

Assessment Of Textbook Published by Ministry of Religion Republic Indonesia: HOTS, MOTS, or LOTS?

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Abstract

This study aims to analyze the assessment of Arabic language skills and linguistic elements in the book published by the Minister of Religion in 2020 for mapping assessments based on HOTS, MOTS, or LOTS. The research method used is descriptive qualitative based on content analysis techniques on assessment items listed in class X Madrasah Aliyah textbooks. Data was obtained through written sources, namely textbooks, as many as 392 assessment items, and other secondary sources, such as papers, articles, and books. The results of this study show that the percentage of assessments in the class X Arabic textbooks issued by the Decree of the Minister of Religion (KMA) of the Republic of Indonesia in 2020 leads to the following competencies: as much as 35% of the assessment items fall into the C2 category (understanding); 54% in category C3 (apply); and 9% fall into category C4 (analyze). The research findings identify that the form of assessment in the Arabic language textbook for class X KMA 2020 leads to the middle-order thinking skills level (MOTS), which is more dominant at the C3 (applying) level. The researchers recommend further research to develop Arabic teaching materials that lead to higher-order thinking skills (HOTS) through Bloom's Taxonomy framework.

Keywords: Textbook; Assessment; Higher Order Thinking Skills

INTRODUCTION

The authentic assessment system is one form of assessment implemented in the 2019 Indonesian curriculum. The assessment process adopts the demands of 21st century learning skills; namely communication skills, critical thinking, creative thinking and communication skills (Ma'rifatillah et al., 2019) (Pardede, 2020). Based on the demand for skills globally, the form of language skills assessment also leads to critical thinking skills known as Higher Order Thinking Skills (HOTS). The demands of the Arabic language curriculum contained in the Decree of the Minister of Religion (KMA) in 2019 are referring to the demands of the 21st century, where the learning process and evaluation system are encouraged to produce graduates who are capable and able to compete on a global scale and adopt critical and creative values (Ainin, 2020; Huda & Rais, 2021).

The indicators of critical thinking ability can be identified through Bloom's Taxonomy theory. Anderson et al., (2001) suggested that the results of the revised Bloom's Taxonomy theory can be used as indicators of a learning assessment system based on Higher Order Thinking Skills (HOTS), Middle Order Thinking Skills (MOTS) and Lower Order Thinking Skills (LOTS). Thus, the mapping of learning evaluations in Arabic textbooks issued by the Decree of the Minister of Religion (KMA) in 2020 can be studied more critically to obtain a mapping of forms of assessment of Arabic skills and linguistic elements. Through the intermediary of the assessment system, it is hoped that the skill measurement process can be evaluated holistically.

Based on the mapping of Bloom's Taxonomy, it is known that the indicators of critical thinking skills can be described in the following figure.



Figure 1 Bloom's Taxonomy Indicators

Based on Figure 1, it is known that each level of the bloom taxonomy has the necessary indicators. It can be classified based on *The Operational Verbs* (KKO) that are stated. As for the first level, which is still at the level of remembering, then the increase in ability to understand concepts, definitions and be able to describe. These two stages are included in the low category, namely LOTS. While the next level is to apply the knowledge that has been obtained and at the next level is to analyze knowledge and compare it into the fourth category. The third and fourth levels fall into the category of intermediate thinking skills (MOTS). The fifth level is the ability to think to evaluate while the final stage is the ability to design and develop science. The fifth and sixth levels are included in the HOTS category, namely the ability to think critically. Through these indicators, the mapping of objectives, strategies and evaluations can be directed. This level requires students to apply what they remember and understand (Ilmiani & Delima, 2021) Furthermore, revealing the benefits of using Bloom's taxonomy, which helps develop questions that will make students think more broadly and can also shape students' knowledge processes (Saputri et al., 2019)

Several studies have described the topic of critical thinking skills in the learning process and other elements holistically and critically. One of them is to implement an educational environment based on Bloom's taxonomy which shows the need for the availability of input for learners, such as critical communication, critical reading materials (Mate, 2018) As the mapping of teaching media based on Bloom's Taxonomy is described to examine writing skills (Arifin et al., 2021) Although the learning strategies developed by teachers vary, but the learning design in the 21st century suggests that the tendency to increase critical thinking skills is obtained through the learning process independently and collaboratively (Febriani & Mahmudi, 2021)

In addition, learning design and evaluation are also directed at HOTS-based learning. Although the demands of critical thinking learning have been internalized through the learning process, there are challenges faced by teachers and students, such as the limited availability of teacher competence in conducting HOTS learning (Mahmudi, 2020) The challenges in implementing HOTS-based learning are the lack of supporting facilities and the limited ability of students regarding their ability to critically elaborate on information which also hinders the expected learning process (Ritonga et al., 2021)

Other findings support the HOTS-based evaluation system through item analysis that describes the levelization of Bloom's taxonomy-based questions on national exam questions in *madrasah* (Natsir et al., 2021) As for supporting HOTS thinking skills,

a syllabus with bloom taxonomy is needed based on holistic learning outcomes that contain three abilities- rational thinking, purposeful thinking, and effective relationships with context (Rahman & Manaf, 2017)The research findings also suggest that there are still challenges in implementing HOTS-based learning, lack of pedagogical knowledge, limited material mastery and student readiness factors (Zhaffar et al., 2021)

Based on previous research, further research is still needed to evaluate the teaching materials developed by the Ministry of Religion to map the extent to which the assessment in these teaching materials is able to support the internalization of critical thinking skills. Based on this, this study aims to explore Arabic teaching materials for class X which have been published by the Directorate of Institutional and Student Facilities Curriculum for Madrasah (KSKK) of the Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia in 2020.

METHOD

This study uses a qualitative research design with a text study method through content analysis. Qualitative research functions to see more complex and deeper phenomena (Bogdan & Sari, 1982)This study focuses on the analysis of item assessment questions in textbooks published by the Directorate of Madrasah Institutional and Student Facilities Curriculum (KSKK) of the Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia in 2020. Each assessment item consists of 5 categories; listening, speaking, reading, writing skills as well as sentence structure assessment (*qawaid*) which are classified on an assessment based on HOTS (Higher Order Thinking Skills), MOTS (Middle Order Thinking Skills) or LOTS (Lower Order Thinking Skills).

The data collection technique is based on primary sources, namely the content of item assessment and documentation of questions contained in the textbooks of the Ministry of Religion of the Republic of Indonesia in 2020. The sample of books taken in class X (Ten) consists of six lesson chapters. While secondary sources are taken from books, articles published in journals and other written sources. The assessments studied amounted to 392 questions with different varieties based on Arabic language skills and linguistic structure. The following analyzed data sourced from class X teaching materials.

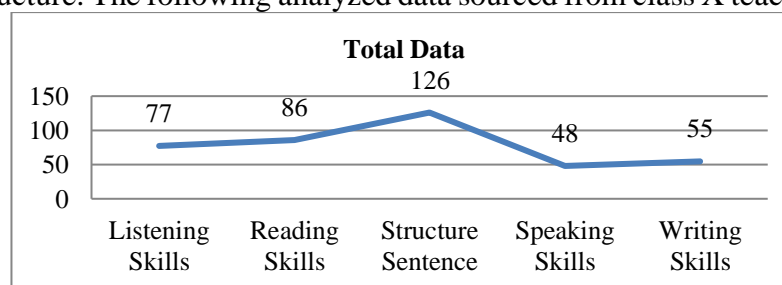


Figure 2 Data

Through the number of questions in Figure 2, the research findings are expected to be able to show the overall direction of the assessment of the textbooks for the Ministry of Religion of the Republic of Indonesia for class X entering the HOTS, MOTS or LOTS levels.

The analysis technique used is content analysis. The researcher classified the item assessment questions on four language skills and sentence structure. The classification

process is divided into 6 parts according to Bloom's Taxonomy theory. Each item is entered at the HOTS, MOTS or LOTS level, which can be seen in the following chart.

Table 1 Bloom's Taxonomy Classification

HOTS	Creating (C6) Analyze (C5)	<i>Creating Ideas</i> <i>Make decisions</i>
MOTS	Apply (C4) Understanding (C3)	<i>Using information on different domains</i>
LOTS	Explaining (C2) Knowing (C1)	<i>Explain ideas / concepts</i> <i>Remember</i>

Based on table 1, each item can be classified into groups that are adjusted based on indicators of Bloom's Taxonomy theory.

RESULTS AND DISCUSSION

Class X Arabic Textbook consists of 6 Chapters which are grouped for two semesters. The grouping of chapters and the distribution of questions in each chapter can be seen in the following table.

Table 2 Number of Chapters in Class X

No	First semester	Second semester
1	at-Tahiyat wa at-Ta'aruf (71 Questions)	al-hayah al-yaumiyah (45 questions)
2	al-Usrah wa al-Bait (124 questions)	al-Hiwayah (59 questions)
3	al-Madrasah (39 questions)	at-Thoam wa ash-Sharab (54 questions)

Based on table 2, it is known that the distribution of items for the four language skills and elements of sentence structure varies in number. This can be seen through the various forms of assessment that vary in the distribution of questions. The several forms of questions contained in the assessment of class X textbooks can be classified in the following table.

Table 3 Classification of Assessment Forms

Theory	Question Form
Istima' (Listening)	Listen and answer questions
Qiraah (Reading)	Short answer
	Fill in the blanks using the words provided in the box
	Answering true/false and correcting what's wrong
	Answering questions about text
	Complete the sentence
	Connecting sentences with pictures
	Answering true/false and correcting what's wrong
Kalam (Speaking)	Do a short question and answer
Kitabah (Writing)	Make sentences using sentence structure rules per theme
	Writing descriptive text
	Arrange words into sentences
	Make a question from one word
	Write a paragraph about the theme
Qawaid (Structure)	Determining the zharaf of the times and the zharaf of eating
	Fill in the blanks with traditional istifham
	Make plurals and make sentences

As for the variations in the form of questions described in table 3, the form of assessment of each language skill and sentence structure has varied assessment instructions. This is adjusted to the desired assessment objectives. The form of questions in the form of

understanding and measuring students' creativity and thinking leads to the instruction of question items through Bloom's taxonomy indicators.

Directions for producing Arabic are more likely to produce spoken language by expressing opinions; As for writing, it is directed at making paragraphs, so that students are able to produce ideas creatively and are able to improve critical thinking skills. As research findings support that variation in questions can map students' abilities through operational verb instructions in question items as well as causal thinking patterns in the learning process (Gul et al., 2020; Rahman & Manaf, 2017). In addition, learning conditions also determine the achievement of targets in the learning process (Ayua, 2017; Siregar & Amalia, 2019). Although the variety of assessments varies in each chapter, the analysis of research results is mapped into each component of skills and linguistic elements which have different domains and distributions of assessment.

1. Assessment Item Analysis

Based on the data obtained, the researchers classified the distribution of assessments in five categories; namely listening skills, reading skills, speaking skills, writing skills and understanding sentence structure. Each category is analyzed based on bloom taxonomic theory which identifies C1, C2 (HOTS), C3 and C4 as being in the (MOTS) category, C5 and C6 in the (LOTS) category. Based on the content analysis that has been done, the researchers divide the sub-discussions as follows.

2. Listening Skills Assessment

As for the form of analysis in listening skills, the researchers divided the distribution of each chapter. The classification can be seen through the following figure.

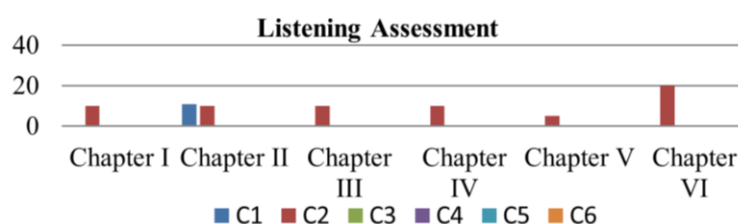


Figure 3 Listening Assessment Analysis

Through Figure 3, it is known that the distribution of assessments in the class X textbooks of the Ministry of Religion still focuses on C2 (explaining) which is evenly distributed in each chapter. However, there are variations in the assessment in Chapter II which show questions based on C5 (evaluating), namely there is an analysis process that is more quantitative in terms of the items. This shows that the overall direction of assessment in listening skills is still relatively low (LOTS). As limitations on listening skills instruction are dominant in receptive abilities, where the intensity of producing language does not fall into this field; so that critical thinking skills are still minimal in the production of assessments in these teaching materials. This was confirmed by previous research that listening ability is a passive skill (Mustofa & Febriani, 2021)

3. Reading Skills Assessment

The distribution of assessment items on reading skills is more varied. This is shown through the distribution of heterogeneous forms of questions. There is an understanding of reading text content, vocabulary, as well as connecting sentences with pictures and answering the provided text-based questions. The distribution of

assessment analysis on speaking skills can be categorized through the following picture.

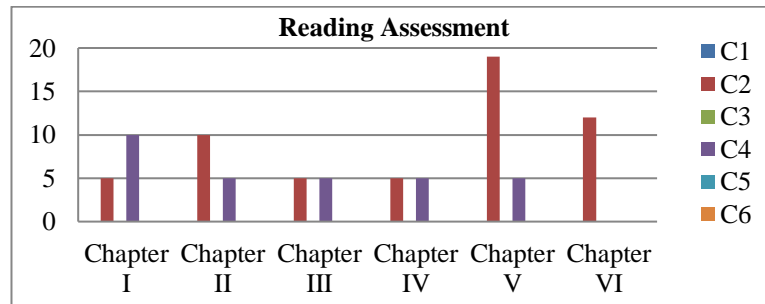


Figure 4 Analysis of Reading Assessment

Based on Figure 4, the distribution of reading assessment has a balance that is not too far between C2 and C4 abilities. The process of reading skills requires a sharp analysis of the meanings and intentions expressed in the available texts. But overall, C2 is still dominant in the assessment of reading skills. So it is still necessary to vary the form of questions that are relevant to the desired skill target.

Meanwhile Ilmiani & Delima (2021) confirmed in their research results that variations in critical thinking assessment through reading skills can be classified by the ability to distinguish nouns, verbs and conjunctions. In addition, the training process can be directed at students' ability to understand reading and reproduce information that has been obtained through the results of their reading analysis (Indriyana & Kuswando, 2019) The teacher designs appropriate assessments using HOTS assessments in assessing reading comprehension, such as item analysis according to Bloom's Taxonomy levelization (Amali et al., 2022) Teachers can also use reading mapping in assessing HOTS-based reading skills, such as the concept of thinking map (Rashika et al., 2019) Through these several techniques, it is hoped that the variation of the assessment will also have a balanced portion in each LOTS, MOTS and HOTS categories.

4. Speaking skill Assessment

The distribution of assessment items on speaking skills is more varied. This is shown by the heterogeneous distribution of the question forms and the increase in the LOTS level. The existence of creativity in compiling and answering dialogues with friends as well as critical abilities in understanding the meaning of the conversation became the basis for the distribution of various questions. The distribution of assessment analysis on speaking skills can be categorized through the following picture.

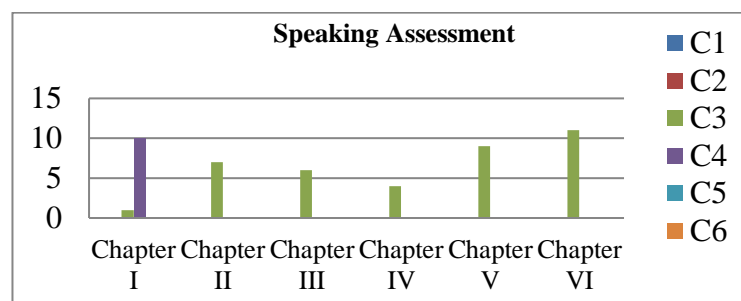


Figure 5. Analysis of Speaking Skills Assessment

Through Figure 5, it is known that the distribution of assessments on speaking skills has a higher level than listening and reading skills. This is shown through the

distribution of C3 which has a dominant medium level (MOTS) in each chapter. The C4 category also has a large number of 10 assessments in the first chapter. This distribution illustrates that variations in speaking assessment rely on students' creative, analytical and critical abilities in responding to conversations during dialogue. In addition, the critical analysis process becomes a point for the development of productive language skills from the speech element. As confirmed that critical thinking skills in speaking skills can be measured through various things such as the ability to choose the right vocabulary in producing language, sorting and creating ideas in responding to questions orally and understanding issues contained in the context of conversation (Bahrudin et al., 2020) The reinforcement in the assessment system leads to a variety of question instructions that suppress students' thinking skills, such as indicators asking for opinions, expressing expressions and responding to contextual-based conversations (Koral & Mirici, 2021)

5. Writing skills Assessment

The distribution of assessment items on writing skills is dominant at the C3 level ability. This is shown through the distribution of homogeneous question forms and an increase in the LOTS level. The existence of creativity in compiling and answering assessments in writing skills requires students' ability to understand questions and answer various questions. The distribution of assessment analysis on writing skills can be categorized through the following figure.

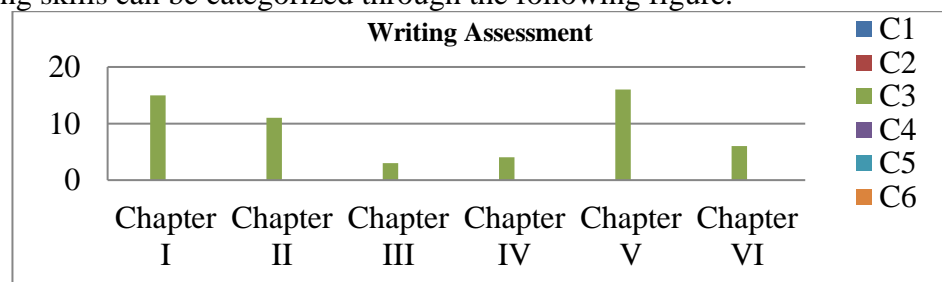


Figure 6 Analysis of Writing Skills Assessment

Through Figure 6, it is known that the distribution of assessments on writing skills has a higher level than listening and reading skills. This is shown through the distribution of C3 which has a dominant medium level (MOTS) in each chapter. This distribution illustrates that the ability to think creatively and critically in producing written language provides opportunities for students to practice and understand vocabulary and use it appropriately. Making the HOTS questions valid, reliable, and feasible to use must contain critical and creative thinking skills (Febrianti et al., 2021) Other research also supports that the development of writing assessments can be directed at systematic learning modules (Singh et al., 2018).

6. Sentence Structure Comprehension Assessment

The distribution of assessment analysis on sentence structure can be seen in the following chart.

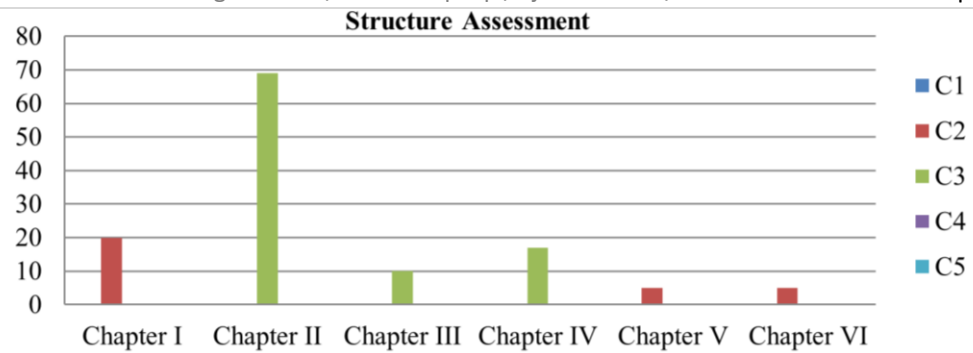


Figure 7 Analysis of Sentence Structure Assessment

Based on Figure 7, it is known that the C3 element is more dominant than the C2 element. This indicates that the percentage of the distribution of questions on sentence structure skills tends to master C3. This is supported by the competency objectives in the 2019 KMA curriculum that mastery of sentence structure is contained in each chapter which aims to enable students to construct and produce sentences in accordance with applicable rules both orally and in writing. The process of developing sentence structure in the assessment elements has a heterogeneous level of variation. This is indicated by the direction of the assessment being still dominant at the C3 cognition stage with the level of question instructions in the form of analysis and sentence construction based on the right structure. As stated that the sentence structure is obtained through reading analysis as well as the applicative application in producing language. So that in every element of language skills, sentence structure becomes an important assessment in the learner's mastery of the foreign language being studied. The classification of accumulative assessments can be seen through the following diagram.

Distribution of Assessment for Class X Books of the Ministry of Religion 2020

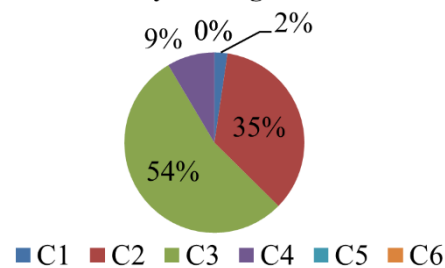


Figure 8 Distribution of Assessments

Through Figure 8, the assessment items in the class X textbook are included in the MOTS (Middle Order Thinking Skills) category. This is indicated by the percentage of 35% of the assessment items falling into the C2 category (understanding), 54% in the C3 category (applying), and 9% in the C4 category (analyzing). The comparison of the levelization of students' abilities is still not evenly distributed at each level. So that the objectives of learning to think critically and creatively in achieving the 2019 curriculum have not been maximally demonstrated through the assessment system in textbooks. This is because the percentage of ability measurement has not led to a balance between the levelization of critical and creative thinking skills for students. This requires the development of an appropriate assessment instrument after testing the validity and

reliability of the assessment (Nabila et al., 2021) One of the instrument developments can be used credible online media as a student assessment tool (Purwaningsih et al., 2021).

Based on the information in Figure 8, the tendency of the scoring system is still at the intermediate level. Although this Bloom's taxonomy-based assessment mapping is still in class X for Arabic teaching materials, it is hoped that these findings can provide an overview and improvement for the quality of the learning and evaluation system for each Arabic language skill as well as in learning activities that lead to global demands, namely the ability to think, critical and creative. This is sought to encourage students to solve the problems they face and the challenges that need to be solved through critical thinking exercises at the school level. As such, this capability is an absolute demand for the development of superior and competitive human resources (Rusdin, 2018).

The findings of this study investigate that the C3 domain in the scoring system is more dominant than other levels. Meanwhile, based on the learning objectives in the curriculum, the Decree of the Minister of Religion in 2019 encourages learners to have 4c skills based on internalizing 21st century learning activities (Minister of Religion Decree No. 184, 2019). However, in this book, the assessment system still requires the development of a varied assessment classification. Such as the demands for the development of more significant items and assessment instruments leading to critical and creative thinking skills. Educators can provide stimulation to students to look for activities based on and meaningful knowledge concepts (Ulum et al., 2021). So, through a structured and heterogeneous project-based assessment system, it is hoped that it will be able to evaluate the Arabic language skills of learners with a balanced capacity at each level.

As for the presentation of the assessment of the Arabic component, this book still focuses on the assessment of sentence elements, there is no assessment of other linguistic elements such as the assessment of the sound element (ashwat), for the language component only sentence structure exercises are available (qawaa'id). Ashwat mastery exercises seem to be included in listening exercises. Vocabulary use exercises (mufradat) are also integrated into speaking, reading and writing exercises. The distribution of exercises in each skill and qawaa'id has not taken into account the demands of higher-order thinking, such as 21st century curriculum and learning guidelines. Likewise, exercises have not been arranged using material grids and assessment indicators. The gap in higher order thinking skills instruction at C6 is minimal. This encourages the development of a more standardized evaluation.

As the frequency of LOTS, MOTS and HOTS assessments is still limited in textbooks, it shows that further identification and analysis is needed to develop an assessment system that is in accordance with the demands of critical thinking (Fitriani & Kirana, 2021). Other research supports that the HOTS assessment of the four Arabic language skills can be carried out by aligning the form of assessment and the dimensions of the HOTS thought process: creating, evaluating and analyzing which are then detailed in indicators of competency achievement which are the elaboration of basic competencies (Haniefah, 2022). In addition, the development of assessment instruments is still in the LOTS category compared to HOTS (Hartini et al., 2021).

Keywords Active learning involving HOTS students can help students complete the HOTS assessment. Equitable distribution of learner competence and assessment in the LOTS, MOTS and HOTS systems need to be developed to support the internalization of the demands of critical thinking skills (Verawati et al., 2022). Teachers need more

practice in making analytical, comparing, evaluating, and generalizing activities through the integration of learning elements such as media, strategies and evaluation systems (Salem, 2018; Suwarma & Apriyani, 2022). Previous research has also confirmed that limited knowledge of teachers and lack of training in HOTS-based assessments are still obstacles in realizing HOTS learning objectives to the fullest (Giri, 2021; Rachmawati & Purwati, 2021). Through training activities, it also has a significant impact on the development of teachers' pedagogical abilities in developing HOTS-based assessment and learning (Bahri et al., 2021). Support from policy makers in developing HOTS-based assessments is also urgently needed through assessment development activities and training (Singh & Marappan, 2020; Tyas et al., 2019).

CONCLUSION

The findings of the study concluded that the percentage of assessments in Arabic textbooks for class X published by the Directorate of Madrasah Institutional and Student Facilities Curriculum (KSKK) of the Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia in 2020 led to the competency to *apply* the skills of listening, reading, speaking, writing and understanding. sentence structure; as the data shows 35% of the item assessments fall into the C2 category (understanding), 54% in the C3 category (applying), and 9% fall into the C4 category (analyzing). The research findings identify that the form of assessment in the Arabic class X KMA 2020 textbooks leads to the level of MOTS is more dominant at the level of C3 (*apply*). This means that the assessment system needs to be developed based on the planned material grid, then check the validation and testing of the assessment instrument, so that the assessment process can be aligned with the demands of critical thinking skills. Although this research is still limited to the sample used, namely the Arabic language textbook for Madrasah Aliyah class X published by the Directorate of Institutional and Student Facilities Curriculum for Madrasah (KSKK) Director General of Islamic Education Ministry of Religion of the Republic of Indonesia in 2020, so the researchers recommend for further research to classify assessment on a more varied sample and using more complex research methods.

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