



National Arabic Test based on Higher Order Thinking Skills

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Abstract: In the 21st century, skills required higher order thinking skills (HOTS). Therefore the test questions developed are directed towards HOTS based. The purpose of this study was to find a HOTS-based Arabic question model in the national level Arabic questions that could be used as a reference for teachers in developing good and appropriate HOTS-based questions and inspirational. The research approach used in this study is a qualitative and quantitative type of research (R&D) research approach. Researchers reveal models of HOTS-based Arabic questions that are in accordance with scientific and modern developments with discussions with Arabic assessment experts, visiting several schools that teach Arabic as a preferred foreign language, discussions with Arabic teachers, interviewing question development officials, and checking national Arabic questions, then discussions with Arabic experts and teachers. The Arabic HOTS question is still understood differently by Arabic teachers and there are still many Arabic questions that have not been categorized as HOTS. Therefore, Arabic teachers need to be given training in developing Arabic HOTS questions but who focus on Arabic questions. So far, the question training is still combined with other materials with speakers who are not experts in developing Arabic questions.

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Introduction

There are four findings of problems in the curriculum 2013 version of the old version before the improvement. First, the complexity of learning and assessment in spiritual attitudes and social attitudes. Second, the misalignment between KI-KD and syllabus and books. Third, the application of the 5M thought process as a method of

learning that is procedural and mechanistic. Fourth, restrictions on students' abilities through taxonomic beheadings of thought processes between levels.¹

In addition, among the demands of the latest edition of the 2013 curriculum is to integrate HOTS in learning and assessment.² HOTS (Higher Order of Thinking Skill) is a critical, logical, reflective, metacognitive, and creative thinking ability that is a high-level thinking ability. The learning material is required to arrive at a metacognitive that demands the ability to predict, design and estimate. There are three areas of HOTS in question, namely analysis, evaluation and creation. Analysis is the specification of a content; evaluation is the ability to think to make decisions based on facts or information and creation is the ability to think to build ideas.

The three HOTS levels above refer to Bloom's enhanced taxonomy at the top. It becomes imperative HOTS must be implemented in scientific learning activities or based on scientific, especially reasoning activities. Although in practice on the field already exists, but the three levels of thinking need to get more serious attention. It needs simultaneous exercises that are done for example is to do writing, painting, formulating problem-solving ideas, developing multimedia, technological tools and art. In addition to HOTS learning activities must appear and take root in the problems developed to improve the ability of HOTS itself in students.³

HOTS must also be automatically developed in Arabic on K.13.⁴ But if you look at the reality of Arabic problems in the field, especially those developed by teachers, the average problem developed in the form of LOTS, not MOTS let alone HOTS. The existing phenomenon is the UAMBN question which was developed into a reference in the development of the Arabic HOTS question was developed by teachers in madrasahs/schools. Therefore, the research team is interested in conducting applied research and national development entitled Development of the National Arabic Test HOTS-Based (Higher Order Thinking Skills). This research is important because it is

¹ Ari Santoso, *Jendela Pendidikan dan Kebudayaan; Media Komunikasi dan Inspirasi*, (Jakarta: Kementerian Pendidikan dan Kebudayaan RI, 2018).

² Fuaddilah Ali Sofyan, "Implementasi Hots pada Kurikulum 2013," *Jurnal Inventa* 3, no. 1 (2019): 1-17.

³ Idan Rodiaman, "Upaya Meningkatkan Minat Belajar Peserta Didik pada Pembelajaran Geografi Materi Dinamika Kependudukan dengan Penerapan Model Discovery Learning pada Kelas XI IPS di SMA Negeri 1 Denpasar/Efforts to Increase Students' Interest in Learning Geography of Population Dynamics Materials with The Application of The Discovery Learning Model in Class XI IPS at SMA Negeri 1 Denpasar," *Jurnal Geographia* 2, no. 1 (2021): 30-33.

⁴ Moch Ali Mustain, "Pembelajaran Bahasa Arab Berbasis *Higher Order Thinking Skills* (HOTS)," *Seminar Nasional Bahasa Arab Mahasiswa*, no. 3 (2019): 386-398.

difficult for teachers to develop HOTS questions. Meanwhile, the development of HOTS questions has become a necessity for Arabic teachers today.⁵

Review of Literature

The HOTS problem is an important problem in the development of education, especially Arabic language education in Indonesia.⁶ Where the HOTS problem is a problem that is at the level of C4-C6 in bloom taxonomy. It requires reasoning and logic to make decisions (evaluation), predict and reflect, and the ability to devise new strategies to solve problems that are not routine. The skills needed include interpreting, finding relationships between concepts and transferring concepts to another. Then, the learning material is required to arrive at a metacognitive that demands the ability to predict, design and estimate.

Many studies have studied HOTS but are still general in nature, for example Faruq and Huda's research examines HOTS learning. Fauziah and Shihabuddin's research analyzed HOTS-based Arabic questions in the final semester exam questions. Febriani's research analyzed the implementation of Arabic language learning whether HOTS-based or not. Ainin also questioned whether it was about Arabic in schools or madrasahs HOTS, MOTS or whether it was still LOTS. Kafi and Ilma's studies also discussed the analysis of HOTS-based Arabic thematic problems.⁷ This study is different from previous studies. Previous research there is learning-based and some is focus to assessment.

The research that focused to HOTS-based assessments has nothing to do with the matter of HOTS national standards. The HOTS question in the UAMBN question is at the core of the novelty of this study. So that the UAMBN question will be a model in developing other Arabic questions such as UTS/UAS and other questions. Some researchers focus on questions were developed by teachers in madrasahs/schools. There

⁵ Hidayatulloh, Hidayatulloh, Mochammad Shofwan, and Mardiyah, "Studi Komparasi KMA No. 183 Tahun 2019 dengan KMA No. 165 Tahun 2014 Tentang Pedoman Kurikulum 2013 Materi PAI dan Bahasa Arab," *Cendekia: Jurnal Ilmu Pengetahuan* 2, no. 1 (2022): 16–24.

⁶ Raswan, Raswan, "Hisāb Ikhtibār al-Lughah al-‘Arabiyyah ‘Alā al-Mustawa al Wathany Li L-Madāris as-Tsānawiyah al-Islāmiyyah Fī Indonesiā," *Jurnal Pendidikan Islam* 3, no. 1 (2017): 95–108.

⁷ Indah Rahmi Nur Fauziah, Syihabudin, and Asep Sopian, "Analisis Kualitas Tes Bahasa Arab Berbasis *Higher Order Thinking Skill* (HOTS)," *Lisanuna* 10, no. 1 (2020): 45–54.; Suci Ramadhanti Febriani, "Implementation of Arabic Learning during COVID-19 Emergency in Indonesia: HOTS, MOTS, or LOTS?," *Alsinatuna: Journal of Arabic Linguistics and Education* 5, no. 2 (2020): 117–129.; Muhammad Lukman Arifianto et al., *Evaluasi Pembelajaran dan Pengembangan Tes Interaktif Bahasa Arab*, (Yogyakarta: Tonggak Media, 2021).; Fina Aunul Kafi and Zidni Ilma, "Analisis Soal Tematik Bahasa Arab berbasis HOTS pada Kelas XII MAN 3 Jember," *Al-Fusha: Arabic Language Education Journal* 4, no. 1 (2022): 1–9.

are limited studies related to the final semester exam questions that are local in nature and even at the school or madrasah level. Therefore, this study intends to find a model of HOTS questions in UAMBN based on analysis was conducted by Arabic teachers.

This study aims to find a model of national-level Arabic questions that are standardized for the high school level. This research has a hypothesis that some of the Arabic questions in UAMBN have characteristics of HOTS questions that can be a model for Arabic HOTS questions. This is done by having discussions about HOTS with teachers. Then, the teachers were asked to analyze which questions in their view were categorized as HOTS.

Methods

This research was conducted in Indonesia, focusing on the national question of Indonesian Arabic for high school/MA level in this case is the question of The Final Examination of National Standard Madrasah (UAMBN) for MA and National Examination (UN) for MA and SMA language programs. Both are a matter of scale and national standard. UAMBN was developed by the Ministry of Trade while the UN was developed by the Ministry of Education. The Arabic UAMBN problem consists of two types, namely the first, the Arabic UAMBN problem for IPA, IPS, and language programs. The second type, about UAMBN for religious programs. About UN Arabic is used by high school and MA language programs that make Arabic as a choice of other foreign languages in addition to English.

To find the problem, researchers dug up various sources, both madrasahs, schools and universities, as well as the making institution directly in this case the Ministry of Trade and Ministry of Education. After the problem was discovered then researchers conducted FGD with High School/MA Arabic teachers, lecturers/experts in Arabic education from both the ministry of higher education and the ministry of religion and ended with field tests in several madrasahs/schools DKI Jakarta and West Java. The study was conducted from April-November 2018. Some of the cities that are the object of research are Semarang, Banda Aceh, Surabaya, Jakarta, Bogor and South Tangerang.

The research approach used in this research is a qualitative and quantitative research type development (R&D) approach.⁸ The questions of UAMBN were chosen as analyze object in this research. This is because the UAMBN question is a question developed through standardized measures and developed involving teachers and experts in Arabic language education and assessment who have been tested for their abilities and experience. Researchers reveal a HOTS-based Arabic problem model that is in accordance with scientific and modern developments with surveys,⁹ interviews,¹⁰ documentation studies,¹¹ FGD,¹² and field tests.¹³ The data was collected by looking for UAMBN Arabic questions to the madrasah, then discussing with the teacher about the UAMBN question, and asking the teacher to find the HOTS question in it.

The question of Arabic language program as the preferred language was not chosen to be the object of research because the questions tended to be low and in MAN which was the object in that year was not opening a language program. The teachers who were the respondents of this study were teachers at two MANs in DKI Jakarta. These two

⁸ Inge C. Keressens-van Drongelen and Andrew Cook, "Design Principles for the Development of Measurement Systems for Research and Development Processes," *R&D Management* 27, no.4 (1997): 345–357.

⁹ Meshrif alruily, "Classification of Arabic Tweets: A Review," *Electronics* 10, no. 1143 (2021): 1-31.

¹⁰ Hamzah Alzubaidi, Kevin Mc Namara, Colette Browning, and J Marriott, "Barriers and Enablers to Healthcare Access and Use among Arabic-Speaking and Caucasian English-Speaking Patients with Type 2 Diabetes Mellitus: A Qualitative Comparative Study," *BMJ Open* 5, (2015): 1-11.; S. Al-Adawi, A.S.S. Dorvlo, D.T. Burke, S. Moosa, and S. Al-Bahlani, "A Survey of Anorexia Nervosa Using the Arabic Version of the EAT-26 and 'Gold Standard' Interviews among Omani Adolescents," *Eating and Weight Disord* 7, (2002): 304–311.; Abdulrahman Alfahad, "Aggressiveness and Deference in Arabic Broadcast Interviews," *Journal of Pragmatics* 88, (2015): 58–72.

¹¹ M Alhwarat and Ahmad O Aseeri, "A Superior Arabic Text Categorization Deep Model (SATCDM)," *IEEE Access* 8, (2020): 24653–24661.; Mohammed Q. Shatnawi, Muneer Bani Yassein, and Reem Mahafza, "A Framework for Retrieving Arabic Documents based on Queries Written in Arabic Slang Language," *Journal of Information Science* 38, no. 4 (2012): 350–365.; Khaled Shaalan and Mostafa Al-Emran, "A Survey of Arabic Text Mining," in *Intelligent Natural Language Processing: Trends and Applications* 740, (2018): 417–31. Springer.

¹² Josefin Wångdahl, Ragnar Westerling, Per Lytsy, and Lena Mårtensson, "Perspectives on Health Examination for Asylum Seekers in Relation to Health Literacy—Focus Group Discussions with Arabic and Somali Speaking Participants," *BMC Health Services Research* 19, no. 676 (2019): 1–12.; Angelique F Ralph et al., "Attitudes and Beliefs about Deceased Organ Donation in the Arabic-Speaking Community in Australia: A Focus Group Study," *BMJ Open* 6, (2016): 1-10.; Iman Amro et al., "Cross-Cultural Adaptation of the Arabic Positive and Negative Syndrome Scale in Schizophrenia: Qualitative Analysis of a Focus Group," *Transcultural Psychiatry* 56, no. 5 (2019): 973-991.

¹³ Ahmad Zubaidi, "Development of Mahârah al-Istimâ' Test Instrument for Electronic based Arabic Student Using The Kahoot! Application," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 7, no. 1 (2020): 61–77.; M. Kamal, "Research and Development (R&D) Tadribat/Drill Madrasah Aliyah Class x Teaching Materials Arabic Language," *Santhet: Jurnal Sejarah, Pendidikan, dan Humaniora* 4, no. 1 (2020): 10–18.; Muhammad Yusuf Salam and Adam Mudinillah, "Canva Application Development for Distance Learning on Arabic Language Learning in MTs Thawalib Tanjung Limau Tanah Datar," *Jurnal Teknologi Pendidikan* 23, no.2 (2021): 101–111.

MANs were chosen because both of them had religious and non-demonstration programs. The results of the question analysis were carried out by the teacher are then tabulated and conclusions are drawn which are the question models that the majority of teachers call HOTS questions and which questions are called HOTS only by one or two teachers.

The steps have been done are the first, conducting library studies, reviewing sources related to HOTS-based Arabic language problems either through in-person meetings and or through online and discussing with several lecturers who are consensual in the field of Arabic and evaluation of Arabic language learning. Second, researchers identified national Arabic problems in the Ministry of Education, Ministry of Foreign Affairs, and SMA IT/SMAN. Third, researchers have discussions with experts related to the problems that have been developed that exist in national issues categorized as HOTS-based issues. Fourth, researchers assemble or collect HOTS-based questions from national problems as a HOTS-based problem plan. Fifth, researchers revised the draft of HOTS-based Arabic based on expert assessments. Sixth, researchers conducted limited field trials on the designs that had been made. Sixth, test the plan to a wider population, particularly in some schools that are considered representative. Seventh, the results of development are reported in the form of dissemination, patented HAKI, nationally accredited, and internationally reputable journals.

This research data is national-level Arabic language problems in madrasahs/schools and have HOTS characteristics so that they can be used as a reference for teachers in developing HOTS Arabic questions both for the elementary and middle levels. The basic level included is the level of SD/MI/SDLB/Package A and SMP/MTs/SMPLB/Package B. And the middle level is SMA/MA/SMALB/Package C. The madrasah/school in question is the madrasah/school that makes Arabic as the subject matter.

Results and Discussion

HOTS Arabic questions when combined with expert opinion and practitioner opinion. First, for the UAMBN non-religious program, the following data is generated:

Table 1. Results of analysis of non-religious Arabic UAMBN Questions

Percentage of HOTS by practitioners and experts	0%	10	20	30	50	60	70	80
Item number of the question	1, 3, 5, 8, 9, 11, 13, 17, 23, 25, 26, 28, 29, 30, 32, 36, 37	4, 6, 7, 15, 22, 27, 29, 31,	19	40	14, 21, 24, 34, 35	2, 12, 18, 20, 33	16, 39	10, 38

The data above illustrates that the UAMBN non-religious program amounts to 40 items. It can be seen that the HOTS problem is number 2, 4, 6, 7, 10, 12, 14, 15, 16, 18, 19, 20, 21, 22, 24, 27, 29, 31, 33, 35, 38, 39, and 40. This means that there are 23 questions that are categorized as HOTS. The meaning is 24/40 or 60% of non-religious UAMBN issues for MA. If combined but agreed by practitioners and experts whose value is more than 50 then data is generated about numbers 2, 10, 12, 14, 16, 18, 20, 21, 24, 33, 34, 35, 38, and 39. This means that there are 14 questions about UAMBN Non-Religious MA which is categorized as HOTS.

This data illustrates that the HOTS categorized questions are still a small percentage.¹⁴ Therefore, it is necessary to continue to develop questions that are categorized as HOTS, especially in standardized questions non-religious UAMBN issues for MA.

Table 2: Results of analysis of Religious Arabic UAMBN Questions

Percentage of HOTS by practitioners and experts	0	50	100
Item number of the question	1, 3, 7, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 23, 24, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40	5, 6, 8, 13, 28, 39	2, 4, 16, 17, 22, 23, 26

The data above illustrates that the UAMBN Religious program amounts to 40 items. It can be seen that the HOTS problem is number 2, 4, 5, 6, 8, 13, 16, 17, 22, 25, 26, 28, and 39. This means that there are 13 questions that are categorized as HOTS. The

¹⁴ Septiya Wulandari, Hajidin, and M. Duskri, "Pengembangan Soal *Higher Order Thinking Skills* (HOTS) pada Materi Aljabar di Sekolah Menengah Pertama," *Jurnal Didaktik Matematika* 7, no. 1 (2020): 200–220.; Hasanatul Hamidah, "Merancang Langkah-Langkah Stategis Pembelajaran Bahasa Arab Berorientasi Hots untuk Menyongsong Era Industri 4.0," *Multaqa Nasional Bahasa Arab* 1, no. 1 (2018): 1–12.

meaning is 13/40 or 32.5% about religious UAMBN for MA. If combined but agreed by practitioners and experts then the same data is generated, about numbers 2, 4, 5, 6, 8, 13, 16, 17, 22, 25, 26, 28, and 39. This means that there are 13 questions about UAMBN religious MA which is categorized as HOTS. The total HOTS questions are only 13 out of 40 questions, which means that they are still very less than the questions that are not categorized as HOTS.¹⁵

In this sub will be discussed about what is an agreement between experts and practitioners of Arabic language education about HOTS in UAMBN 2018. The problems categorized HOTS are questions about testing the ability, among others:

Table 3. HOTS Question Content in UAMBN Non-Religious Programs

1. Question no.2 is about mentioning the theme of an Arabic text.
2. Question number 10 is about composing random words
3. Problem number 12 is about composing random words equal to problem number 10
4. Problem number 14 is a matter of the ability to compose Arabic sentences in accordance with the image.
5. Question number 16 is a matter of determining the main idea / main thought of a reading.
6. Question no. 18 is about putting random words into correct sentences.
7. Question no. 20 is to ask about the ability to determine the theme / title of the reading / text.
8. Question no. 21 is to ask about the ability to determine the theme / title of the reading / text.
9. Question no. 24 is to ask about the ability to determine the theme/title of the reading/text.
10. Question no. 33 is to ask about the ability to determine the theme / title of the reading / text.
11. Question no. 34 is to ask about the ability to determine the theme / title of the reading / text.
12. Question no. 35 is to ask about the ability to determine the theme / title of the reading / text.
13. Question no. 38 is to ask about the ability to conclude the contents of the reading / text.
14. Question no. 39 is to ask about the ability to determine the theme / title of the reading / text

Table 3 above illustrates that of the 14 HOTS questions in UAMBN for non-religious programs. The questions are about mentioning the theme of the text, composing random words, constructing sentences based on images, determining the theme of the text, and inferring the content of the text. The most questions are about determining the friend/title of a text.

¹⁵ Saipolbarin Ramli, Muhammad Taufiq Abdul Ghani, Nazri Atoh, and Taj Rijal Muhamad Romli, "Integrasi Elemen Kemahiran Berfikir Aras Tinggi (KBAT) Berasaskan Kit Media dalam Amalan Pembelajaran dan Pemudahcaraan Guru Pelatih Bahasa Arab," *International Journal of Language Education and Applied Linguistics* 9, no. 1 (2019): 33–44.; Moh. Ismail and Afa Alfa Musthafa, "Pengembangan Materi Tes Keterampilan Menyimak Bahasa Arab Menggunakan Moodle untuk Meningkatkan Kemampuan Menyimak Mahasiswa Universitas Darussalam Gontor," *Jurnal At-Ta'dib* 13, no. 2 (2018): 28-49.

Table 4. HOTS Question Content in UAMBN Religious Programs

1. Question no. 2 is to ask about the ability of implied meaning of reading / text.
 2. Question no. 4 is to ask about the ability of the reading theme / text.
 3. Question no. 5 is the ability to choose sentences according to the image
 4. Question no. 6 choosing the implied meaning of the text
 5. Question no. 8 is to ask about the ability to determine the occurrence of dialogue in the reading / text.
 6. Question no. 13 determining the exact image according to a sentence
 7. Question no. 16 is to ask about the ability of the reading theme / text.
 8. Question no. 17 is to ask about the ability of implied meaning of reading / text.
 9. Question no. 22 is to ask about the ability of implied meaning of reading / text.
 10. Question no. 25 is asking about the ability to arrange random sentences into paragraphs.
 11. Question no. 36 is to ask about the ability of implied meaning of reading / text.
 12. Question no. 28 is to ask about the ability to touch text and translate it into an image.
 13. Question no. 39 is to ask about the ability of implied meaning of reading / text
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Table 4 above illustrates that of the 13 HOTS questions in UAMBN for religious programs. The questions in the HOTS question are about determining the implied meaning, determining the theme, choosing sentences according to the image, determining when the dialogue occurs, the right image according to the sentence, constructing the sentence into paragraph, and determining the image that corresponds to the text. The most widely used in HOTS matters is to determine the implied meaning of the text.

The 27 models of HOTS problems above, there are at least eight models of questions, namely: about mentioning the theme of an Arabic text as many as 10 questions, about composing random words as many as 3 questions, about the ability to compose Arabic sentences in accordance with images as much as 1 problem, determining the main idea/main thought of a reading as much as 1 question, asking about the ability to conclude the contents of the reading/text as much as 1 question, ask about the ability of implied meaning of reading/text as much as 4 questions, ask about the ability to determine the occurrence of dialogue in the reading/text as much as 1 question, and ask about the ability to touch the text and translate into an image as much as one question. The different types of questions categorized by HOTS vary in Arabic material.¹⁶

¹⁶ Muhammad Lukman Arifianto et al., *Evaluasi Pembelajaran dan Pengembangan Tes Interaktif Bahasa Arab*, (Yogyakarta: Tonggak Media, 2021).

Table 5. Percentage Question Content in UAMBN HOTS-based

Arabic HOTS Model	Frequency	Percentage
Mentioning the theme of an Arabic text	10	37
Composing random words	3	11,1
compose Arabic sentences according to the pic	2	7,4
determine the main idea/main thought	1	3,7
conclude the contents of the reading/text	2	7,4
ability of implied meaning of reading/text	5	18,5
ability to determine the scene of dialogue in reading/text	1	3,7
The ability to understand text and translate into an image	3	11,1
TOTAL	27	100

From the above exposure at least the type of HOTS problem model developed is still uneven and has not varied in line with some of the results of research were conducted by Wardhana, Wahed, and Purba.¹⁷ The question developer has not been able to develop the maximum HOTS besides because the most relevant Arabic question for the majority of students in various institutions is the LOT and MOTS question.¹⁸ However, this data will provide an overview and guidance for the development of HOTS so that its development is more varied and adapts national standard questions of languages such as TOEFL/IELTS and the like in English and TOAFL/ITHLA or the like in testing Arabic competence.¹⁹

Such as the development of listening questions, in addition to problems that already have variations in the development of understanding stacking and terms, understanding readings (vocabulary, text content, and rules) with details of completing sentences with terms/expressions (understanding the structure and expression of terms), choosing inappropriate words in one sentence *sharaf*, *nahwu* and like *ishthilahiyyah*, determining synonyms or those that are related to a particular word in a sentence (*fahm maqru*), understand the text with questions about the theme, content, the meaning of the

¹⁷ Abd Wahed, "Strategi Mewujudkan Sekolah dan Madrasah Unggulan di Era Global," *Al-Ibrah* 3, no. 1 (2018): 1–28.; Roy Martin Simanora, Daniel de Fretes, Ezra Deardo Purba, and Daniel Pasaribu, "Practices, Challenges, and Prospects of Online Learning during Covid-19 Pandemic in Higher Education: Lecturer Perspectives," *Studies in Learning and Teaching* 1, no. 3 (2020): 185–208.; Dharendra Wardhana, "Kajian Kebijakan dan Arah Riset Pasca-Covid-19," *The Indonesian Journal of Development Planning* 4, no. 2 (2020): 223–239.

¹⁸ Muhammad Lukman Arifianto et al., *Evaluasi Pembelajaran dan Pengembangan Tes Interaktif Bahasa Arab*. (Yogyakarta: Tonggak Media, 2021).

¹⁹ William A. Woods, "Progress in Natural Language Understanding: An Application to Lunar Geology," in *Proceedings National Computer Conference*, (1973): 441–450.; Betty H.C. Cheng and Joanne M. Atlee, "Research Directions in Requirements Engineering," *Future of Software Engineering*, (2007): 285–303.; Klaus Brandl, "The Integration of Internet-Based Reading Materials into the Foreign Language Curriculum: From Teacher-to Student-Centered Approaches," *Language Learning & Technology* 6, no. 3 (2002): 87–107.

context of a word, the implied meaning in the text, determining the position of the underlined words in a text.

In the matter of UAMBN and UN has not been applied to test listening skills.²⁰ Also, various variations on understanding readings and rules and Arabic culture.²¹ By digging deeper, it is expected that the national Arabic language in the future will be of better national and even international quality. Therefore, this research provides several implications, including first, it needs a lot of training for teachers in developing Arabic HOTS questions. Second, it is necessary to develop a HOTS-based curriculum. Third, Arabic language learning must be HOTS-based when the standardized national questions are already HOTS-based. Practice questions, UTS, UAS, and other exercises must also be designed based on HOTS. The HOTS culture must be developed from planning especially in developing indicators, when carrying out learning in the classroom, and in developing tests.

The extent of this study is that the sample of teachers who are the object of new research in two state madrasahs, therefore needs to also be analyzed for the development of national HOTS questions on a wider scale. It is also necessary to analyze the questions that teachers ask in the context of local-based school tests in both madrasahs and schools.

Conclusion

The types of models about HOTS developed are still uneven and have not varied. Teachers tend to have a variety of perceptions about Arabic that can be categorized as

²⁰ Nurmasyithah Syamaun, "Pembelajaran Maharah al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan," *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 4, no. 2 (2016): 343-359; Rachel Aziza Rukmantara and Septi Gumindari, "Penggunaan Audio Visual Youtube 'Arabic Podcast' pada Pembelajaran Maharah Kalam di SMA Muhammadiyah 4 Depok," *Jurnal Pendidikan Dan Konseling* 4, no. 5 (2022): 2459-2466.; Moh Ismail and Aufa Alfian Musthafa, "Pengembangan Materi Tes Keterampilan Menyimak Bahasa Arab Menggunakan Moodle untuk Meningkatkan Kemampuan Menyimak Mahasiswa Universitas Darussalam Gontor," *Jurnal At-Ta'dib* 13, no. 2 (2018): 28-49.; Abdul Wahab Rosyidi and Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, (Malang : UIN-Maliki Press, 2011).

²¹ James Georgas, "Family: Variations and Changes across Cultures," *Online Readings in Psychology and Culture* 6, no. 3 (2003): 1-16.; Konrad Hirscher, *The Written Word in the Medieval Arabic Lands: A Social and Cultural History of Reading Practices*, (Edinburgh : Edinburg University Press, 2012).; Asma Barlas, *Believing Women in Islam: Unreading Patriarchal Interpretations of the Qur'an*, (Austin : University of Texas Press, 2019).; Nicole Johnston, Helen Partridge, and Hilary Hughes, "Understanding the Information Literacy Experiences of EFL (English as a Foreign Language) Students," *Reference Services Review*, (2014): 1-259.; Richard Tapper, "Islamic Anthropology and the Anthropology of Islam," *Anthropological Quarterly* 68, no. 3 (1995): 185-193.

HOTS. However, this data will provide an overview and guidance for the development of HOTS so that its development is more varied and adapts national standard questions of languages such as TOEFL/IELTS and the like in English and TOAFL/ITHLA or the like in testing Arabic competence. In the matter of UAMBN and UN has not been applied to test listening skills. Also, variations on understanding readings and rules and Arabic culture. By digging deeper, it is expected that the national Arabic language in the future will be of better national and even international quality. The weakness of this study has not been able to examine the language problem of UAMBN developed because it has not detected schools that hold language programs. This study also has not analyzed the extent of the statistical validity of the questions which according to the analysis of teacher practitioners and experts are included in the category of HOTS questions.

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RR contributes to carrying out research, especially in preparing instruments, data collection, data analysis, data reduction and interpreting research findings, and reporting research results into an interesting article to read. MA, HB, and YS contributed to data analysis, data reduction, interpreting research results, and language alignment.

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