



HOTS Analysis of Task Instructions in Bahasa Arab Madrasah Aliyah Textbook Published by the Ministry of Religious Affairs

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Abstrak

HOTS atau *Higher-Order Thinking Skills* (keterampilan berpikir tingkat tinggi) memainkan peranan penting dalam meningkatkan kemampuan berpikir siswa. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui kesesuaian antara instruksi tugas yang termuat dalam buku ajar Bahasa Arab MA kelas X yang diterbitkan oleh Kementerian Agama dengan indikator HOTS. Peneliti menggunakan metode deskriptif kuantitatif untuk mendeskripsikan isi HOTS pada instruksi tugas dalam buku ajar dan menggunakan teknik membaca dan kutipan untuk memperoleh data. Selanjutnya, peneliti menggunakan statistik deskriptif untuk menghitung proporsi pengajaran berdasarkan Revised Bloom Taxonomy yang dikembangkan oleh Anderson dan Krathwohl, yaitu menganalisis, mengevaluasi, dan mencipta. Para peneliti menemukan bahwa buku teks berisi 78 instruksi tugas. Terdapat 32 instruksi yang mewakili kemampuan berpikir tingkat tinggi. Instruksi mencipta mendominasi kategori keterampilan berpikir tingkat tinggi dengan 24 instruksi (31%). Kategori keterampilan berpikir tingkat tinggi yang paling dominan kedua adalah menganalisis dengan enam instruksi (8%). Terakhir, kategori keterampilan berpikir tingkat tinggi ketiga adalah mengevaluasi dengan dua instruksi (3%).

Kata Kunci: HOTS, instruksi, bahasa Arab, buku ajar.

Abstract

HOTS plays an important part in developing students thinking skills. Therefore, the purpose of this study is to determine the compatibility between the task instructions in Bahasa Arab MA class X textbook issued by The Ministry of Religious Affairs and the HOTS indicators. The researchers employed the quantitative descriptive method to describe the content of HOTS in the textbook's tasks and employed the reading and quotation technique to obtain data. Furthermore, the researchers performed descriptive statistics to calculate the proportions of instruction based on the Revised Bloom Taxonomy developed by Anderson and Krathwohl, namely analyzing, evaluating, and creating. The researchers found that the textbook contained 78 task instructions based on the analysis. 32 instructions represent the higher-order thinking skills. The creating instructions dominated the higher-order thinking skill category with 24 instructions (31%). The second most dominant higher-order thinking skills category is analyzing with six instructions (8%). Lastly, the third higher-order thinking skills category is evaluated with two instructions (3%).

Keywords: HOTS, instruction, Arabic, textbook.

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INTRODUCTION

In Indonesia, Curriculum 2013 has been in place for an extensive period. It prioritizes the needs of students ahead of those of teachers. In its practice, higher-order thinking skills are needed as part of a curriculum (HOTS) because the curriculum 2013 is used to teach students the skills they need to think at a higher level (Syaza & Andromeda, 2021). HOTS (Higher-Order Thinking Skills) are a word that educational practitioners are familiar with due to its benefits that can assist teachers and students in learning. Given the relevance of HOTS, educational practices must incorporate HOTS rather than focusing solely on LOTS (lower-order Thinking Skills) (Kusuma et al., 2017). However, the use of HOTS in educational procedures is not so simple. Many experts believe that incorporating HOTS into learning is difficult (Jamal & Oleg, 2015).

The revised Bloom's taxonomy divides the thinking skills into lower-order thinking skills and higher-order thinking skills (Schraw & Gutierrez de Blume, 2014). Some keywords can be used to identify the division of the thinking skills, as presented in table 1.

Table 1
The Description of the Revised Bloom's Taxonomy (LW et al., 2001)

Category	Description	Thinking Skills
Remembering: Can the student recall or remember the information?	Mentioning definitions, imitating pronunciation, stating the structure, pronouncing, repeating, and stating.	Lower-order
Understanding: Can the students explain the concept, principle, law, or procedure?	Classifying, describing, explaining the identification, placing, reporting, explaining, translating, and paraphrasing.	Lower-order
Applying: Can students apply their understanding in the new situation?	Choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making a sketch, solving a problem, writing.	Lower-order
Analyzing: can students classify the sections based on their difference and similarity?	Examining, comparing, contrasting, distinguishing, discriminating, separating, testing, doing an experiment, and asking	Higher-order
Evaluating: can students state either good or bad towards a phenomenon or certain object?	Giving argumentation, defending, stating, choosing, giving support, assessing, and evaluating.	Higher-order
Creating: can students create a thing or opinion?	Assembling, changing, building, creating, designing, establishing, formulating, and writing.	Higher-order

Higher-order thinking skills require more thought than memorizing facts or recounting. Memorizing facts or repeating are examples of low-level thinking skills because students merely repeat everything they heard and saw by neglecting the process of deep thinking (Thomas & Thorne, 2010).

Teaching media has a significant part in the learning process (Malfia & Aswat, 2021). Therefore, in delivering the learning materials, teachers often utilize textbooks. A textbook can serve as a resource for both teachers and students during the educational process, particularly when it comes to language learning (Febrina et al., 2019). There are a couple of reasons for the widespread usage of textbooks. First, generating material on one's own is challenging and time-consuming since several factors must be considered throughout the development process. Second, teachers may not have enough time to create new resources because teaching activities take time (Sorohiti, 2005).

Students' comprehension is affected by the appropriateness of the textbook's content. The teacher should be selective in selecting a good or relevant textbook for use in the classroom. It can also be read as all

textbook components; particularly, the English textbook should be constantly reviewed and checked as a continuous improvement process (Anasy, 2016). Its role in the educational process is vital. The basic goal is to impart continual information, values, attitudes, skills, and conduct (Williams, 1983).

In Indonesia, Arabic is taught at schools categorized as Islamic schools. There are various reasons to learn Arabic, the most important of which is that it is the language of the Qur'an and must be mastered to understand or interpret the verses of the Qur'an, hadith, and texts written in Arabic (Amalina & Nashirudin, 2017). Media also plays an important role in Arabic language teaching, one of which is the Arabic textbooks.

The Ministry of Religious Affairs has published textbooks intended to assist teachers and students in Arabic subjects. The published textbooks are published for specific levels of education, namely *Madrasah Ibtida'iah* (Elementary School), *Madrasah Tsanawiyah* (junior high school), and *Madrasah Aliyah* (senior high school). The textbooks are published in implementing KMA Number 183 of 2019 about Islamic education and Arabic in madrasa.

In this research, the researchers focused on the Arabic textbook for the tenth-grade students of Islamic senior high school due to its broad coverage of materials and skills. Besides, the textbook was very recently published in 2020. The textbook is called Bahasa Arab MA class X, written by Moh. Ilyas (Ilyas, 2020). It consists of 106 pages that are divided into six chapters. Each chapter is comprised of five sub-chapters: *Istima'* (Listening), *Qiro'ah* (reading), *Qawa'id* (grammar), *Al-kalam* (speaking), and *Al-kitabah* (writing). In this research, the researchers investigated HOTS content in the tasks instruction in only four sub-chapters: *Istima'*, *Qiro'ah*, *Al-kalam*, and *Al-kitabah*. The researchers limited the focus to obtain comprehensive thematic data of four language skills.

Several researchers have performed similar research on analyzing Arabic textbooks. First, Azhari analyzed an Arabic textbook for sixth-grade Islamic elementary school students. He found that the book has not met the criteria set by BNSP (National Education Standard Agency) (Azhari, 2018). The second research was conducted by Ramah, who found that the Arabic textbook for the twelfth-grade Islamic senior high school students had met the standard of curriculum 2013 in terms of spiritual attitude, knowledge, and skills (Ramah & Rohman, 2018). The third research was conducted by Albab, who investigated an Arabic textbook published by The Ministry of Religious Affairs in terms of content, delivery, language, and display.

Based on the results of previous research, there have been no researchers who investigated the Arabic textbook, especially the Arabic textbook for the tenth-grade Islamic senior high school students published by the Ministry of Religious Affairs in terms of HOTS. Thus, the researcher conducted this research to fill the gap and provide comprehensive information regarding the textbook.

In this research, the researchers examined the composition of higher-order thinking skills in the tasks' instructions of the Arabic textbook of Bahasa Arab MA Kelas X issued by the Ministry of Religious Affairs. The objective is to ensure that the textbook has aided students in developing higher-order thinking skills.

RESEARCH METHOD

The researchers employed the quantitative descriptive approach to describe the tasks' instructions in the Bahasa Arab MA Kelas X textbook published by the Ministry of Religious Affairs based on the Revised Bloom's Taxonomy. The main instruments were the researchers, who collected data from the textbook. Besides, the researchers utilized the documentation technique. The documentation was in the form of a table comprising Revised Bloom's Taxonomy indicators, specifically the Analyze, Evaluate, and Create.

The researchers used the read and quote technique to obtain data. The researchers investigated HOTS content in the tasks' instruction in four sub-chapters: *Istima'*, *Qiro'ah*, *Al-kalam*, and *Al-kitabah*. The researchers compiled and listed all of the textbook's tasks in this research. The researchers then read through all of the textbook tasks in order to ascertain the thinking skill categories of the tasks.

The researchers classified the data using Anderson and Krathwohl's Revised Bloom's Taxonomy based on the calculation results, namely analyzing, evaluating, and creating. After gathering and categorizing the data, the researchers calculated the data using descriptive statistics to determine the percentages of each data type by dividing the number of each HOTS category with the total number of instructions.

RESULTS AND DISCUSSION

The researchers discovered that the textbook contains 78 tasks divided into six chapters. The instructions for the tasks can be classified into different categories based on the sub-chapter in which they are contained. Table 2 contains data on the types of tasks' instructions.

Table 2
The Distribution of Tasks' Instruction in each Sub-chapter

Skill	Instruction	Frequency
Listening	Listen to the dialogue and answer the questions.	11
	Listen and understand the vocabulary/phrase/expression.	10
Reading	Match the vocabulary with the appropriate pictures.	1
	Read the text and write (C) if the statement is correct and write (I) if the statement is incorrect.	6
	Answer the questions based on the text.	7
	Fill in the blanks with appropriate words.	3
Speaking	Match the sentence with the appropriate pictures.	1
	Perform questions and answer with partners.	10
	Perform a dialogue.	3
	Express your opinion.	1
Writing	Talk about the themes (family, hobby, activities, etc.) in front of the class.	5
	Arrange the words/phrases into meaningful sentences.	5
	Fill out the forms.	1
	Write sentences based on given words.	4
	Write a descriptive/narrative text.	6
	Write a paragraph.	2
	Express your opinion.	1
Complete the sentences with appropriate words.	1	
Total		78

Further analysis findings are presented based on the HOTS categories, namely analyzing, evaluating, and creating. In this analyzing category, the textbook contains only six tasks. The whole analyzing category is contained in the *Al-qiro'ah* sub-chapter. The tasks mainly instruct students to analyze statements by distinguishing the correct and incorrect information.

Table 3
The Distribution of Analyzing Category

HOTS Category	Sub-chapter	Frequency	Percentage
Analyzing	<i>Al-qiro'ah</i>	6	100%

In the tasks, the students are instructed to read passages that discuss the themes of each unit. Then, they are instructed to read several statements and determine whether the statements are relevant to the passage. The following is an example of analyzing instruction.

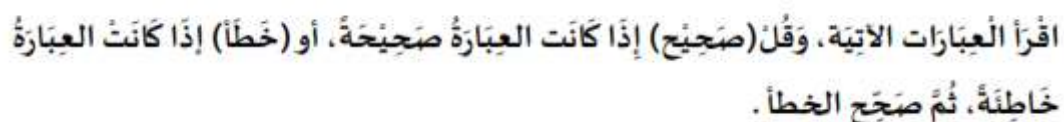


Figure 1. An Example of Analyzing Instruction

Figure 1 displays that the task instructs the students to distinguish information in the statements into two categories: correct and incorrect. Thus, this type of instruction belongs to the analyzing category since it is relevant to the keyword of analyzing category of HOTS presented in Table 1.

The evaluating category of HOTS can be found in two sub-chapters, namely *Al-kalam* and *Al-kitabah*. Each sub-chapter contains one instruction that depicts the evaluating category where the students are instructed to express their opinion regarding the discussed topic.

Table 4
The Distribution of Evaluating Category

HOTS Category	Sub-chapter	Frequency	Percentage
Evaluating	<i>Al-kalam</i>	1	50%
	<i>Al-kitabah</i>	1	50%
Total		2	100%

The students are instructed to voice their opinions regarding the previously discussed topics in the task. The example of the instruction can be seen in the following figure:

عَبَّرَ أَيْكَ فِي اسْتِخْدَامِ أَقْسَامِ الْأَفْعَالِ وَالْأَسْمَاءِ الْمَذْكُورَةِ وَالْمَوْثِقَةِ مِمَّا تَحَدَّثَ عَنْهُ زَمِيلُكَ.

Figure 2. An Example Evaluating Instruction

Figure 2 shows that the task requires students to express their opinion on masculine and feminine nouns and the verbs spoken or written by their peers. In doing so, the students must evaluate and rate the quality of the nouns and verbs used by their peers. Thus, this type of instruction belongs to the evaluating category of HOTS since the students must evaluate a certain topic.

The creating category of HOTS is distributed to several sub-chapters of the textbook. The *Al-kalam* sub-chapter contains five tasks of creating a category, and the *Al-kitabah* sub-chapter contains 19 tasks of creating the category. The detail can be seen in Table 5.

Table 5
The Distribution of Creating Category

HOTS Category	Sub-chapter	Frequency	Percentage
Creating	<i>Al-kalam</i>	5	17%
	<i>Al-kitabah</i>	19	83%
Total		24	100%

In the tasks, the students are instructed to write and speak about the themes discussed. The objective of the tasks is for the students to create or produce sentences, paragraphs, texts, or speeches.

كُونَ أَسْئَلَةً مِنَ الْكَلِمَاتِ الْآتِيَةِ.

Figure 3. An Example of Creating Instruction in Al-Kitabah Sub-chapter

Figure 3 displays that the task instructs students to write sentences based on the provided words. Besides, the tasks also instruct students to write paragraphs and texts based on the themes of the learning materials. In the *Al-kalam* sub-chapter, the tasks instruct the students to talk in front of the class about topics provided, as can be seen in the following figure:

تَكَلَّمْ أَمَامَ الْفَصْلِ عَنْ "أَسْرَتِكَ وَمِمَّنْ يَتَكَوَّنُ أَعْضَاؤُهَا".

Figure 4. An Example of Creating Instruction in Al-kalam Sub-chapter

The students are instructed to talk about family in front of the class in the task. The students must be able to deliver information regarding the topic orally. Thus, tasks represent the creating category of HOTS since the student must compose their own sentences.

According to the analysis findings, the researchers discovered that the Ministry of Religious Affairs' Bahasa Arab MA Kelas X textbook offers task instructions that cover higher-order thinking skills. However, merely 32 of the 78 task instructions include analyzing, evaluating, and creating. The remaining instructions are classified as lower-order thinking skills, such as remembering, understanding, and applying. Tables 6 show the distribution of the thinking skill categories in greater detail.

Table 6
The Distribution of Thinking Skills

Thinking Skills	Category	Frequency	Percentage (%)
Lower-order	Remembering	21	27
	Understanding	12	15
	Applying	13	16
	Analyzing	6	8
Higher-order	Evaluating	2	3
	Creating	24	31
Total		78	100

According to the data, lower-order thinking skills predominate in the textbook's distribution of thinking skills. With 21 instructions (27%), it is dominated by remembering.

In terms of HOTS, the textbook is dominated by the *Al-kitabah* and *Al-kalam* sub-chapters, which have 24 instructions (31%). The sub-chapter tasks encourage students to create something based on their own ideas. It corresponds to the creating criteria of creating, constructing, and developing one's idea (Gais & Afriansyah, 2017).

Analyzing is the second most dominating higher-order thinking skill with six instructions (8%). In the *Al-Qiro'ah* sub-chapter, six instructions include the analyzing category. The questions are designed to help students determine the information they receive, organize the information and the purpose of the information. Students must determine aspects/elements, characterize, organize, compare, and find implied meanings when analyzing (Setiawati et al., 2019).

Furthermore, the evaluating instructions are present in the sub-chapters *Al-kalam* and *Al-kitabah*. The purpose of assessing education is for pupils to evaluate, examine, and criticize anything based on specified standards.

According to the findings, the proportion of thinking skills in the Bahasa Arab MA Kelas X textbook is not spread uniformly. The uneven distribution of thinking skills demonstrates textbooks' shortcomings in promoting higher-order thinking skills. As a response, HOTS-based instructions must be produced for the textbook. The teacher must also exercise caution when picking textbooks to be used in the teaching process, as texts substantially impact students' HOTS development. Considering the importance of HOTS, students can prepare for the challenges of global competition with such rapid development through the use of HOTS to develop skills and use the skills in the real world (Sholiha & Kurniawan, 2022).

The results of this research correspond with research conducted by Suvina that the Indonesian textbook for the tenth-grade senior high school students does not contain a symmetrical distribution of thinking skills. The textbook is dominated by only the analyzing aspect of HOTS and does not contain evaluating aspects (Suvina & Ramly, 2021). Another researcher analyzed the thinking skill in an economics textbook published by Erlangga. Although the textbook has integrated the thinking skills sufficiently well, the textbook contains inaccurate facts and weaknesses in presenting the learning materials (Sholikha & Fitrayati, 2021).

CONCLUSION

The researchers found that the textbook contained 78 task instructions based on the analysis. There are 32 instructions that represent the higher-order thinking skills. The creating instructions dominated the higher-

order thinking skill category with 24 instructions (31%). The second most dominant higher-order thinking skills category is analyzing with six instructions (8%). Lastly, the third higher-order thinking skills category is evaluating with two instructions (3%). Unfortunately, the textbook is dominated by lower-order thinking skills that occupy 46 out of 78 total instructions. This fact signifies that lower-order thinking skills still dominate the textbook. Thus, the textbook cannot sufficiently support students' higher-order thinking development.

The limitation of this research is that the researchers only analyzed four out of five sub-chapters of the textbook. Also, the researchers limited the discussion only on the task instruction. Therefore, it is suggested that further researchers analyze the textbook completely and cover the whole aspect of the textbook. Furthermore, it is suggested that the textbook developer emphasize higher-order thinking skills so that students' higher-order thinking skills can be properly improved.

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- 951 *HOTS Analysis of Task Instructions in Bahasa Arab Madrasah Aliyah Textbook Published by the Ministry of Religious Affairs – Heni Verawati, Evi Febriani, Intan Muflihah, Uswatun Hasanah, Agus Susanti, Fitriani*
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