



## Innovation of HOTS-Based Test Instruments for Receptive Skills in Arabic Textbooks based on *Kurikulum Merdeka*

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**Abstract:** The Arabic textbook for grade VIII in SIT (Integrated Islamic School) developed with Kurikulum Merdeka which based on HOTS learning outcomes was found that its learning assessment indicators at the MOTS assessment level. This article presents the analysis and innovation of test assessment instrument based on Higher Order Thinking Skills (HOTS) for receptive skills in the Arabic textbook Grade VIII based on Kurikulum Merdeka. A qualitative approach was applied in this research with a literature research method. Content analysis was used as the data analysis. The primary source of this research was the SIT (Integrated Islamic School) Arabic textbook by Grade VIII aligned with the Kurikulum Merdeka. Meanwhile, the secondary sources included relevant books and articles. The results of the study showed that there were 36 test assessment instruments on receptive skills (Istima' and Qira'ah). Among thirty-six test instruments, only one test instrument reached the HOTS level, while the rest were at the Middle Order Thinking Skills (MOTS) level. The proposed innovations included 11 new test instruments which cover listening (istima') and reading (qira'ah) skills. The innovation of the test instrument was based on the cognitive level of HOTS such as; analyze (C4), evaluate (C5), and create (C6). The contribution of this research was to provide a more critical test assessment instrument as the purpose of the Kurikulum Merdeka. This test instrument is expected to improve students' critical, analytical, and creative thinking skills. This HOTS-based assessment is also expected to be a feedback for teachers in improving the quality of learning.

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## Introduction

Education is a means of character building, instilling moral values, the process of knowledge transmission, and also as a means of balancing future needs.<sup>1</sup> The role of education is crucial in building quality human resources. In meeting the needs of rapid

<sup>1</sup> Devi Erlistiana, et al., "The Application of the Curriculum in Facing the Development of the Times in Central Java," *Al-fahim: Journal of Islamic Education Management* 4, no. 1 (2022): 1-15.

technological development, education must immediately compensate by making breakthroughs or policies that are in accordance with the changes in the industrial era 4.0.<sup>2</sup> Educational policies are often referred to as educational curriculum.

Education will be inseparable from a standard of its process. The standard of the educational process is called the educational curriculum. Curriculum is the basic instruction in the learning and teaching process between learners and educators in the world of education. A curriculum is a learning plan that contains content, goals, processes, and learning experiences that assess whether or not educational goals have been achieved. The success of learners absorbing and teachers teaching depends heavily on the curriculum design that is made.<sup>3</sup> Therefore, the curriculum design designed should be appropriate and relevant to the times.

Along with the times, the educational curriculum in Indonesia continues to undergo changes and improvements. One of the latest innovations in the world of education is the *Kurikulum Merdeka* (emancipated curriculum). The curriculum with the concept of freedom of learning aims to create an enjoyable learning environment that students are expected to be not burdened by certain score targets in the learning process.<sup>4</sup> The characteristic of the *Kurikulum Merdeka* include *Penguatan Profil Pelajar Pancasila* or strengthening the profile of Pancasila student, which aligns with Indonesia's educational vision. The vision emphasizes the creation of a generation of students who have the ability to reason critically, creativity, independence, and have faith, fear God Almighty, and noble character. Additionally, students are expected to collaborate and support global diversity values to realize an advanced, sovereign, independent, and personality Indonesia.

*Kurikulum Merdeka* is present as a form of answering the challenges and high competition of human resources in the 21<sup>st</sup> century.<sup>5</sup> Twenty first century learning requires students not only to be more active in communication, but also in critical

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<sup>2</sup> Bukman Lian and A Amiruddin, "Peran Pendidikan dalam Menciptakan SDM Berkualitas di Era Disrupsi dan Pandemi Covid-19," *Proceedings of the PGRI National Seminar of South Sumatra Province and PGRI University of Palembang* (2021): 12–15.

<sup>3</sup> Rika Indriyani, et al., "Hakikat Kurikulum dalam Dunia Pendidikan," *As-Shuffah* 11, no. 1 (2023): 1–10.

<sup>4</sup> Jamilatun Nafi'ah, Dukan Jauhari Faruq, and Siti Mutmainah, "Karakteristik Pembelajaran pada Kurikulum Merdeka Belajar di Madrasah Ibtidaiyah," *Journal of Madrasah Ibtidaiyah Teacher Education* 5, no. 1 (2023): 1–12.

<sup>5</sup> Mila Amalia, "Inovasi Pembelajaran Kurikulum Merdeka Belajar di Era Society 5.0 untuk Revolusi Industri 4.0," *Seminar Nasional Sosial Sains, Pendidikan, Humaniora (Senassdra)* 1, no. 1 (2022): 1–6.

thinking, collaboration, creative and innovative, and able to evaluate and create things. Meanwhile, teachers only act as facilitators.<sup>67</sup> As the ultimatum of the United Nations that education in the 21<sup>st</sup> century has components of 4C skills, namely Communication, Collaboration, Creativity, and Critical Thinking.<sup>8</sup> Putriana and Hudaidah stated that education in the industrial era 4.0 is seen as the development of three major components of the 21<sup>st</sup> century, namely the competence to think, act, and live in the world. Thinking competencies include critical thinking, creative thinking, and problem-solving. Acting competencies include communication, collaboration, digital literacy and technology literacy. Meanwhile, the competence of living in the world includes initiative, self-direction, global understanding and social responsibility.<sup>9</sup>

In the implementation of the *Kurikulum Merdeka*, a prominent ability for students is the ability to think at a higher order level (HOTS). This is because HOTS ability is needed in 21st century learning. According to Umami, Higher Order Thinking Skills include ways or techniques used by students to analyze, plan, design, implement, and evaluate various problems.<sup>10</sup> Meanwhile, Ariyana revealed that HOTS can include critical, creative and innovative thinking, communication skills, cooperation skills, and confidence.<sup>11</sup> There are three main indicators of HOTS, namely analysis, evaluation, and creation. Analysis is the ability to identify the components of content. Evaluation is the ability to think to make decisions based on facts and information. Meanwhile, creation is the ability to develop new ideas from the content presented. This indicator refers to the bloom taxonomy C4, C5, and C6.<sup>12</sup> Implementing HOTS in learning can improve students' critical thinking skills which are characterized by increasing student learning

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<sup>6</sup> Dwi Hastuti and Muhammad Syukur, "Penerapan Pembelajaran Abad 21 Berbasis HOTS dengan menggunakan pendekatan TPACK di SMA negeri 11 Enrekang," *Pinisi Journal of Sociology Education* 1, no. 3 (2021): 144–152.

<sup>7</sup> Amel Fitriani, et al., "Peran Guru dan Strategi Pembelajaran dalam Memenuhi Kompetensi Siswa Abad 21," *Tambusai Education Journal* 6, no. 2 (2022): 16491-16498.

<sup>8</sup> Suci Ramadhanti Febriani, et al., "Design of Arabic Learning for Senior High School in the 21st Century," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 1–21.

<sup>9</sup> Jesika Dwi Putriani dan Hudaidah Hudaidah, "Penerapan Pendidikan Indonesia di Era Revolusi Industri 4.0," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 3 (2021): 830–838.

<sup>10</sup> Riza Umami, M Rusdi, dan Kamid Kamid, "Pengembangan Instrumen Tes untuk Mengukur Higher Order Thinking Skills (HOTS) Berorientasi Programme for International Student Assessment (PISA) pada Peserta Didik," *JP3M (Jurnal Penelitian Pendidikan dan Pengajaran Matematika)* 7, no. 1 (2021): 57–68.

<sup>11</sup> Yuniar Handayani, Eni Asia, dan Saleh Hidayat, "Peningkatan Kemampuan High Order Thinking Skills (HOTS) melalui Project-Based Learning (PjBL) dalam Implementasi Kurikulum Merdeka," *PTK: Jurnal Tindakan Kelas* 4, no. 1 (2023): 48–60.

<sup>12</sup> Raswan, et al., "National Arabic Test based on Higher Order Thinking Skills," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (2022): 274–289.

outcomes by engaging the students to explore current or contextual phenomena, creating a dynamic classroom atmosphere, and student-focused learning.<sup>13</sup>

The essence of the learning process includes the planning process, materials, methods, media, and assessment.<sup>14</sup> HOTS-based learning indirectly requires the assessment system to use a high-level thinking basis. This is in line with the principles of the *Kurikulum Merdeka* which requires students to have high-level thinking skills. Providing HOTS-based assessments is a way to train students to have these skills. The assessment can provide concrete data about the success of learning, both in the process and the results of the learning that have been carried out. Assessment is not only used to assess students learning outcomes, but also as feedback to improve future learning planning and implementation. Therefore, the inappropriate assessment can result in inaccurate information about the success of learning.<sup>15</sup>

The Integrated Islamic School (SIT) strives to create quality education by combining Islamic science and values and integrating various Islamic activities to form an education with a strong and resilient character. The Integrated Islamic School Network (JSIT) is a forum that unites schools based on the Integrated Islamic curriculum. Integrated Islamic Schools implement two curricula at once, namely the national curriculum with the standards of the Ministry of Education and Culture as the main curriculum and the supporting curriculum with the curriculum standards of Integrated Islamic schools. This makes the learning program at SIT have a greater material load than public schools.<sup>16</sup>

Learning assessments can be carried out at the end of each material. One of them is the assessment written in the student textbook. SIT Arabic textbook for grade VIII is compiled based on *Kurikulum Merdeka*.<sup>17</sup> In the initial analysis, it was discovered that in the learning outcomes, the students are required to be able to analyze the subject matter, explain the information, disclose its details, and also express opinions. This is an

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<sup>13</sup> Syaiful Mustofa, Ayu Desrani, dan Apri Wardana Ritonga, "HOTS in Arabic Learning: A Study of The Implementation of HOTS on Students' Critical Thinking Ability," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 2 (2022): 133–144.

<sup>14</sup> Moh Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) dalam Pembelajaran Bahasa Arab* (Malang: CV Bintang Sejahtera, 2023).

<sup>15</sup> Moh Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) dalam Pembelajaran Bahasa Arab* (Malang: CV Bintang Sejahtera, 2023).

<sup>16</sup> Fadhlina Harisnur dan Suriana, "Pengembangan Kurikulum Jaringan Sekolah Islam Terpadu (JSIT) untuk Sekolah/Madrasah," *Genderang Asa: Journal of Primary Education* 2, no. 2 (2021): 52–65.

<sup>17</sup> Muhammad Suhadi, *Bahasa Arab untuk Kelas VIII Berdasarkan Kurikulum Merdeka* (Surakarta: Nur Hidayah Press, 2023).

indicator of the achievement of HOTS-based assessment. However, in reality, there is no test instrument that reaches that level.

In the process of communication, language skills are divided into two, namely receptive skills in the process of language reception and productive skills in the process of language production or expression.<sup>18</sup> Receptive skills focus on comprehension skills consisting of listening and reading skills. Meanwhile, productive skills focus on expressing thoughts consisting of teamwork, reading, and writing skills.<sup>1920</sup>

Many previous studies have discussed the assessment of HOTS, especially in Arabic learning. One of those, a study discussed about the analysis of HOTS content in final semester assessment at Al-Fatih IT Junior High School.<sup>21</sup> A similar study discussed the analysis of HOTS-based Arabic test instruments in the Arabic book for grade XI compiled by Ministry of Religion.<sup>22</sup> In addition, there is also a research on the analysis of the quality of HOTS-based Arabic language tests at MTs Al-Musyawah Lembang.<sup>23</sup> Then, a research on the development of HOTS assessments in *maharah istima'* learning in the Arabic book for grade VI which was compiled by Ministry of Religion.<sup>24</sup> Therefore, a discussion about the innovation of reading skill assessment in Arabic textbooks based on HOTS assessment.<sup>25</sup> However, there was the difference between this study and the relevant previous studies. This study focused on the assessment of HOTS on receptive skills in the JSIT Arabic textbook for grade VIII which is prepared with the

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<sup>18</sup> Rusydi Ahmad Thu'aimah, *Al-Maharat al-Lughawiyyah, Mustawiyaatuha, Tadrisuha, Shu'ubatuha* (Riyadh: Universitas Ummu al-Qura', 2004).

<sup>19</sup> Farhatul Atiqoh, "Teknik Maudhu' Usbu'iy sebagai Alternatif untuk Meningkatkan Penguasaan Keterampilan Reseptif dan Produktif Bahasa Arab," *Seminar Nasional Bahasa Arab Mahasiswa II* (2018): 197–212.

<sup>20</sup> Erfan Gazali dan Hasan Saefuloh, "Development of an Arabic Receptive Proficiency Test Instrument Based on the Common European Framework of Reference for Languages," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 2 (2023): 293–308.

<sup>21</sup> Salsabila Rizma, Asmal May, dan Hikmah, "Analisis Konten Higher Order Thinking Skills (HOTS) dalam Penilaian Akhir Semester 1 SMP IT Tahfizh Al Fatih Pekanbaru," *INTIFA: Journal of Education and Language* 1, no. 1 (2024): 70–80.

<sup>22</sup> Aathifah Al Farros, "Analysis of Arabic Language Questions Based on Higher Order Thinking Skills (HOTS) in the Arabic Language Book for Class XI Ministry of Religion," *Al-Muyassar: Journal of Arabic Education* 3, no. 1 (2024): 52-69.

<sup>23</sup> Indah Rahmi Nur Fauziah, Syihabudin, dan Asep Sopian, "Analisis Kualitas Tes Bahasa Arab Berbasis Higher Order Thinking Skill (HOTS)," *(LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 10, no. 1 (2020): 45-54.

<sup>24</sup> Muhammad Sayuti, "Pengembangan Penilaian HOTS dalam Pembelajaran Maharah Istima' pada Buku Bahasa Arab MI Kelas VI Kementerian Agama RI," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 6, no. 2 (2023): 663-680.

<sup>25</sup> Amila Sholiha, R Umi Baroroh, dan Razita binti Abdullah, "Innovation in Reading Skills Assessment in Arabic Textbooks Based on HOTS Assessment," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 2 (2023): 231–242.

*Kurikulum Merdeka*. In addition, there was also a previous study that discussed the influence of HOTS-based test instruments on the Arabic learning outcomes of Madrasah Tsanawiyah (Islamic junior high school) students.<sup>26</sup> Then, this study focused on improving students' creative thinking in Arabic learning with HOTS which based on PBL (Project Based Learning) model.<sup>27</sup> Both studies focused on the application of HOTS-based Arabic test instruments. This study presented that applying HOTS-based test instruments can improve students' learning outcomes and creative thinking. The difference of this research lies in the innovation of HOTS-based test instruments for Arabic receptive skills.

Therefore, this study analyzed the assessment of receptive skills and provided innovations in HOTS-based receptive skills assessment in the JSIT Arabic textbook for grade VIII based on *Kurikulum Merdeka* through a qualitative approach with a literature research method. Receptive skills were selected because these skills are the basic for developing productive skills.

## Methods

This research was a qualitative research with a literature research method. This research was a theoretical study based on previous literature that is in accordance with the study being studied.<sup>28</sup> Literature research is interpreted as a systematic activity starting from reading, collecting, and studying from relevant literature sources.<sup>29</sup> The selection of literature research in this study was based on the purpose of this article, which was to analyze and innovate HOTS-based test instruments in SIT Arabic textbooks. The literature review provides an opportunity for researchers to understand the theory of HOTS assessment and the concept of receptive skill assessment in learning Arabic and then identify the test assessment instruments in the textbook. Furthermore, the researcher provides new test instrument innovations as the theory that has been studied in the previous stage. Based on these stages, this study did not require field data

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<sup>26</sup> Ihwan Mahmudi, Neni Naqiyah, dan Alif Cahya Setiyadi, "The Influence of High Order Thinking Skill (HOTS) Based Questions on Arabic Language Learning Outcomes of Madrasah Tsanawiyah Student," *At-Ta'dib* 18, no. 2 (2024): 49–70.

<sup>27</sup> Susanto, et al., "Improving Students' Creative Thinking In Learning Arabic Through HOTS Based Project Based Learning Model," *An Nabighoh* 24, no. 1 (2022): 1-16.

<sup>28</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013).

<sup>29</sup> Muhammad Musthofa dan Dkk, *Metode Penelitian Kepustakaan (Library Research)* (Sumatra Barat: Get Press Indonesia, 2023).

but taken from the review of the SIT Arabic textbook based on *Kurikulum Merdeka* as the primary source of research.

Research sources are any form of data or information to answer research questions or support the research analysis process. Research sources play an important role in ensuring that the research carried out has a valid, reliable, and relevant basis.<sup>30</sup> In literature research, research sources are divided into two, namely primary sources as the main data of the research and secondary sources as supporting references in analyzing and interpreting the primary sources. The primary source of this research was the SIT Arabic textbooks for grade VIII based on *Kurikulum Merdeka*, while the secondary sources are in the form of books on language assessment and previous articles on HOTS-based assessment in Arabic language learning.

Data collection techniques are the way that researchers take to obtain information that is relevant to the research purposes.<sup>31</sup> Data collection techniques are an important step in research to obtain information based on facts. This technique is selected based on the research methods used and carried out systematically and in a directed manner. The quality of research is greatly influenced by the accuracy in the selection of this technique.<sup>32</sup> Mirzaqon and Purwoko in their article stated that literature research uses documentation techniques in collecting data.<sup>33</sup> Documentation techniques are techniques in searching for data in the form of theories, notes, works, writings, and drawings with the help of checklist instruments.<sup>34</sup> In this study, documentation techniques are carried out by collecting, reading, and analyzing based on primary sources Arabic textbooks and secondary sources with references to the HOTS theory.

In this study, the content analysis technique was applied. This technique was used to study the test instruments in the SIT Arabic textbook based on *Kurikulum Merdeka*. The results of the analysis are then used as a basis for designing a HOTS-based test instrument. There were five procedures in this study, namely; First, the stage of reading and observing assessments in the SIT Arabic textbook grade VIII based on *Kurikulum*

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<sup>30</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2019).

<sup>31</sup> Husnul Khaatimah dan Restu Wibawa, "Efektivitas Model Pembelajaran Cooperative Integrated Reading and Composition Terhadap Hasil Belajar," *Jurnal Teknologi Pendidikan* 2, no. 2 (2017): 76–87.

<sup>32</sup> Gagah Daruhadi dan Pia Sopiati, "Pengumpulan Data Penelitian," *J-CEKI: Jurnal Cendikia Ilmiah* 3, no. 5 (2024): 5423–5443.

<sup>33</sup> Dewi Pebrianti dan Budi Purwoko, "Studi Kepustakaan Mengenai Landasan Teori dan Praktik Konseling Expressive Writing Library," *Jurnal Pendidikan dan Sains Universitas Negeri Surabaya* 4, no. 1 (2017): 1–8.

*Merdeka* which focused on receptive skills. Second, the stage of selecting data regarding receptive skill test instruments in Arabic language learning. Third, the stage of data grouping based on the level of HOTS. Fourth, the stage of identifying data based on the previous group. Fifth, the stage of describing the HOTS-based test instrument innovation based on receptive skills in Arabic language learning.

## Results and Discussion

Instruments are a tool to measure student learning achievement, factors that affect learning outcomes, student learning development, the success of the teaching and learning process, and the success of a program.<sup>35</sup> Simply put, an instrument is a tool used in assessment. According to Arikunto, an instrument is a tool designed to obtain accurate power regarding the subject being assessed.<sup>36</sup> In education, assessment instruments are tools used as a measure of student learning outcomes, both in the form of tests and non-tests. The assessment function is to find out the completeness and achievement of student learning, the weaknesses and advantages of student mastery in the learning process, as well as providing feedback to students and teachers to improve the quality of learning.<sup>37</sup>

The Ministry of Education and Culture designed the HOTS assessment by referring to the results of the Program for International Student Assessment (PISA) assessment which shows low reading literacy scores among Indonesian students. HOTS is a high level of thinking that involves critical, analytical, logical, creative, and metacognitive thinking skills. Kamin argues that students who are trained to think critically will have a positive impact on the speed at which they achieve learning success.<sup>38</sup>

Critical thinking skills are standard in higher-order thinking skills (HOTS).<sup>39</sup> This high-level thinking skill requires students to utilize new knowledge with previous

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<sup>34</sup> Milya Sari dan Asmendri Asmendri, "Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA," *Natural Science* 6, no. 1 (2020): 41–53.

<sup>35</sup> Daryanto dan Mulyo Raharjo, *Model Pembelajaran Inovatif* (Yogyakarta: Gava Media, 2012).

<sup>36</sup> Arikunto S, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013).

<sup>37</sup> Khozinah Munawarah dan R. Umi Baroroh, "Innovation of Assessment Techniques on Maharah Qiraah in Arabic Textbooks Based on Higher Oreder Thingking Skills (HOTS)," *Jurnal Basicedu* 7, no. 4 (2023): 2143-2150.

<sup>38</sup> Moh Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) dalam Pembelajaran Bahasa Arab* (Malang: CV Bintang Sejahtera, 2023).


<sup>39</sup> Apri Wardana Ritonga, "Implementasi HOTS dalam Pembelajaran Bahasa Arab: Peluang dan Tantangannya di Era Digital," *Pertemuan Ilmiah Internasional Bahasa Arab* (2021): 274–287.



knowledge then process it to draw final conclusions relevant to the new situation.<sup>40</sup> HOTS is a way of thinking that not only memorizes verbally, but can also understand the essence contained in it. To be able to understand this meaning, integrative thinking is needed by analyzing, synthesizing, associating information, and drawing conclusions to create creative and productive ideas.<sup>41</sup> Simply put, high-level thinking is the ability to process information in its own way, not just memorizing facts or repeating previously obtained information.

Higher Order Thinking Skill (HOTS) requires us to act on facts, make connections between facts, categorize them, manipulate them, put them in new contexts or ways, and apply them to find new solutions to a problem.<sup>42</sup> HOTS is the highest level in cognitive assessment. The cognitive realm consists of six levels of thought processes based on the Bloom Taxonomy that has been revised by Anderson and Krathwohl. The levels of the process are; knowing (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). The realm of cognitive assessment is divided into three categories, namely Low Order Thinking Skills (LOTS), Middle Order Thinking Skills (MOTS), and Higher Thinking Skills (HOTS). The LOTS level includes the cognitive domain of knowing (C1). The MOTS level includes the cognitive domains of understanding (C2) and applying (C3). HOTS levels include the cognitive domains of analyzing (C4), evaluating (C5), and creating (C6).

**Table 1.** Cognitive Level

	Created	
HOTS	Evaluate	
	Analyze	
MOTS	Apply	
	Understand	
LOTS	Know	

<sup>40</sup> Ahmad Muradi, et al., “Higher Order Thinking Skills dalam Kompetensi Dasar Bahasa Arab,” *Arabi: Journal of Arabic Studies* 5, no. 2 (2020): 177-190.

<sup>41</sup> Sultan Beddu, “Implementasi Pembelajaran Higher Order Thinking Skills (HOTS) Terhadap Hasil Belajar Peserta Didik,” *Jurnal Pemikiran dan Pengembangan Pembelajaran* 1, no. 3 (2019): 71–84.

<sup>42</sup> Aulia Mustika Ilmiani dan Delima Delima, “Innovation in Learning Arabic Reading Skills using Higher Order Thinking Skills,” *Al-Ta’rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab* 9, no. 1 (2021): 99–110.

The cognitive domains in the HOTS category include C4 to C6, namely; analyzing, evaluating, and creating. Analytical indicators include the ability to distinguish, organize, criticize, determine and test. The indicators evaluating are; assess, refute, decide, choose, and support. The indicators of creating are; constructing, designing, creating, developing, writing, and formulating.

The assessment on the SIT Arabic textbook for grade VIII based on *Kurikulum Merdeka* uses several cognitive levels in receptive skills in Arabic language learning. This book contains 8 test instruments from a total of 36 receptive skill assessment questions. As follows:

**Table 2.** Types of Test Instruments in the JSIT Class VIII Arabic Textbook *Kurikulum Merdeka*

No	Instruments	Yard
1.	أجب عن الأسئلة التالية!	4, 10, 24, 28, 40, 45, 60,75, 80, 92, 95
2.	ضع علامة صح (✓) أمام العبارة الصحيحة أو علامة خطأ (✗) أمام العبارة الخاطئة مع تصحيح الخطأ!	5, 24, 28, 40, 45, 60, 64, 75, 79, 91, 95
3.	ضع علامة صح (✓) أو علامة خطأ (✗) ثم صحح الخطأ!	9
4.	املأ الفراغ بالكلمة المناسبة!	10, 29, 46, 80, 96
5.	املأ الفراغ حسب ما سمعته من الأستاذ!	24, 41, 61, 76, 92
6.	صل بين الجمع والمفرد!	46
7.	املأ الفراغ باختيار ما بين القوسين	65
8.	هات عكس الكلمات التي تحته خطأ!	65

Test instrument number 1 assesses whether students can find facts from what they listen and read from the text presented. Instrument number 1 consists of five questions in each different chapter. The five questions are in the form of an objective test with a short answer test instrument technique. This short answer test is in the realm of the MOTS level 2 cognitive test. With a short answer test, students are expected to be able to understand and explain answers based on what they listen and what they read from the text. Test instrument number 2 identifies whether students can distinguish between true and false facts from what they hear or the text read. This test is in the form of an objective test with a true and false test instrument. This test instrument consists of five questions in each different chapter. The right and wrong test is in the cognitive realm of MOTS level 2. It is said to be level two because in this test students are asked to remember and understand certain information and determine whether the statements presented are true or false.

Test instrument number 3 is almost the same as test instrument number 2, but instrument number 3 students are asked to give the correct answer if the statement

presented is wrong. Similar to instruments number 1 and 2, instrument number 3 also consists of five question items in each different chapter. Although there are similarities with test instrument number 2, this test has reached the cognitive realm of HOTS level 5. If test number 2 is only on identifying true and false facts, test number 3 students are asked to give the correct answer of the false statement. This test is included in the form of an objective test. Test instrument number 4 students are asked to complete sentences according to information from what they hear and the text read. This test is in the form of an objective test with a technique of completing sentences. This instrument consists of five questions in each different chapter. The test to complete sentences is in the cognitive realm of MOTS level 2. At this level, students are expected to understand what they hear and understand the reading text so that they can complete the statements presented in accordance with the existing text.

The number 5 test instrument is the same as number 4, only it is more specialized in *maharah istima'*. Students are asked to complete the sentence of what the teacher heard. This test is an objective form of test and is in the realm of MOTS level 2 cognition. At this level, students are expected to be able to understand what they hear so that they can complete the statements presented according to what they hear. Test instrument number 6 is an objective test with the technique of matching questions with answers. This instrument is included in the cognitive realm of MOTS level 2. This test instrument consists of 5 questions in the chapter التسوق in the aspect of *maharah qira'ah*. In this test, students are asked to connect plural words and singular words.

Test instrument number 7 is almost the same as number 4, only in this test a choice of answers is given so that students can choose the right answer. This test is a form of objective test with matching techniques. This instrument is included in the cognitive realm of MOTS level 2. It is said to be MOTS level 2 because this test measures students' understanding of the relationship between two pieces of information. Test instrument number 8 is an objective description test with the technique of giving opposite words. In this case, students understand a meaning and then connect between words and opposite concepts. However, this test is still in the cognitive realm of MOTS level 2 because this test is still not in the realm of applying student understanding.

Based on the explanation above, of the 8 receptive skills test instruments in this textbook, only one test instrument is included in the cognitive realm of HOTS level 5. The other seven test instruments are still in the cognitive realm of MOTS level 2. It can

be concluded that this book is still limited in applying the HOTS cognitive level test instrument. On the other hand, the SIT Arabic textbook for grade VIII has adopted *Kurikulum Merdeka*. Therefore, this textbook should apply HOTS learning and assessment. High-level thinking skills are an important skill that students must have. This can be trained by providing HOTS-based learning and assessment. As a result of Chinedu and Kamin's research, students who are accustomed to thinking critically will have a positive impact on the speed and success of learning.<sup>43</sup> Through HOTS-based assessments, students can be trained to argue, solve problems, make ideas, hypotheses, and understand complex things more clearly. This will show the student's attitude in reasoning.<sup>44</sup> In the implementation of HOTS-based assessments, appropriate test instruments are needed to measure success properly. As Ainin explained, that inaccurate assessment has an impact on the inaccuracy of information on the level of success or failure of learning.<sup>45</sup> Therefore, an innovation in HOTS-based receptive skill assessment was provided in the SIT Arabic textbook for grade VIII of the *Kurikulum Merdeka*.

Based on the analysis of test instruments in the assessment of receptive skills in the SIT Arabic book for grade VIII based on *Kurikulum Merdeka*, this innovation is needed so that the planned learning goals can be achieved properly. Table No. 2 details some of the innovations of the test instruments that can be used on higher-level thinking-based receptive skills (HOTS) in the textbook.

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<sup>43</sup> Y Kamin, C.C Chinedu, dan O.S Olabiyi, "Strategies for Improving Higher Order Thinking Skills in Teaching and Learning of Design and Technology Education," *Journal of Technical Education and Training* 7, no. 2 (2015): 35–43.

<sup>44</sup> Husna Nur Dinni, "HOTS (High Order Thinking Skills) dan Kaitannya dengan Kemampuan Literasi Matematika," *PRISMA, Prosiding Seminar Nasional Matematika* 1 (2018): 170–176.

<sup>45</sup> Moh Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) dalam Pembelajaran Bahasa Arab* (Malang: CV Bintang Sejahtera, 2023).

**Table 3.** Receptive Skills Test Instrument

No	Test Instruments	Cognitive Level
<i>Maharah Istima'</i>		
1.	ما العنوان المناسب للنص الذي سمعته؟	C4
2.	اختر العبارات المناسبة بمضمون النص الذي سمعته؟	
3.	هل أنت توافق على رأي في النص الذي سمعته؟	C5
4.	ما القيم المستفادة من النص الذي سمعته؟	C6
5.	هات الحوار القصير مع صديقك بناء على النص الذي سمعته شفهيًا؟	
<i>Maharah Qira'ah</i>		
6.	ما المضمون الفكرة الرئيسية من النص السابق؟	C4
7.	هات ملخص من النص السابق شفهيًا!	
8.	ماذا يقصد الكاتب في النص السابق؟	C5
9.	اختر العبارات المناسبة بمضمون النص، ثم صحح الخطأ!	
10.	ماذا أحس الكاتب في النص السابق؟	C6
11.	هات فكرة جديدة من الأفكار التي قدمها المؤلف!	

The test instruments in table 3 are divided into two categories, namely the test instrument for *maharah istima'* and the test instrument for *maharah qira'ah*. The *maharah istima'* test instrument consists of 5 questions while the *maharah qira'ah* consists of 6 questions. Eleven of the test instruments have contained higher-level thinking-based cognitive assessments (HOTS). One of the eleven instruments is a question that already exists in the SIT Arabic textbook for grade VIII based on *Kurikulum Merdeka* and the other 11 are new instruments that can be implemented in the HOTS-based receptive skills assessment. The following is an explanation of each test instrument in table 3.

The innovation of test instruments 1 to 5 is used in the assessment of *maharah istima'* which has contained the cognitive realm of higher-level thinking (HOTS). Test instruments 1 and 2 contain an assessment of the cognitive domain of the cognitive C4 level, as this test measures the student's ability to analyze what has been listened to. Test instrument 1 can be made in the form of an objective test in the form of multiple choices or a subjective test in the form of an essay. In this case, students are expected to be able to analyze or find the right title of the text heard. Test instrument 2 can be made in the form of an objective test in the form of multiple choices. This instrument allows students to determine information that is in accordance with what they are listening to.

Test instruments 3 and 4 contain an assessment of the cognitive domain at the C5 level because this test can measure the ability of students to evaluate what has been listened to. Test instrument 3 students are asked to give consent regarding the text they

are listening to. This instrument is made in the form of a subjective test in the form of an essay. These four test instruments can be transformed into subjective tests, where students are expected to practice identifying the messages contained in the text they listen to. Test instrument 5 contains the highest cognitive domain, namely creating (C6). In this instrument, students are asked to make short oral conversations in pairs according to the theme they have listened to. The form of questions for test instrument 5 uses two ways, namely a subjective test in the form of an essay or an oral test. The five test instruments are innovations in the assessment of *maharah istima'* that teachers can use to train students to think at a higher level. So that students not only know and understand the learning material but students are also required to be able to analyze, evaluate (criticize) and create.

Test instruments 6 to 11 are used for the assessment of *maharah qira'ah* which has contained the cognitive realm of higher-level thinking (HOTS). Test instruments 6 to 8 contain the cognitive domain of HOTS at the C4 level because this test can measure the student's ability to analyze the text presented. Test instrument 6 students are asked to determine the main idea of the text that has been provided. This instrument can be presented in the form of a subjective test in the form of an essay or an objective test in the form of an option. Test instrument 7 students are asked to give an oral conclusion from the text provided. In this case, it requires the ability of students to analyze the most important components of the text and connect their parts to become understandable information. Test instrument 7 is presented in the form of subjective tests in the form of oral tests and essays. Test instrument 8 students are expected to be able to find the author's message in the text presented. The test used in this instrument is in the form of a subjective test in the form of an essay or an objective test in the form of an option.

Test instruments 9 to 10 contain the cognitive domain of C5 level HOTS because this test can measure students' ability to evaluate the text presented. The test instrument 9 students are asked to choose information that matched the text presented and to justify the information that did not match. In this case, the student gives justification to a statement and also corrects the wrong statement. The form of the question for test instrument 9 is in the form of an objective test in the form of filling. The test instrument of 10 students is asked to assess the impression or feeling of the author in the text presented, whether the author writes with feelings of happiness, emotion, and so on. The form of questions on this instrument is a subjective test in the form of an essay test. Test

instrument 11 contains the highest HOTS cognitive domain, namely creating (C6) because this test measures students' ability to create and create something after reading the text provided. This instrument students are asked to create new ideas as reinforcement or alternative to the ideas put forward by the text creator. The form of this instrument test is in the form of a subjective test in the form of an essay test.

The eleven test instruments above are innovations offered by the author to improve the quality of receptive skills assessment in the Arabic textbook SIT grade VIII of the *Kurikulum Merdeka* which has included an assessment of the cognitive domain of HOTS. Through HOTS-based test instruments, students are required not only to know and understand the learning material but also to analyze (C4), evaluate (C5) and create (C6) the material that has been studied. Analytical, evaluating, and creating indicators are the highest category of thinking levels in the cognitive level or metacognitive knowledge.<sup>46</sup> Furthermore, research by Brookhart showed that HOTS-based assessments are effective in improving students' ability to transfer their knowledge in solving real problems, rather than just memorizing or understanding basic concepts.<sup>47</sup> This is in accordance with the concept of HOTS, which is the ability that allows a person not only to memorize knowledge but to apply it. Ideally, the learning process should reach the transfer stage. Transferring means that a person can practice his knowledge to solve the problems he faces.<sup>48</sup> In Arabic learning, the innovation of this test instrument is expected to strengthen students' receptive skills while developing critical and creative thinking skills, as well as in line with the demands of the *Kurikulum Merdeka* which is oriented towards strengthening the profile of *Pelajar Pancasila*. The results of this study also contribute to the development of assessment instruments that are more relevant to the learning needs of the 21<sup>st</sup> century.<sup>49</sup>

However, applying Higher Order Thinking Skills (HOTS) does not only involve students, teachers and the learning environment are also very influential in realizing this learning program. Therefore, to realize students have high-level thinking skills, teachers

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<sup>46</sup> Anderson LW dan David R Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Addison Wesley Logman, Inc, 2001).

<sup>47</sup> S.M Brookhart, *How to Assess Higher Order Thinking Skills in Your Classroom* (Alexandria: VA: ASCD, 2010).

<sup>48</sup> Agus Kristiyono, "Urgensi dan Penerapan Higher Order Thinking Skills di Sekolah," *Jurnal Pendidikan Penabur* 17, no. 31 (2018): 36–46.

<sup>49</sup> Nora Dwijayanti, "Pembelajaran Berbasis HOTS sebagai Bekal Generasi Abad 21 di Masa Pandemi," *Kalam Cendekia: Jurnal Ilmiah Kependidikan* 9, no. 1 (2021).

need to have the ability to get used to HOTS-based learning and assessment.<sup>50</sup> With the innovation of this HOTS-based test assessment instrument, it is expected that teachers can arrange various types of assessments so that students are trained to think critically.

## **Conclusion**

This study emphasizes the importance of assessment as a tool to measure learning success and provide accurate feedback for future learning improvements. This research focuses on the development of assessment instruments that can train students to think at a higher level, not only memorizing information but also understanding and applying it in new contexts. The results of the analysis of the SIT Arabic textbook for grade VIII show the need for innovation in assessment instruments to achieve the goals of the *Kurikulum Merdeka* which emphasizes on improving students' critical, analytical, and creative thinking skills. There were 8 receptive skill test assessment instruments found in the book, but only one instrument was included in the HOTS cognitive level category. Therefore, this study proposes 11 new test instruments that include listening (*istima'*) and reading (*qira'ah*) skills with HOTS cognitive levels including analyzing (C4), evaluating (C5), and creating (C6). This research still has limitations on receptive skills and in grade VIII textbooks only. Therefore, the next researchers can further expand the scope of language proficiency to be innovated and can develop it to technology-based HOTS assessments.

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## **Author Contributions Statement**

Author Contribution Statement BA contributed to conducting the research, especially in preparing the instruments, data collection, data analysis, data reduction, and

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<sup>50</sup> Anugrah Sukmawati, Hasnawi Haris, dan Mustari Mustari, "Persepsi Guru Terhadap Penilaian Higher Order Thinking Skills (HOTS) (Studi pada UPT Satuan Pendidikan SMAN 1 Jenepono)," *Jurnal Pemikiran, Penelitian Ilmu-ilmu Sosial, Hukum dan Pengajarannya* 14, no. 2 (2020): 157-169.



interpretation of research findings, as well as reporting the research results into an interesting article to read. RU, FS, and LQ contributed to data analysis, data reduction, interpretation of research results, editing and language alignment.

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