

Innovation of *Qawaid Nahwiyah* Assessment in Arabic Textbooks Class XII Based on HOTS Assessment

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Abstract : The aim of this study is to analyze HOTS-based test instruments for assessing *Qawaid nahwiyah* and innovation in class XII Arabic textbooks published by the Ministry of Religion in 2020. This research uses qualitative research methods; the approach used adopts library research techniques. Data analysis methods used include content analysis and descriptive analysis. The main source of data comes from an Arabic book published by the Ministry of Religion of the Republic of Indonesia in 2020 for class XII. In addition, secondary data sources in research involve journals, books, and other relevant data. The results of this research show that there are 9 questions on the *Qawaid Nahwiyah* instrument test, 1 HOTS question at the C4 level, and 8 other questions at the MOTS level. The innovations made to the HOTS-based *Qawaid Nahwiyah* test instrument produced 10 new questions, which included 8 C4-level questions, 1 C5-level question item, and 1 C6-level question item. In this research, there are several new HOTS-based instruments, including: pronouncing words or phrases in sentences; comparing sentence structures; determining correct and incorrect sentences; explaining types of words; identifying and correcting sentence errors; as well as providing comments and assessing. different rules in a sentence.

INTRODUCTION

In the scope of education, evaluation is often conducted as an effort to assess the extent to which learning objectives are achieved, especially in the evaluation of learning outcomes. Evaluation is carried out at the end of the learning process to assess the extent to which knowledge has been mastered and absorbed by students.¹ Assessment is the evaluation process's component, the function of learning outcome assessment is to address various student learning outcomes, including knowledge, skills, and attitude during the learning process.² Gronlund and Linn (1985) define assessment as a systematic process of collecting,

¹ Mujianto Solichin, 'Analisis Daya Beda Soal, Taraf Kesukaran, Validitas Butir Tes, Interpretasi Hasil Tes Dan Validitas Ramalan Dalam Evaluasi Pendidikan', *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 2.2 (2017), 192-213 <<https://doi.org/https://doi.org/10.26594/dirasat.v2i2.879>>.

² Selma Meila Puspita and Syihabuddin Syihabuddin, 'Forms of Instruments in Assessing Vocabulary Mastery', *International Journal of Arabic Language Teaching*, 2.02 (2021), 213-31 <<https://doi.org/https://doi.org/10.32332/ijalt.v2i02.2466>>.

analyzing, and interpreting information to determine the extent to which learners achieve learning objectives.³

Evaluation plays a crucial role that is inseparable from the learning process. As one of the three main pillars in the learning series, evaluation is continuously integrated with the other pillars, namely planning, implementation, and evaluation itself.⁴ Measuring learning outcomes is generally carried out using measuring instruments in the form of tests. Tests are methods or procedures used to measure and assess progress in the field of education.⁵ To achieve learning targets, assessment instruments are needed that not only emphasize memorization and understanding but also encourage the development of students' thinking skills.⁶

In order to develop critical thinking skills, teachers can present learning experiences by designing the learning process. Teachers design learning by providing challenges that stimulate students' thinking abilities and involve analytical steps based on real-life situations.⁷ Teachers should be able to disaggregate learning achievements into three areas of competence, namely cognitive, effective, and psychomotor abilities, according to Bloom's taxonomy (1956).⁸

Learning Arabic involves important elements that need to be taught to students, namely the sound system (*ashwat*), grammar, or *qawaid* (*sharaf* and *nahwu*), and vocabulary (*mufradat*).⁹ One of the three language elements, namely grammar or *qawaid*, is a crucial element that students should understand and master.¹⁰ Through understanding and mastering grammar, or *qawaid*, students can determine the placement of words, compare the structure of sentence patterns, pronounce words or phrases, and compose sentences well and correctly in accordance with the norms of *nahwu* and *sharaf*.¹¹

Qawaid, or grammar in Arabic, is a set of rules that explain how words or parts of words can be combined or changed to form an acceptable meaning in the

³ Prof. Dr. Moh. Ainin, *Penilaian Berpikir Tingkat Tinggi Dalam Pembelajaran Bahasa Arab* (Malang: CV. Bintang Sejahtera, 2023).

⁴ Berbasis Nilai Humanis and Fahrudin Eko Hardiyanto, 'Jurnal Pendidikan Bahasa Dan Sastra Indonesia', 9.3 (2020).

⁵ H Douglas Brown and Priyanvada Abeywickrama, 'Language Assessment', *Principles and Classroom Practices*. White Plains, NY: Pearson Education, 2004.

⁶ Alhafidz Riandeni, Dwi Yulianti, and I Wayan Distrik, 'Pengembangan Instrumen Penilaian Kognitif Berbasis Student Active Learning Untuk Meningkatkan Critical Thinking Peserta Didik Sekolah Dasar', *Jurnal Basicedu*, 6.3 (2022), 4720-30 <<https://doi.org/https://doi.org/10.31004/basicedu.v6i3.2868>>.

⁷ Yunin Nurun Nafiah, Wardan Suyanto, and Universitas Negeri Yogyakarta, 'Penerapan Model Problem-Based Learning Untuk Meningkatkan Keterampilan Berpikir Kritis Dan The Application Of The Problem-Based Learning Model To Improve The Students Critical Thinking', c, 125-43 <<https://doi.org/10.21831/jpv.v4i1.2540>>.

⁸ Robyn Collins, 'Skills for the 21st Century: Teaching Higher-Order Thinking', *Curriculum & Leadership Journal*, 12.14 (2014), 1-8.

⁹ Ahmad Labib and Dewi Hajar Windi Antika, 'Pengembangan Instrumen Penilaian Qawaid Dalam Pembelajaran Bahasa Arab', *Jurnal Pendidik Indonesia (JPIIn)*, 5.2 (2022), 275-82 <<https://doi.org/https://doi.org/10.47165/jpin.v5i2.388>>.

¹⁰ Nailur Rahmawati, 'Pembelajaran Bahasa Arab: Menuju Higher Order Thinking Skills (HOTS)', *Prosiding Konferensi Nasional Bahasa Arab*, 4.4 (2018), 149-54.

¹¹ Ainin.

Arabic context.¹² *Qawaid*'s important role in the practice of language use is because language is very subject to the rules that apply in that language.¹³

Without understanding language rules, a person will not be able to use the language effectively for communication or other purposes where there is a direct cognitive link between spoken and written language.¹⁴ The most basic cognitive domain starts with remembering, understanding, applying, analyzing, evaluating, and creating at the highest level.¹⁵

HOTS is a high-level thinking ability that requires individuals to think critically, creatively, and analytically regarding information and data in order to solve problems.¹⁶ HOTS is the highest thinking process in the cognitive domain that students obtain through various ideas and methodologies, including problem-solving methodology, Bloom's taxonomy, teaching and learning processes, and assessment taxonomy.¹⁷

In general, the six cognitive domain categories (C1-C6) are divided into two, namely low group cognitive competence (LOTS, or lower order thinking skills) for levels 1 to 3, and high group cognitive competence (HOTS, or higher order thinking skills) for levels 4 to 6.¹⁸ Revisions carried out by Anderson and Krathwohl (2001) in Anin (2023) include cognitive competency indicators from level 1 to level 6, which involve LOTS, MOTS, and HOTS, as in the following picture:¹⁹

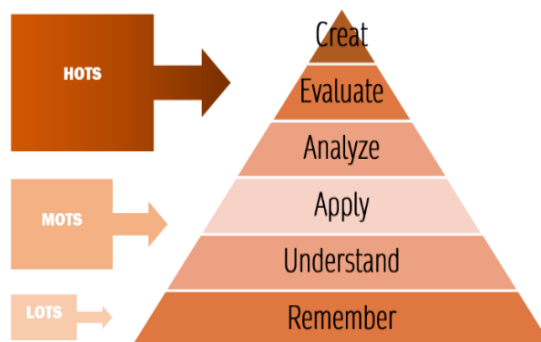


Figure 1 Classification of Cognitive Thinking Levels

¹² Abdul Wahab Rosyidi and Mamlu'atul Ni'mah, 'Memahami Konsep Dasar Pembelajaran Bahasa Arab' (UIN-Maliki Press, 2011).

¹³ Abdul Munip, 'Penilaian Pembelajaran Bahasa Arab', Yogyakarta: FITK UIN Sunan Kalijaga, 2017.

¹⁴ Acep Hermawan and Chaedar Alwasilah, *Metodologi Pembelajaran Bahasa Arab* (PT Remaja Rosdakarya, 2011).

¹⁵ 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*, 3.1 (2024), 52-69 <<https://doi.org/http://dx.doi.org/10.31000/al-muyassar.v3i1.10273>>.

¹⁶ Carroline Barrat, 'Higher Order Thinking and Assessment', in *International Seminar on Current Issues in Primary Education: Prodi PGSD Universitas Muhammadiyah Makasar*, 2014.

¹⁷ Hatta Saputra, *Pengembangan Mutu Pendidikan Menuju Era Global: Penguatan Mutu Pembelajaran Dengan Penerapan Hots (High Order Thinking Skills)* (Smile's, 2016).

¹⁸ Dian NF, 'Taksonomi Bloom: Model Dalam Merumuskan Tujuan Pembelajaran', *PUSDIKLAT Perpustakaan Nasional Republik Indonesia*, 2021 <<https://pusdiklat.perpusnas.go.id/berita/read/160/taksonomi-bloom-model-dalam-merumuskan-tujuan-pembelajaran>>.

¹⁹ Ainin.

If you look at the picture above, C1 (remembering) is in the LOTS category, C2 (understanding) and C3 (applying) are in the MOTS category, and C4 (analysis), C5 (evaluation), and C6 (creating) are in the HOTS category.

Textbooks are special learning materials in a particular field and are generally used as standard references to achieve the objectives of a teaching program.²⁰ The Arabic textbook used in this study uses the Arabic book Madrasah Aliyah, class XII, issued by the Ministry of Religious Affairs of the Republic of Indonesia (KEMENAG RI), written by Alfiatus Syarofah and Muhammad Yasin Fatchul Barry.

HOTS aims to improve students' thinking abilities from the LOTS (Lower Order Thinking Skills) and MOTS (Middle Order Thinking Skills) levels to the HOTS (Higher Order Thinking Skills) level, especially in the context of the ability to receive and analyze information as well as make decisions in certain situations.²¹ Assessment of learning *Qawaid nahwiyah* has the important aim of measuring students' understanding, mastery, and application of the rules of Arabic grammar.²²

Previous studies that discuss HOTS-based assessment, including: Zubaidah, et al. titled "*Higher Order Thinking Skills (HOTS) Level Instructional Book of Arabic Language at Senior High School*".²³ The purpose of this study is to describe the instructions in the Dariyadi and Feriandika eleventh-grade Arabic textbook and ascertain how HOTS is used in textbooks. The findings demonstrated that up to 75% of the Arabic tasks in the class XI SMA textbook were based on HOTS, the subject instruction is at the level of C4-C6, which is analyzing, evaluating, and creating. Indah Rahmi Nur Azizah, titled "*Analisis Kualitas Tes Bahasa Arab Berbasis Higher Order Thinking Skill (HOTS)*".²⁴ This research aims to measure the quality of the HOTS test on Arabic UAS questions. This descriptive research involved 30 samples. The results show that the validity and reliability of the test are high, 25 questions do not meet the multiple-choice writing criteria, the level of difficulty is not proportional, the discriminating power is moderate, the effectiveness of the distractor is sufficient, and all the questions are in the LOTS category, with details of C1 as 3 questions, C2 as 1 question, and C3 having 36 questions. Rifda Haniefah,

²⁰ Admin, 'Arti Dan Jenis Buku Teks', *Ridwan Institute*, 2020 <<https://ridwaninstitute.co.id/arti-dan-jenis-buku-teks/>>.

²¹ Sihabuddin, 'Prosedur Penyusunan Tes Berbasis Hots Pada Empat Keterampilan Berbahasa Arab', *Learning: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 3.1 (2023), 40-47 <<https://doi.org/https://doi.org/10.51878/learning.v3i1.2035>>.

²² Rizki Abdurahman, 'Konsep Pembelajaran Qawaid Dan Implikasinya Terhadap Pembelajaran', *Ihya Al-Arabiyyah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 6.2 (2020), 44-53 <<https://doi.org/http://dx.doi.org/10.30821/ihya.v6i2.9276>>.

²³ Zubaidah Zubaidah and others, 'Higher Order Thinking Skills (HOTS) Level Instructional Book of Arabic Language at Senior High School', *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 8.2 (2022), 151-64 <<https://doi.org/https://doi.org/10.15408/a.v9i2.28184>>.

²⁴ Indah Rahmi Nur Fauziah, Syihabudin Syihabudin, and Asep Sopian, 'Analisis Kualitas Tes Bahasa Arab Berbasis Higher Order Thinking Skill (Hots)', *لساننا (Lisanuna): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 10.1 (2020), 45-54 <<https://doi.org/http://dx.doi.org/10.22373/ls.v10i1.7805>>.

titled “Implementasi Model Penilaian HOTS (Higher Order Thinking Skills) pada Penilaian Empat Keterampilan Berbahasa Arab”.²⁵ The research was to find out the HOTS assessment model for the assessment of four Arabic language skills. The results of the study show that in the four language skills, the HOTS assessment is carried out by aligning the form of assessment with the dimensions of the HOTS thinking process, namely: creating, evaluating, and analyzing, which is then detailed on the indicator of achievement of competence as a presentation of the basic competence.

After conducting a preliminary analysis of the evaluation instruments in the Arabic textbook Madrasah Aliyah class XII by the researchers, it was found that the assessment instruments had a total of 5 chapters of material of 9 questions, with qualifications on C2 of 2 questions, C3 of 6 questions, and C4 of 1 question. Thus, the innovation of evaluation instruments should be done at a higher level, namely HOTS.

Based on the above data, the twelfth-grade textbook containing nine subjects uses one test instrument in the cognitive domain, which is at HOTS level, six questions at MOTS level, and two questions at LOTS level. Thus, the test instrument listed in the Arabic textbook MA for class XII, which was issued by the Ministry of Religion in 2020, has not fully implemented the test at HOTS level.

METHOD

This research is carried out using qualitative research methods. This research approach adopts library research techniques aimed at finding and collecting various library documents, such as books, journals, proceedings, and other documents.²⁶ Researchers perform analysis and interpretation of the meaning of an event in a particular situation according to their point of view. The primary source of data comes from an Arabic-language book published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020 for class XII. In addition, secondary data sources in this research include journals, books, and other relevant data. Data analysis methods used include content analysis and descriptive analysis by means of data collection and interpretation. The data obtained is then selected and filtered before an interpretation is performed. A data explanation is qualitatively based on information that has been analyzed and studied.

The study is based on five stages, including: 1) Observing, reading, and studying Arabic textbooks of the 12th grade published by the Ministry of Religion in 2020. 2) Sorting and selecting data for analysis, especially test instruments with

²⁵ Rifda Haniefa, ‘Implementasi Model Penilaian Hots (Higher Order Thinking Skills) Pada Penilaian Empat Keterampilan Berbahasa Arab’, *Ta’limi| Journal of Arabic Education and Arabic Studies*, 1.1 (2022), 49-71 <<https://doi.org/https://doi.org/10.53038/tlmi.v1i1.11>>.

²⁶ Rusdi Pohan, *Metodologi Penelitian Pendidikan* (Yogyakarta: Ar-Rijal Institute, 2007).

HOTS elements in *Qawaid Nahwiyah*. 3) Mapping data based on the difficulty level of HOTS questions. 4) Matching the HOTS test instrument with difficulty-level provisions. 5) Providing innovative test tools with HOTS elements for *Qawaid Nahwiyah*.

RESULT AND DISCUSSION

Cognitive Domain of *Qawaid Nahwiyah* Assessment in Arabic Textbooks

In the textbook published by the Ministry of Religion of the Republic of Indonesia (KEMENAG RI) in 2020 for class XII MA level.

Table 1. Types of *Qawaid Nahwiyah* Questions in Grade XII Arabic Textbook

Cognitive Level	Page	Test Instrument	No
C2	10	املاً الفراغات بالمضاف و المضاف إليه المناسب!	1
C2	10	املاً الفراغات بالعبارة أو الكلمة المناسبة!	2
C4	10	ضع علامة (√) حسب وصف التركيب الذي تحته خطأ!	3
C3	25	حوّل الفعل المبني للمفعول إلى فعلٍ مبني للمجهول ممّا تحته خطأ كما في ...	4
C3	26	حوّل الفعل المعلوم إلى الفعل المجهول، ثمّ كوّن جملة مفيدةً كما في المثال!	5
C3	38	حوّل الفعل بين القوسين إلى اسم التفضيل!	6
C3	55	املاً الفراغات بالأسماء الخمسة المناسبة!	7
C3	56	املاً الفراغات بالأفعال الخمسة المناسبة!	8
C3	68	املاً الفراغات بالفعل المضارع المناسب كما في المثال!	9

Test instrument number 1 assesses whether students can complete sentences with *mudhaf* and *mudhaf ilaih* that match the question sentence. This objective test is in the cognitive realm of MOTS because these questions reach level C2, where students are able to understand what they read and are able to complete sentences with appropriate *mudhaf* and *mudhaf ilaih*. For example:

- رَفَعُ الْأَثْقَالِ

- مَرَكَزُ الشُّبَابِ

١- مُحَمَّدٌ سَيُمَارِسُ فِي مَرَكَزِهِ

٢- عَلِيٌّ يُمَارِسُ الرِّيَاضَةَ فِي

Test instrument number 2 assesses whether students can complete sentences with phrases or words that match the question sentence. This objective test is in the cognitive realm of MOTS because these questions reach level C2, where students are able to understand what they read and are able to complete sentences with appropriate phrases or words. For example:

- حَارِسُ الْمَرْقَى
- كُرَّةُ الْقَدَمِ
- ١- كُلُّ النَّاسِ يُحِبُّونَ أَنْ يُسَاهِدُوا مُبَارَاةً
- ٢- هُوَ لَاعِبٌ مُهِمٌّ فِي فَرِيقِ كُرَّةِ الْقَدَمِ

Instrument test number 3 assesses whether students can assess textual facts. This test is in the HOTS cognitive realm because these questions reach level C4, where students are able to analyze what they read and determine the accuracy of the facts in the question text. For example:

	إضافة		نعت منوعات
	إضافة		نعت منوعات

- ١- مِنْ فَوَائِدِ الرِّيَاضَةِ تَقْوِيَةُ التَّفَكِيرِ وَالتَّرَكِيزِ
- ٢- حَدِيثُهُ تَحْتَارُ رِبَاضَةً فَرْدِيَّةً مَعَ أَصْدِقَائِهَا

Instrument test number 4 assesses whether students can change or replace a word from *fi'il mabni lil maf'ul* to *fi'il mabni lil majhul*. This test is in the cognitive realm of MOTS because these questions reach level C3, where students are able to understand a sentence and then change a word in the sentence according to the command given. For example:

يُكْتَبُ الدَّرْسُ فِي الْمَدْرَسَةِ	١- يَكْتُبُ عَلَيَّ الدَّرْسَ فِي الْمَدْرَسَةِ
... ..	٢- حَمَلَتْ عَائِشَةُ الْحَقِيبَةَ

Test instrument number 5 assesses whether students can change or replace a word from *fi'il lil maf'ul* to *fi'il lil majhul* and then make a sentence according to the example. This test is in the cognitive realm of MOTS because these questions reach level C3, where students are able to understand sentences and then change sentences and create new sentences according to existing commands and examples. For example:

الْجُمْلَةُ	الْمَبْنِي لِلْمَجْهُولِ	الْمَبْنِي لِلْمَعْلُومِ
تُرَكَّبُ الْأَيَّتُ فِي الْمَطَارِ	يُرَكَّبُ	يُرَكَّبُ
...	...	يَلْبَسُ

Test instrument number 6 assesses whether students can change or replace a word from *fi'il* to *ism at-tafdhil*. This test is in the cognitive realm of MOTS because these questions reach level C3, where students are able to understand sentences and then change the words according to the commands given. For example:

- ١- شِعْرُ الْمَدْحِ مِنَ الْأَعْرَاضِ الْأُخْرَى لِلشَّعْرِ (رَوْع)
 ٢- الْإِمَامُ الْبُوصَيْرِيُّ الشُّعْرَاءُ فِي أُخِيهِ (شَهْر)

Test instrument number 7 assesses whether students can complete the sentence with *al-asma' al-khamsah*, which is appropriate to the sentence. This test is in the cognitive realm of MOTS because these questions reach level C3, where students are able to understand what they read and are able to complete and change words according to commands. For example:

- ١- كَانَ ... بَكَرِ الصِّدِّيقِ مِنَ الْخُلَفَاءِ الرَّاشِدِينَ (أَب)
 ٢- اِسْتَهَرَ جَابِرُ بْنُ حَيَّانٍ بَرَجُلٍ ... عِلْمٍ فِي الْكِيمِيَاءِ (ذُو)

Instrument test number 8 assesses whether students can complete the sentence with *al-af' al-khamsah*, which is appropriate to the sentence. This test is in the cognitive realm of MOTS because these questions reach level C3, where students are able to understand what they read and are able to complete and change words according to commands. For example:

- ١- الْمُسْلِمُونَ يُرِيدُونَ أَنْ ... الظُّلْمَ بَيْنَهُمْ (يُرِيدُ)
 ٢- النَّاسُ قَبْلَ الْإِسْلَامِ لَمْ ... السَّلَامَ بَيْنَهُمْ (يَنْشُرُ)

Test instrument number 9 assesses whether students can complete sentences with *fi'il mudhari'* that match the sentence. This test is in the cognitive realm of MOTS because these questions reach level C3, where students are able to understand what they read and are able to complete and change words according to commands. For example:

- المثال : أَنَسٌ يُشَارِكُ فِي عَمَلِيَّةِ التَّعْلِيمِ (شَارَكَ)
 ١ - صَالِحٌ ... بِإِكْمَالِ الْوَاجِبَاتِ مَعَ أُخِيهِ (قَامَ)
 ٢- يُرِيدُ حَسَنٌ أَنْ ... بِجَامِعَةِ الْأَزْهَرِ (التَّحَقَّقَ)

Innovations HOTS Assessment Material Qawaid Nahwiyah Arabic Textbook

Innovation is a necessity to ensure test instruments achieve the desired learning objectives. In the table below, a number of innovations in the HOTS-based Arabic *qawaid nahwiyah* test instrument will be explained, which can be developed in class XII Arabic textbooks published by the Ministry of Religion of the Republic of Indonesia in 2020.

Table 2 Instrument Test of *Qawaid Nahwiyah* Based on HOTS

Cognitive Level	Test Instrument	No
C4	اشرح إعراب العبارة التي تعتمها الخطّ في الجمل الآتية!	1
	اشرح علامة إعراب في العبارة التي تحتها الخطّ!	2
	قارن أنماط الجمل الألى و الثانية في الجدول الآتي!	3
	الجمل الآتية صحيحة, إلا:؟	4
	أظهر بنية الجملة الصحيحة و بنية الجملة الخاطئة في النص التالي:	5
	بيّن الأسماء الخمسة (أم غيرها...) في الجمل الآتية!	6
	ضع دائرة حول الحرف الذي يدلّ على الإجابة الصحيحة، المناسبة لما تحته الخطّ في كل الجمل!	7
	صحّح الأخطاء في الكلمات التي تحتها الخطّ!	8
C5	ما رأيك عن الاختلاف الموجودة في النصّ؟ و أيهما الأصحّ؟	9
C6	حول البنية السطحية إلى البنية العميقة على النحو المشجر!	10

Of all the test instruments above that involve the HOTS cognitive domain, nine of them are new test instruments that were never registered in the class XII Arabic language textbook published by the Ministry of Religion of the Republic of Indonesia in 2020. Therefore, these new test instruments can be implemented as part of efforts to develop students' abilities in the *Qawaid Nahwiyah* assessment.

Instrument test numbers 1 to 8 are at level C4. In test instruments 1 and 2, the aim is for students to be able to pronounce words or phrases in a sentence. Instrument test number 3 aims to enable students to compare sentence structures or patterns. Instrument test numbers 4 and 7 aim to enable students to identify sentence structures that are in accordance with *Nahwiyah* rules. Test instrument number 5 aims to enable students to identify correct and incorrect sentence structures in an Arabic text according to the rules. Instrument test number 6 aims to enable students to explain different types of words. Instrument test number 8 aims to enable students to identify grammatical errors and be able to correct them.

Instrument test number 9 is at Level C5 in the cognitive domain. This is because students are required to be able to comment and assess differences of opinion regarding a particular rule. Next, test instrument number 10 is at Level C6. The following are several examples of questions from each level of the HOTS *Qawaid Nahwiyah* test instrument:

Table 3. Questions from each Level of the HOTS Qawaid Nahwiyah Test Instrument

Level	Example	No
C4	<p>أ) اشرح علامة إعراب في العبارة التي تحتها الخطأ!</p> <p>- إِنَّ اللَّهَ سَمِيعٌ بَصِيرٌ، يَسْمَعُ أَدْنَى الْأَصْوَاتِ، وَيَبْصُرُ أَصْغَرَ الْأَشْيَاءِ فِي أَشَدِّ الظُّلُمَاتِ، وَيَعْلَمُ خَفَايَا النُّفُوسِ، وَلَا يَخْفَى عَلَيْهِ شَيْءٌ فِي الْأَرْضِ وَلَا فِي السَّمَاءِ، لَهُ - جَلُّ شَأْنُهُ - الْأَسْمَاءُ الْحُسْنَى وَالصِّفَاتُ الْعُلَى.²⁷</p> <p>ب) الجمل الآتية صحيحة، إلا:</p> <p>- أُرِيدُ أَنْ أَذْهَبَ إِلَى الْمَدْرَسَةِ</p> <p>- رَجَعَ عَائِشَةُ مِنَ الْمَكْتَبَةِ مَا شِئًا</p> <p>- أَكَلَ مُحَمَّدٌ الرُّزَّ</p>	1
C5	<p>أظهر بنية الجملة الصحيحة و بنية الجملة الخاطئة في الجمل التالي:</p> <p>- ذَهَبَ أَحْمَدُ إِلَى مَدِينَةِ جَاكَوْتَا رَاكِبًا الطَّائِرَةَ.</p> <p>- إِلَى مَدِينَةِ جَاكَوْتَا ذَهَبَ أَحْمَدُ رَاكِبًا الطَّائِرَةَ.</p>	2
C6	<p>حول البنية السطوحسة إلى البنية العميقة على النحو المشجر!</p> <p>- الْكِتَابُ عَلَى الْمَكْتَبِ</p> <p>- أَحْمَدُ يَرْجِعُ مِنَ الْمَدْرَسَةِ</p>	3

The innovative test instrument that has been described involves tests in the HOTS cognitive domain. From this innovation, it can be seen that students are not only expected to know or understand the learning material being taught, but also to be able to analyze, evaluate, and create the material they have studied in more depth. The application of higher-order thinking skills (HOTS) requires the involvement of all parties in the educational environment, not only at the conceptual level but also in the form of real practice. As formal educational institutions, schools must be pioneers of change.²⁸

Through innovation in the *Qawaid Nahwiyah* test instrument, it is hoped that it can enrich the various forms of assessment used in the learning process. This aims to ensure that students can be acclimatized to assessments that focus on high-level cognitive aspects (HOTS).

²⁷ A. Abdel Rahim Al Zahrani, الإملاء المبسط (Saudi Arabia: ٢٠٠٩). مكتبة الخبتي الثقافية. 35.

²⁸ Agus Kristiyono, 'Urgensi Dan Penerapan Higher Order Thingking Skills Di Sekolah', Jurnal Pendidikan Penabur, 17.31 (2018), 36-46.

CONCLUSION

The *Qawaid Nahwiyah* test, which is applied to the class XII Arabic textbook published by the Ministry of Religion of the Republic of Indonesia in 2020, has nine questions that are quite varied. However, only one question is included in the HOTS cognitive domain at level C4, while the other 8 questions are still in the MOTS cognitive domain. The limitations of implementing the HOTS instrument require innovation so that the test instrument can achieve the desired learning objectives. After doing the innovation, there are 10 new HOTS instruments that can be implemented in class XII Arabic textbooks published by the Ministry of Religion of the Republic of Indonesia in 2020, aiming to develop the *Qawaid Nahwiyah* test instrument.

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