responses to questions.

Tadribat lughawiyah in the content of class VIII MTS textbooks as a whole can be categorized as still classified as low order thinking skills / LOTS and *middle order thinking skills* / Middle this can be seen from the form of questions used ranging from ام, ني أن م, ن م which in Bloom's taxonomic frame of mind falls into the category of using operational verbs select, decipher, define, match, remember. (Helmawati and SE 2019)

In general, the use of verbs in *tadribat lughawiyah* is still at the level of Lots, but the content of *tadribat lughawiyah* in MTS textbooks already refers to the principle of presenting *tadribat lughawiyah* which is interesting, not boring supported by mehe pictures that are possible and can have a positive impact on student test results. Hula **Ibn Rawandhy N Hula, "Increasing the Competence of Arabic Rules for Beginners Using Al-Tadri - ba - t Al-Lughawiyah," Al-Ta'rib: Scientific Journal of the Arabic Language Education Study Program IAIN Palangka Raya 8, no. 2 (2020): 213–28.** mentioned that the critical point of teaching Arabic is to do continuous practice. *Tadribat Lughawiyah*, presented attractively, can make students not bored. Andhika in her report says that the *Tadribat Lughawiyah* given to students has positive implications for their test results in Arabic subjects. Ma'shumah asserts that attractively modified (Ma'shumah 2019) *Lughawiyah Tadribat* in the form of picture cards gives positive results to students' vocabulary mastery. *Tadribat Lughawiyah* provides positive results for the achievement of student learning outcomes in Arabic language learning. In other words, *tadribat* has an important role in learning. (Pahrudin 2019)

CONCLUSIONS

HOTS questions require students to apply their knowledge more deeply. These problems usually require complex problem solving, data analysis, information synthesis, and logical reasoning. HOTS problems are more complex, require deeper thinking, and often require applying concepts in new or complex contexts. Of the 16 question commands on Tadrib Maharah Qiraah contained in 6 dars in the MTs Class VIII Arabic textbook, it was found that only 6 question commands included the cognitive level at the HOTS level with 3 categories of question commands, namely determining paragraph titles, answering questions based on text and making sentences based on

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