

Analysis Of Hots, Mots Dan Lots On The Questions Of Uambn Arabic Language Of Madrasah Aliyah In The 2013 National Curriculum Of Indonesia

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Abstract

The 2013 curriculum demands a shift in the learning paradigm, its process and evaluation, including HOTS, MOTS, LOTS based assessments. This study used an evaluative research design which aims to analyze the Arabic language test items in the Islamic State Islamic University UAMBN under the auspices of the LP. Ma'arif Jepara Regency for the 2018/2019 academic year. The analysis includes the design and approach used in the preparation of the test, the content of the test material and the categorization of the quality level of the test items in the 2013 Curriculum curriculum; HOTS, MOTS or LOTS. The results showed that first, the approach used in the preparation of the test was an integrative approach for multiple choice test questions and a descrete approach - point test approach for essay test questions; Second, the content of the test material includes; Arab and Indonesian civilization culture, Muslim figures, language level, language rules, and sentence structure; and Third, the Arabic test questions in UAMBN include HOTS, MOTS, and LOTS questions. In the multiple choice questions, 11 questions (27.5%) in the LOTS category, 10 questions (25%) in the MOTS category, and 19 questions (47.5%) in the HOTS category. Meanwhile, the essay questions can be assessed as less proportional, namely 4 questions (80%) in the HOTS category, and 1 question (20%) in the MOTS category. Overall, the Arabic UAMBN test format for Madrasah Aliyah has been proportional by accommodating the format questions for the HOTS, MOTS, and LOTS categories.

Keywords: question, analysis, quality, test, Madrasah

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Introduction

Learning is a dynamic, creative, innovative, and progressive process. This kind of learning paradigm will certainly result in quality learning, both in terms of process and outcome.(Ainin, 2013). The progressive learning paradigm, of course, applies to all subjects in the national curriculum formulated in the national education system, including several religious and social subjects (Arabic). At the level of curriculum implementation, the target of all curriculum elements should ideally be met following the guidelines, techniques, and procedures for its implementation to achieve the targets and objectives of the national curriculum (Solikhah & Budiharso, 2020).

The Arabic language curriculum that runs dynamically and continues to develop, starting from the KBK, KTSP, and K13 curriculum leads to a learning process with a target of mastery of

four language skills (*istima ' , kalam, qira'ah, and kitabah*) which are strengthened by mastery of several language elements (recognize word sounds, vocabulary, and sentence patterns) in an applicative-educational manner. Some themes or topics of discussion are contextual in the real life of students, then they are constructed in the form of relatively simple material exposures according to the learner's initial ability level (Fauzan, 2014). .

In essence, the curriculum formulation and competence for learning Arabic in schools/madrasahs did not experience significant changes, both in the KBK, KTSP, and K13 curricula. From the aspect of language competence, the three curricula have similarities in substance; in themes or topics, maharoh, and basic competences. The difference lies in the curriculum structure and learning approach. KBK and KTSP still hint at a communicative approach that is integrated with Contextual Teaching and Learning

(CTL). Meanwhile, K13 makes explicit the scientific approach (Scientific Approach) which in reality confuses teachers in preparing lesson plans and implementing Arabic language learning in the classroom. The special characteristics of K13 are the existence of core competencies¹ (religious values) and an explicit affirmation of core competencies 2 which emphasize aspects of attitude (cooperation, discipline, courtesy, nationality, social, caring, etc.). Core competencies related to competences from the subject are core competencies 3 and 4. Core competence 3 focuses more on cognitive competence, while core competency 4 focuses more on psychomotor competencies or in Arabic it is called kafa'ah maharajah. Competencies, especially core competencies 3 and 4 are specified in the form of basic competencies (KD) (Ainin, 2018; Haryanto, Husni Mubarak, 2018).

Basic competency 4, which is a translation of KI 4, is more related to maharoh lughawiyah, namely Arabic language skills which include listening, speaking, reading, and writing skills. For listening competence (KD.4.1), namely obtaining information from various forms of simple oral discourse appropriately, to speak (KD. 4.2), conveying various simple oral information, for reading KD (KD.4.3), obtaining various information from simply written discourse appropriately, and for writing KD (KD. 4.4), namely expressing written information in a variety of simple language structures appropriately.

Education and learning programs in curriculum formulation, of course, go through several stages; planning, implementation, and evaluation. Evaluation is an activity to measure and assess. Measuring is quantitative while assessing is qualitative in nature. (Ahmad, N, 2015) In general, evaluation is a process of considering a matter or symptom by using certain qualitative standards, for example good-bad, strong-weak, adequate-inadequate, high-low, and so on. (Imam Asrori, 2017)

Evaluation is a component to determine the effectiveness of achieving goals. In the curriculum, evaluation can function to find out whether the goals set have been achieved or not and are used as feedback in improving the established strategies. With evaluation, accurate information can be obtained regarding the implementation of learning, the success of students, teachers, and the learning process. (Hidayat, 2013)

Each target and program objective as well as the learning process will provide feedback which is used to make various improvement efforts for

the determination and formulation of learning objectives, determining the sequence (sequence) of teaching materials, strategies, methods, and learning media. Based on the results of the evaluation, decisions on the curriculum itself, learning, difficulties, and guidance efforts can be made. Curriculum evaluation can be carried out through two program activities, namely; a) evaluation of learning outcomes. b) evaluation of the implementation of learning. (Hidayat, 2013)

Learning is a program with the condition that the program is the realization of a policy, occurs in a relatively long time and is not a single activity but is a plural and continuous activity, and occurs in an organization that involves a group of people. So that in this context the learning program can be interpreted as a learning plan that involves various units containing policies and a series of activities that must be carried out within a certain period. The learning program in this case is an activity or a series of planned activities. (Rafida & Ananda, 2017)

Program evaluation is a unit or activity unit that aims to collect information about the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people for decision making. (Rafida & Ananda, 2017)

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2018 which is a change from Government Regulation Number 13 of 2015, the Government and Education Units need to assess student learning outcomes (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). To improve the quality of learning outcomes assessment by education units and the government, as well as to encourage the achievement of national graduate competency standards, it is necessary to improve the quality of examinations by education units and the government. (Kemendikbud RI, 2018). And the assessment of learning outcomes within the Ministry of Religion is carried out through the National Standard Madrasah Final Examination (UAMBN). (kemenag RI, 2017)

The National Standard Madrasah Final Examination (UAMBN) is an activity of measuring and assessing the achievement of competency standards for Mts, MA / MAK graduates nationally which include Arabic, Al-Qur'an Hadith, Akidah Akhlak, Jurisprudence, Islamic Cultural History, Kalam and Morals. It also serves as material for consideration in determining the quality mapping of the madrasah, feedback on improving learning

programs, and encouraging improvements in the quality of education. (kemenag RI, 2017)

A paradigm shift in the curriculum from KTSP to Curriculum K13 requires authentic assessment, which includes knowledge, attitudes, and skills. Various techniques can be used to collect information about the learning progress of students, both related to the learning process and learning outcomes. (Rusilowati, 2013)

Through the authentic assessment, information on the actual abilities of students (real competence) will be obtained, because there is no element of guesswork in answering questions. Students are required to use concepts or skills in real-world contexts. This form of assessment can be used in the learning process in the classroom, and this is following the demands of using an integrated system in the K13 curriculum.

Real conditions like this require a paradigm for the development of a comprehensive curriculum evaluation instrument within the K13 curriculum framework to measure and assess kafa'ah lughawiyah (language competence) and Maharaj lughawiyah (language skills) simultaneously.

Assessment or assessment is part of an important component in the delivery of education. Efforts to improve the quality of education quality can be pursued through improving the quality of learning and the quality of the assessment system. A good learning system will result in good learning quality, the quality of learning can be seen from the results of the assessment. A good assessment system will encourage educators to determine good teaching strategies and motivate students to learn better. (Mardapi, 2017)

Curriculum assessment must cover aspects of knowledge, skills, and attitudes as a whole and proportionally, following the core competencies that have been formulated. Assessment of knowledge aspects can be done by written, oral, and questionnaire questions. Assessment of the skills aspect can be carried out utilizing practical exams, skills analysis, and task analysis, as well as assessments by students themselves. As for the attitude aspect assessment, it can be done by filling in the attitude list (personal observation) of oneself and a list of attitudes that are adjusted to the core competencies. (Mulyasa, 2017)

The target aspects of the assessment in learning activities are the same as the objectives of learning outcomes, namely changes in knowledge, attitudes, and behavior in learners as a result of the learning process. Education experts classify learning outcomes into three domains (domains), namely, cognitive, affective, and psychomotor. In

the cognitive realm - according to bloom - involves brain activity through six levels of thought processes, starting from the lowest level to the highest level, namely; 1) knowledge, memorization, and memory. 2) understanding. 3) application. 4) analysis. 5) synthesis. 6) assessment. (Munip, 2017)

In the affective domain, referring to the theory developed by David R. Krathwohl et al (1974) in his book entitled *Taxonomy of Educational Objectives: affective domain*. Affective domains related to attitudes and values, then broken down into several levels or affective levels, including; 1) acceptance. 2) response. 3) judge. 4) organize. 5) characterization by value or value complex. (Munip, 2017)

In the psychomotor realm, it is related to the skills or abilities to act after a person has received a certain learning experience. Many educational experts classify and arrange a hierarchy of psychomotor learning outcomes, which are arranged from the lowest, simplest to the highest and most complex. According to Harrow reported by Subino (1987) and Sudjana (1990), classifies psychomotor learning outcomes into six levels, namely; 1) reflex movements. 2) basic fundamental movements. 3) perceptual ability. 4) physical ability. 5) movement skills, and communication without words. However, the classification of psychomotor learning outcomes predominantly uses the formulation of Simpson (Winkel, 1996; Gronlund & Lin, 1990), the classification of psychomotor learning outcomes into seven levels, namely; 1) perception. 2) readiness. 3) guided movements. 4) mechanism-accustomed movements. 5) complex movements. 6) adaptation. 7) origination or creativity. Ibid, p, 46

The categories of cognitive competence launched by Bloom are reviewed by his colleague (Revision of Bloom's Taxonomy), Anderson & David R. Kathwol, in 2001. The results of their reviews are located in placing evaluation aptitude at Level V for synthesis efficiency. Thus they put the creativity efficiency at the sixth level, thus negating the synthesis efficiency. Then they divide the thinking dimensions into three categories which are higher thinking skill, intermediate thinking skill and lower thinking skill. These are the categories of dimensions of thinking that "Muhammad Ainin" launched in his scholarly articles on evaluation on the basis of higher thinking skill. (Ainin, 2018)

HOTS	Creativity	Creating ideas on his own Verbs word: build, design, create, develop, write, form
	Evaluation	A referendum by itself Verbs word: evaluate, evaluate, argue, decide, choose, support
	Analysis	Customize aspects and elements Verbs word: compare, search, critique, test
MOTS	The application	Use of information in various fields Verbs word: use, paraphrase, form, enact
	Understanding	Explain concepts and ideas
LOTS	Knowledge	Recall Verbs word: mention, record, repeat, repeat

In general - the techniques of classifying questions for higher thinking skill are almost equal to the techniques of classifying test questions, but students are examined in the process of analysis (C4), evaluation (evaluasi), synthesis (C6), imaginative (C7), and creativity (C8). They can be analyzed, evaluated, synthesized, imagined and created. These ingredients are called stimuli. (Devi, P. K, 2019)

Presenting questions for higher thinking skill can train learners to hone and train their abilities and skills that are consistent with the competency requirements of the 21st century and above. Through evaluation in the questions on the basis of higher thinking skill, critical and practical thinking skill, creativity, and self-confidence, all skills will be built through exercises and exercises to treat real problems in their daily life. A good evaluation can improve the quality of education. Through exercises and exercises in answering questions for the skill of higher thinking, students are able to think critically and creatively. (Hanifah, 2019)

Related to this, we try to look at the results of the International Program for International Student Assessment (PISA) research which shows that the achievement of reading literacy, mathematical literacy, and scientific literacy achieved by Indonesian students is very low. In general, Indonesian students are very low in 1) understanding complex information. 2) theory, analysis, and problem-solving. 3) using tools, procedures, and problem-solving, and 4) investigating. (Pendidikan Nasional, 2017)

Related to this problem, the Ministry of National Education has launched HOTS (Higher

Order Thinking Skills) based assessments. HOTS is a higher level of thinking which is indicated by critical, analytical, logical, creative, and metacognitive thinking. The results of literary research show that students who are trained to think critically have a positive impact on accelerating learning success. (Chinedu & Kamin, 2015)

The opposite of HOTS is LOTS (lower-order Thinking Skills). This HOTS-based assessment is in the context of implementing the K13 curriculum which demands the ability of students at the metacognitive level, not only to remember, but also to understand, and describe the subject matter.

The effort to proclaim and recommend the application of HOTS in assessment, including the learning process, is part of a strategic effort to improve the quality of learning, especially learning Arabic. The problem that arises is whether the curriculum 13 for Arabic subject matter in madrassas and in high school demands the ability of students to understand the material to the point of metacognitive high-level ability (HOTS) or whether the competence of students has basic skills in Arabic which are cognitive - applicative or LOTS-based assessment?. (Ainin, 2018)

To reveal some data and facts related to the quality and quantity of assessment instruments, here are some previous studies that analyzed the quality level of the PBA assessment instruments within the applicable curriculum framework in Indonesia, namely;

First, the research conducted by Bukhara. 2010. entitled Analysis of the final examination test items in the Arabic language subject at Madrasah

Aliyah students of the 2008-2009 academic year. The results of the study explain the reality of the curriculum desired ideal demands accordingly, so that it meets the content validity. The high level of reliability of the test is 0.76. The difficulty level varies is 66%, too easy 26%, and high 8%. After differentiating between good tests 16%, moderate 46%, less 24%, had no distinguishing features 6%, 8%, and negative. Because the teacher or team about not making analyzes that not all Arabic language teachers have graduated from Arabic Language Education, do not have test analysis experience, lack advice from bosses who motivate analysis, lack understanding of testing analysis, and have not received training in evaluation and analysis. (Zukhaira, 2010)

Second, research conducted by Abdul Muttalib. 2013. with the title analysis of Arabic language question items at the national standard madrasah final exam (Uambn) for madrasah ibtidaiyah (MI) students for the 2012-2013 academic year. The results showed that the level of difficulty with the Arabic language items in the UAMBN MI 2013, it was known that 8% of the items were categorized as very easy; 26% of the items were categorized as easy; 52% medium items; 12% of the items were categorized as difficult; and 2% of the items are very difficult. And if it is seen from the average value of the difficulty level for all the 2013 UAMBN MI Arabic language questions, which is 57% (or 0.57), it can be said that the 2013 UAMBN MI Arabic questions have a moderate level of difficulty and can be used as a standard test. However, to use this question on another occasion, the first revision of items that have an "easy" category and a "difficult" category, and discard items that have a "very easy" category and a "very difficult" category. (Mutholib, 2013)

The three, studies conducted by Zulkifli. 2018. with the title analysis of the 2013 curriculum evaluation form in Arabic subjects in mi. The results showed that the assessment with the 2013 curriculum was the best assessment at this time due to the complete assessment of students. Second, the assessment with the 2013 curriculum was burdensome for teachers, because there were so many assessments and needed more time and energy so that the assessment was truly objective. Third, the assessment using the 2013 curriculum is expected to be more streamlined considering a teacher also has activities outside of school. Fourth, there are still many teachers who have not mastered it so that the assessment is not optimal. Fifth, learning is easier because various tools have been

provided by the Government. (Zulkifli, 2018)

Fourth, research conducted by Obi Saepul Bahri. 2019. The title analysis of the contents of the Arabic language lamb question at Madrasah Aliyah school year 2016/2017 and 2017/2018. The results of the study explain the content distribution of the contents of the questions or question muhtawa, including; cultural content, mindsets, vocabulary, structure, and terminology. (Bahri, 2019)

Fifth, research conducted by Uril Bahrudin & Muhammad Qadri. 2020. With the title tahlil multi mat bund ikhtibar al-lugho al-Arabiya al Mihai al-within li manhaj must away al-wihadah al-ta'limiyyah (KTSP) wa tashnif bloom al-mua'addal. The results showed that the Arabic language test was good for the MA level, namely, the test items had fulfilled the cognitive domain, which paid attention to the Bloom Taxonomy level, including HOTS, MOTS, and LOTS. (Bahrudin & Qodri, 2020)

From several studies and studies that have been conducted by researchers, the majority of research studies focus on analyzing the quality of the assessment instruments; both quantitatively which includes; validity, reliability, problem difficulty level, item difference power, and distractor or distractor function. Also qualitatively which includes; practicality of use, the language used, layout, clarity of question instructions, and others.

This study is identical to the research conducted by Uril B and M. Qadri, which focused on analyzing test items in the HOTS, MOTS, and LOTS of frameworks. What distinguishes this research a little from previous research is that it lies in the focus of research which involves analyzing the approach used in the preparation of the test, test material (Muhtawa) in the perspective of the 2013 K curriculum, and the level of the cognitive domain measured according to competency and skill indicators; HOTS, MOTS, and LOTS.

Method

The entrance to this research is a qualitative approach, a research that reveals the specific social phenomena by correctly describing the facts, which are based on the techniques of data collection and coherent analysis taken from natural situations. (Satori & Komariah, 2011)

This research will reveal the characteristics of the Arabic language test questions for the school exam based on the 2013 national standards for the curriculum, from the content of the test questions and their quality

level. The type of this research is an office search, which is the activities in making use of office sources to obtain and collect data from the types of sources and references. (Mestika, 2008), Where the researcher begins with reading, perusal, analysis, conclusion, and writing, depending on these sources and references. As for the data needed for this scientific research, it is the formulation and design of Arabic language tests for the Islamic high school exam according to national standards, and it includes the entry in the classification of questions, the content of the Arabic language test questions and their level. Data sources are in the form of documents taken from the questions designed in the components of the Arabic language examinations, and techniques for collecting data by observation and documentation. And data analysis techniques in the form of content analysis. Content analysis focuses on research in the analysis and interpretation of recorded material, whether print or written. And these materials consist of records, documents and others. (Setyosari, 2010) In general, the researcher uses qualitative analysis in analyzing the data depending on the qualitative approach used by following the concept of Miles and Huberman Dan Spradley. (Sugiyono, 2010) The researcher passes the steps in the content analysis of the Arabic language test questions in stages: reading documents, unit reporting, sampling, coding, data reduction, data interpretation and conclusion.

This study was designed with an evaluative analysis design of the Arabic language test material content, namely evaluating some of the XII / UAMBN class XII / UAMBN Arabic test material, under the auspices of LP. Ma'arif Kab. Jepara. Some objects are the focus of the evaluation of this Ikhtibar material, including;

- 1) the design and approach used in the preparation of the test.
- 2) Test material formulation (language level).
- 3) Category of the quality level of test material in the K13 curriculum; HOTS, MOTS or LOTS

The data required in this study are the formulation and design of the Arabic language test for madrasah aliyah for national standard

madrasah final exams, the data includes approaches in composing tests, learning themes, language materials, question/question instructions, and the type of language used in in the test questions. Sources of data come and are taken from the formulation and design of several questions designed in Arabic language test materials. The data collection techniques through reviewing / observation and documentation. And data analysis techniques with the process of analyzing and assessing the material, content, and quality level of Arabic test questions based on the level of thinking indicators according to the bloom taxonomy.

Results and Discussion

Based on the research topics that have been formulated, the researcher will then explain the results and discussion of the research. The results showed that the content and level of UAMBN Arabic test questions for madrasah aliyah in Jepara were based on the following details; first, an explanation of the Arabic language test formulation for madrasah aliyah in Jepara, that the formulation and preparation of Arabic language test questions for UAMBN use two approaches, namely; a) integrative approach for the multiple-choice test with a total of 40 questions that include; understanding the text, interpreting the contents of the reading text, mastery of language rules, and language structures. b) discrete - point test approach for the test to convey a written opinion or essay questions. *Second*, an explanation of the contents of the Arabic language test which includes several themes sourced from textbooks for student guidance. *Third*, explanations related to language rules which include syntax, morphology, and language structure. *Fourth*, an explanation of matters related to expressing opinions in writing includes interpreting the content of the reading text, compiling sentences into complete paragraphs, explaining the function of words in sentences both syntactically and morphologically, translating the text into Indonesian, and explaining argumentatively related themes. "progress of Islamic civilization".

As for the details of the content of the Arabic UAMBN material. Madrasah Aliyah as in the following table:

Language level	Test material	Question format
▪ Understanding the reading text	1. Personal data 2. Public facilities	1. Multiple choice 2. Essay
▪ Interpreting the main ideas of		

the text	3. Muftada 'and khobar	3. Write an opinion
▪ Interpreting the main idea of the paragraph	4. Life in the family & student dormitories	
▪ Syntax rules	5. Student hobbies & exhibitions	
▪ Morphological rules	6. Letter Jar	
▪ Vocabulary & language structure	7. Profession	
	8. The letters "an and Fi'il Mudharik	
	9. The ideals of youth	
	10. Maintain health	
	11. Maf'ul bihi	
	12. The laws in Islam	
	13. Idhafah structure	
	14. Public facilities	
	15. Fi'il Tsulatsi and maziid	
	16. Cultural and natural destinations	
	17. Islamic Civilization	
	18. Fi'il Mudharik majzuum	
	19. Islamic figures; Umar bin Khattab, Imam Bukhori & Ibn Sina	
	20. Passive verbs	
	21. Islamic holidays	
	22. Marfu'at al-asma '	
	23. Prophet Abraham sought God the creator	
	24. Maf'ul Muthlak	

Fifth, an explanation of the level and quality of the MA Arabic test in the 2013 curriculum framework, referring to the question card, based on indicators and cognitive levels that are measured also according to language competence, so in general, the form and formulation of the test questions have met the evaluation requirements. The 2013 curriculum, whether the test questions are in the form of multiple-choice or in the form of essays, namely the formulation and design of the test

questions have paid attention to the level of the cognitive domain initiated by Bloom. However, that the test preparation takes into account the principle of balance and proportionality between the easy, medium, and difficult test category levels, the characteristics of these test questions are termed LOTS, MOTS, and HOTS. The following are the details of the quality of the UAMBN test questions for the 2018-2019 academic year for Madrasah Aliyah in Jepara.

Question item analysis from the perspective of modified Bloom's theory (multiple choice)

Indicators of thinking	Level of thinking	Question number
Knowledge, conservation and remembrance	LOTS	2, 6, 7, 8, 9, 11, 14, 24, 29, 31, 38 = 11 questions
Understanding	MOTS	1, 3, 5, 15, 21, 23, 34, 36, 40, = 9 questions
Application		26, = 1 question
Analysis	HOTS	4, 10, 12, 13, 16, 17, 19, 22, 32, 33, = 10 questions
Creation		18, 28, 35, 37, = 4 questions
Evaluation		20, 25, 27, 30, 39, = 5 questions

Question item analysis from the perspective of modified Bloom's theory (written questions)

Indicators of thinking	Level of thinking	Question number
Knowledge, conservation and remembrance	LOTS	-
Understanding	MOTS	44
Application		-
Analysis	HOTS	41, 43
Creation		42
Evaluation		45

From the percentage tables for the quality level of the Arabic language tests for the school exam on the national standards within the curriculum framework 2013 according to the level of higher thinking skill (HOTS) and the level of lower thinking skill (LOTS), the formulation of questions is calculated in a multiple-choice comprehensive between the level of higher, intermediate and lower thinking skill, with details 27.5% should be with 11 questions of the type of questions at the level of lower thinking skill (LOTS), 25% for 10 questions at the level of medium thinking skill (MOTS), and 47.5% for the number of 19 questions at the level of higher thinking skill (HOTS).). In written questions, 20% is the number of one question for the medium thinking skill level (MOTS), and 40% is the four questions for the HOTS level. In view of the details from the previous table mentioned, it indicated that the questions of the Arabic language test for the Islamic high school under the presidency of the Educational Knowledge Foundation of the Nahdhat al-Ulama Association are powerful, including the formulation of test questions on the basis of the higher thinking skill (HOTS), and on the basis of average thinking skill (MOTS), and on Basis of Lowest Reasoning Skill (LOTS). Among the results of the annotated research are its chapters, although the 2013 curriculum requires an examination in the level and degree of higher thinking skill. Although this has indicated the results of the research conducted by "Professor Muhammad Aynin" that most Arabic language tests in schools or in Islamic schools as well as the elementary and intermediate levels are frequently used in Arabic language tests on the basis of the skill of lower and intermediate thinking. This means when developing thinking - it is The important forces for formulating and classifying Arabic language test questions on the basis of higher and intermediate thinking skill at the level of education for the Islamic intermediate stage. From this issue, the researcher is in favor of the existence of questions that test the Arabic language

on the basis of the skill of lower thinking, the skill of intermediate thinking, and the skill of higher thinking balanced in one package for the Arabic language tests for the secondary school stage especially for secondary schools supported and supported with study materials for the local contents, including the subject of conversation and speech and research Heritage books.

Conclusion

After the researcher reviewed the results of his research and their investigations, now the researcher will extract these scientific articles with details of the important points as follows: The two entries in the classification of the Arabic language tests for the school examination were based on national standards, namely the separate entry and the integral entry for the classification of Arabic language exam questions for the school examination based on national standards. The separate portal for classifying written expression questions and the integrative entry for classifying multiple test questions.

The contents of the language test questions included Arab and Indonesian civilization and culture, Arabic language levels (sounds, vocabulary, context, grammar and structures, and rate of speed and fluency), grammatical and morphological grammar, and Arabic structures. The quality of the Arabic language test questions for the school exam was on the national standards within the framework of the 2013 curriculum for Islamic high schools in Jabara who suffers from the interest in the three thinking skills, which are higher thinking skill, intermediate thinking skill, and lower thinking skill. These are provided with the higher level thinking requirements for the 2013 curriculum.

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