

**HOTS Based Maharah Qira'ah Summative Assessment Instrument  
Innovation on the Ability of Class VIII Students of Diponegoro  
Middle School Depok Sleman Yogyakarta**

**ابتكار أداة تقييم تلخيصية مبنية على HOTS لقياس قدرة طلاب  
الصف الثامن في المدرسة ديونيجورو المتوسطة في ديوك  
سليمان يوجياكارتا**

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**Abstract**

This research aims to examine the innovation of the HOTS-based Maharah Qira'ah summative assessment instrument for differences in student abilities in class VIII of Diponegoro Middle School, Depok, Sleman Yogyakarta. This research uses a descriptive qualitative research design. The research results showed that there were 35 questions used as end-of-semester assessments, consisting of 30 multiple choice practice questions and 5 description questions. The summative assessment instrument for Maharah Qira'ah based on HOTS levels C-1 (Knowledge), C-2 (Understanding), and C-3 (Application) is found on the first page of questions number one to seven and the following pages number eight to eighteen. Maharah Qira'ah summative assessment instruments based on HOTS levels C-5 (evaluation) and C-6 (creating) are not yet available in the end of odd semester assessment questions. Level C-4 (analyzing) is found in the Maharah Qira'ah summative assessment instrument innovation for questions number 8, 9, 10, 11, 12. Level C-4 (analysis) is found in the innovation of the underlined part of the word question and the description question. Level C-5 (evaluating) is found in the innovation of the Qira'ah-based summative assessment instrument for questions number 13 and 14. Meanwhile, level C-6 (creating) is found in the form of innovation for questions number 18, 19 and 20. Differences in student abilities are based on learning styles, interests and potential. Research related to the innovation of formative and summative assessment instruments Maharah Kalam, Maharah Kitabah based on Higher Order Thinking Skills (HOTS) is recommended so that further research can be carried out.

**Keywords:**

Differences in Student Abilities; HOTS; Summative Assessment

**Abstrak :**

Penelitian ini bertujuan untuk mengkaji inovasi instrument penilaian sumatif maharah Qira'ah berbasis HOTS terhadap perbedaan kemampuan siswa di kelas VIII SMP Diponegoro, Depok, Sleman Yogyakarta. Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Hasil penelitian menunjukkan bahwa terdapat 35 soal yang digunakan sebagai asesmen akhir semester yakni terdiri dari 30 soal latihan pilihan ganda dan 5 soal uraian. Instrumen penilaian sumatif maharah Qira'ah berbasis HOTS level C-1 (Pengetahuan), C-2 (Pemahaman), dan C-3 (Penerapan) terdapat pada lembaran pertama soal nomor satu sampai tujuh dan halaman berikutnya nomor delapan sampai delapan belas. Instrumen penilaian sumatif maharah Qira'ah berbasis HOTS level C-5 (evaluasi) dan C-6 (mengkreasi) belum terdapat pada soal-soal asesmen akhir semester ganjil. Level C-4 (menganalisis) terdapat pada inovasi instrumen penilaian sumatif maharah Qira'ah soal nomor 8, 9, 10, 11, 12. Level C-4 (analisis) terdapat pada inovasi soal bagian kata yang digarisbawahi serta pada soal uraian. Level C-5 (mengevaluasi) terdapat pada inovasi instrumen penilaian sumatif berbasis Qira'ah soal nomor 13 dan 14. Sedangkan level C-6 (mengkreasi) terdapat pada bentuk inovasi soal nomor 18, 19, dan 20. Perbedaan kemampuan siswa yakni berdasarkan gaya belajar, minat dan potensi. Penelitian terkait inovasi instrumen penilaian formatif dan sumatif maharah kalam, maharah kitabah berbasis higher order thinking skills (HOTS) disarankan agar dapat dilakukan penelitian lebih lanjut.

**Kata Kunci:**

HOTS; Penilaian Sumatif; Perbedaan Kemampuan Siswa

**INTRODUCTION**

The integration of better order wondering abilities (HOTS) in mastering assessment has grow to be informative in the previous couple of decades, particularly in twenty first century Arabic language mastering<sup>1</sup>. The outcomes of this system for international student assessment (PISA) have a look at show that Indonesian college students' achievements inside the fields of literacy, mathematics and medical knowledge are very low <sup>2</sup>. In general, Indonesian students are very low in understanding complex information, theory, analysis and problem solving, using tools and procedures, solving problems, and conducting investigations <sup>3</sup>. In connection with this problem, the Ministry of National Education launched the implementation of assessment based on higher order thinking skills (HOTS). In Indonesia, the application of Higher Order Thinking Skills (HOTS) is regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 concerning Competency Standards for Primary and Secondary Education Graduates, in the skills dimension, students

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<sup>1</sup> Ihwan Mahmudi, Fitri Masturoh, and Wiwiek Dwi Febrianti, "Higher Order Thinking Skills (HOTS)-Based Assessment: A Proposed Model for Arabic Learning," *Shibghoh: Prosiding Ilmu Kependidikan UNIDA Gontor* 1 (2023).

<sup>2</sup> F. N. Sholikhah, L., & Pertiwi, "Analysis of Science Literacy Ability of Junior High School Students Based on Programme for International Student Assesment (PISA)," *INSECTA: Integrative Science Education and Teaching Activity Journal*, 2(1), 95-104., 2021, <https://doi.org/10.21154/insecta.v2i1.2922>.

<sup>3</sup> Muhammad Lukman Arifianto et al., *Evaluasi Pembelajaran Dan Pengembangan Tes Interaktif Bahasa Arab*, 2021, [https://repository.um.ac.id/1517/1/Evaluasi Pembelajaran Bahasa Arab dan Pengembangan Tes Interaktif](https://repository.um.ac.id/1517/1/Evaluasi%20Pembelajaran%20Bahasa%20Arab%20dan%20Pengembangan%20Tes%20Interaktif) - 2021.pdf.

are expected to have the ability to think critically and act with scientific skills <sup>4</sup>. This program was developed in accordance with the policy direction of the Ministry of Education and Culture which in 2018 integrated strengthening character education and learning oriented towards higher order thinking skills (HOTS) <sup>5</sup>. HOTS is a stage of high-level thinking called critical, analytical, logical, creative and metacognitive thinking <sup>6</sup>.

This HOTS-based assessment is included in the implementation of Curriculum 13 which requires students' thinking abilities at a metacognitive level, not just remembering, understanding and explaining lesson material <sup>7</sup>. The launch of HOTS and recommending its implementation in assessments, including the learning process, is one of the strategic efforts to improve the quality of learning, especially Arabic language learning <sup>8</sup>. These competencies include critical thinking, creativity and innovation, communication and collaboration skills, and self-confidence <sup>9</sup>. The government hopes that students can achieve various competencies by implementing HOTS or Higher Order Thinking Skills. These competencies are critical thinking, creative and innovative, communication skills, collaboration and self-confidence <sup>10</sup>. Pemerintah berharap peserta didik mampu mencapai berbagai kompetensi dengan menerapkan HOTS atau keterampilan berpikir tingkat tinggi <sup>11</sup>. Student assessments are carried out to provide information about gaps and deficiencies that students have in their knowledge as well as material that they do not yet understand <sup>12</sup>.

According to Gronlund and Lin (1985), assessment is defined as a systematic process of collecting, analyzing, and interpreting information to determine the extent to which students achieve learning goals. Gronlund and Lin (1985) also reported that the test is a series of questions <sup>13</sup>. In the context of learning Arabic, language tests are considered as a tool to measure a sample of students' language proficiency. Meanwhile, to assess Arabic language learning, tools are needed <sup>14</sup>. Learning assessment tools consist of two types, namely tests and non-tests. Assessment tools usually consist of a test and a number of oral and written

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<sup>4</sup> Popon Mariam, Yeti Nurhayati, and Irmawan Irmawan, "Penerapan Evaluasi Pembelajaran Berbasis HOTS," *Jurnal Pengabdian Tri Bhakti* 2, no. 2 (2020): 171–78, <https://doi.org/10.36555/tribhakti.v2i2.1696>.

<sup>5</sup> Sholikhah, L., & Pertiwi, "Analysis of Science Literacy Ability of Junior High School Students Based on Programme for International Student Assessment (PISA)."

<sup>6</sup> Muthi'ah Arifah et al., "Inovasi Tes Obyektif Pada Evaluasi Berpikir Tingkat Tinggi (Hots) Pada Mata Pelajaran Pai," *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan* 4, no. 6 (2024): 707–18, <https://doi.org/10.35672/afeksi.v4i6.200>.

<sup>7</sup> Moh. Zainal Fanani, "Strategi Pengembangan Soal Hots Pada Kurikulum 2013," *Edudeena* 2, no. 1 (2018): 57–76, <https://doi.org/10.30762/ed.v2i1.582>.

<sup>8</sup> M.Pd. Idris Apandi, *Strategi Pembelajaran Aktif Abad 21 Dan HOTS*, ed. Alviana Cahyanti, *Sahabat Pena Kita* (Penerbit Samudra Biru (Anggota IKAPI), 2018), [https://books.google.co.id/books?id=3MbGEAAQBAJ&lpq=PR5&ots=fpuTCRf3fO&dq=Pemerintah berharap peserta didik dapat mencapai berbagai kompetensi dengan menerapkan HOTS atau Higher Order Thinking Skills. Kompetensi tersebut adalah berpikir kritis%2C kreatif](https://books.google.co.id/books?id=3MbGEAAQBAJ&lpq=PR5&ots=fpuTCRf3fO&dq=Pemerintah+berharap+peserta+didik+dapat+mencapai+berbagai+kompetensi+dengan+menerapkan+HOTS+atau+Higher+Order+Thinking+Skills.+Kompetensi+tersebut+adalah+berpikir+kritis%2C+kreatif).

<sup>9</sup> Rima Handayani and Dwi Wulandari, "Modern Assessment Dalam Menyongsong Pembelajaran Abad 21 Dan Hambatan Di Negara Berkembang," *Jurnal Pendidikan Edutama* 8, no. 1 (2021): 13, <https://doi.org/10.30734/jpe.v8i1.1363>.

<sup>10</sup> Idris Apandi, *Strategi Pembelajaran Aktif Abad 21 Dan HOTS*.

<sup>11</sup> K. R. Lie, A., Tamah, S. M., Gozali, I., & Triwidayati, *Mengembangkan Keterampilan Berpikir Tingkat Tinggi*, *Вестник Росздравнадзора*, vol. 4, 2020.

<sup>12</sup> Indah Rahmayanti et al., "Pengembangan Formative Sebagai Media Evaluasi Maharah Al Qira ' Ah Siswa Kelas X MAN Kota Batu Malang Madras Aliyah Negeri Kota Batu Malang , Indonesia . Arabic Education Study Universitas Islam Negeri Maulana Malik Ibrahim Malang , Indonesia . ص ظلم قز هجلا" , no. 1 (2024).

<sup>13</sup> Arifianto et al., *Evaluasi Pembelajaran Dan Pengembangan Tes Interaktif Bahasa Arab*.

<sup>14</sup> Arifianto et al.

questions. Students are asked to answer oral and written questions. Meanwhile, non-test assessment tools consist of observation, interviews, questionnaires and attitude scales. In order for an Arabic language test to have valid quality, it must meet the following criteria: validity, reliability and practical application <sup>15</sup>.

Therefore, in preparing Arabic language assessments or assessment tools in the form of tests, teachers must pay attention to these standards and teachers must also pay attention to the principles in preparing Arabic language tests <sup>16</sup>. Without paying attention to the standards and basis for preparing the test, it can be ensured that the Arabic language test has a low level of validity (authenticity) and reliability. Therefore, every Arabic language teacher must have an understanding of the standards and basis for preparing Arabic language tests <sup>17</sup>. In fact, Arabic teachers still experience difficulties in implementing and integrating HOTS-based Arabic language tests into learning activities <sup>18</sup>. Teachers sometimes feel that their teaching is optimized to make learning activities more interesting, but students' responses tend to be passive and disinterested <sup>19</sup>.

Apart from that, to produce higher quality students, Higher Order Thinking (HOTS) questions must always be improved and implemented well by teachers in the classroom <sup>20</sup>. Higher Order Thinking Skills aims to improve students' thinking abilities from the LOTS and MOTS levels to the HOTS level, especially those related to the skills of receiving and analyzing information, as well as making decisions in certain situations <sup>21</sup>. The HOTS method or Higher Order Thinking Skills is divided into four levels: problem solving process, decision making process, critical thinking process, and creative thinking process. In fact, it often happens that teachers only prepare assessment questions at levels C-1 (Knowledge), C-2 (Understanding), and C-3 (Application) and not at levels C-4 (Analysis), C-5 (Evaluation) and C-6 (creating) <sup>22</sup>.

The results of research <sup>23</sup> which aims to compare the implementation of HOTS assessments in schools between Indonesia and Saudi Arabia show that the implementation of HOTS assessments in Indonesia is more than just assessments in the form of literacy questions and activities. Meanwhile, in Saudi Arabia, to improve high-level thinking skills,

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<sup>15</sup> Ayuningtias Yarnun et al., "Higher Order Thinking Skill ( HOTS ) Students in Indonesia and Saudi Arabia ( Comparative Study of Assessment Application in Schools ) A . Pendahuluan Asesmen Memiliki Peran Yang Sangat Penting Dalam Pendidikan Yakni Mengevaluasi Sejauh Mana Siswa Telah M," 2023.

<sup>16</sup> Rahmayanti et al., "Pengembangan Formative Sebagai Media Evaluasi Maharah Al Qira ' Ah Siswa Kelas X MAN Kota Batu Malang Madras Aliyah Negeri Kota Batu Malang , Indonesia . Arabic Education Study Universitas Islam Negeri Maulana Malik Ibrahim Malang , Indonesia . ص خ ل م ق ر ه ج ل ا ."

<sup>17</sup> Annisa Rakhmaningrum, *Analisis Butir Soal Penilaian Tengah Semester Mata Pelajaran Bahasa Arab Wajib Kelas Xii Keagamaan Madrasah Aliyah Negeri 1 Banyumas Kecamatan Purwokerto Timur Kabupaten*, 2022.

<sup>18</sup> Moh Ainin, "Penilaian Dalam Pembelajaran Bahasa Arab Di Madraasah Atau Sekolah: HOTS, MOTS Atau LOST," *Prosiding Konferensi Nasional Bahasa Arab IV*, 2018, 166–165.

<sup>19</sup> Fu'ad Arif Noor, *Pendidikan Bahasa Arab, ISLAM DALAM PERSPEKTIF PENDIDIKAN Fu`ad*, vol. 5, 2008.

<sup>20</sup> Fanani, "Strategi Pengembangan Soal Hots Pada Kurikulum 2013."

<sup>21</sup> Ainin, "Penilaian Dalam Pembelajaran Bahasa Arab Di Madraasah Atau Sekolah: HOTS, MOTS Atau LOST."

<sup>22</sup> Deon Victoria Heffington and Maria R. Coady, "Teaching Higher-Order Thinking Skills to Multilingual Students in Elementary Classrooms," *Language and Education* 37, no. 3 (2023): 308–27, <https://doi.org/10.1080/09500782.2022.2113889>.

<sup>23</sup> Yarnun et al., "Higher Order Thinking Skill ( HOTS ) Students in Indonesia and Saudi Arabia ( Comparative Study of Assessment Application in Schools ) A . Pendahuluan Asesmen Memiliki Peran Yang Sangat Penting Dalam Pendidikan Yakni Mengevaluasi Sejauh Mana Siswa Telah M."

students must pay more attention to learning approaches and strategies. The type of assessment currently available in Indonesia is formative assessment to improve the learning process, while summative assessment is carried out after the learning process is complete. At the same time, assessments in Saudi Arabia are considered assessments rather than tests in the areas of summative, formative and computer-supported assessments.

Research <sup>24</sup> which aims to determine the procedures for preparing HOTS-based tests on four Arabic language skills, namely: determining basic competencies or objectives for administering Arabic language tests, selecting test materials, creating specific indicators or objectives to be measured, compiling test grids, preparing draft questions (tests), reviewing tests, and finalizing test preparation. The results of his research show that in preparing an Arabic language test based on the HOTS system, apart from paying attention to basic competencies and indicators in compiling a grid of test questions, you must also pay attention to students' Arabic language skills, student characteristics, and students' learning interests. Because the preparation of high-level thinking tests in Arabic also needs to be in line with the learning curriculum that has been determined as well as the condition and conditions of students in the classrooms in each educational unit.

The research report<sup>25</sup> aims to explain substantive innovations in assessing HOTS higher order thinking in PAI subjects. The results of the research show that implementing Islamic religious education requires problem-solving techniques for assessment purposes, because it helps students think at a higher level. PAI assessment with HOTS needs to achieve its characteristics in the form of measuring high-level abilities, spaced, using multiple presentations, using a contextual understanding basis, and using varied questions. Therefore, Islamic religious education teachers need teachers who have broad understanding and high thinking abilities. Compiling questions also requires teacher accuracy in carrying out KD analysis, preparing grids, looking for stimuli that are appropriate to the context, creating questions according to the grid, and making assessment instructions.

Therefore, teachers face great difficulties in preparing HOTS-based test questions. This is because they do not yet understand the standards and basis for preparing Arabic language tests based on the HOTS system <sup>26</sup>. More specifically, the function of evaluation is to measure student learning outcomes, to determine the level of achievement of learning objectives, to determine the teacher's level of success in learning, to determine educational materials and competencies that must be studied, to determine the most appropriate learning strategies, to determine students' academic level, as information for parents of students regarding the level of ability of their sons and daughters, grouping students into groups according to their abilities, to increase student learning motivation, identify strengths and weaknesses in the learning process, and diagnose student learning difficulties <sup>27</sup>. A review of previous research shows that research on the HOTS-based Maharoh Qira'ah summative assessment instrument innovation on differences in student abilities in class VIII of Diponegoro Middle School, Depok, Sleman, Yogyakarta is still limited.

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<sup>24</sup> Hidayatul khoiriyah, "Prosedur Penyusunan Tes Berbasis HOTS Pada Empat Keterampilan Berbahasa," *LISANUNA*, Vol. 10, No. 1 (2020) 10, no. 1 (2020): 32–44.

<sup>25</sup> Arifah et al., "Inovasi Tes Obyektif Pada Evaluasi Berpikir Tingkat Tinggi (Hots) Pada Mata Pelajaran Pai."

<sup>26</sup> Sholikah, L., & Pertiwi, "Analysis of Science Literacy Ability of Junior High School Students Based on Programme for International Student Assessment (PISA)."

<sup>27</sup> Fanani, "Strategi Pengembangan Soal Hots Pada Kurikulum 2013."

In line with the statement above, this research is supported by the opinion of <sup>28</sup> regarding differentiated learning which includes: (1) Using assessments such as paying attention to students' input, readiness, interests and talents; (2) Using assessment results to differentiate learning, learning and evaluation environments; (3) Choose learning strategies that suit student needs; (4) Make adjustments (can be done at any time) to anticipate things that cannot be predicted. This finding is in line with Tomlinson (1999) who emphasized that differentiated learning can be beneficial, especially for students with different abilities, because this approach takes into account the different needs and strengths as well as the diversity of students' strategies so that they can overcome these problems and diversity by adapting and teaching accordingly. students' needs and interests based on student interaction methods in reading Arabic texts <sup>29</sup>.

Not only that, this research is also supported by research results <sup>30</sup> regarding the effect of using differentiated learning strategies on improving the linguistic communication skills of non-native students studying Arabic who reported that reading and writing tests at AL -Bayt University Jordan showed significant differences. Differentiated learning in improving Arabic reading and writing skills in third grade students in Jordan shows striking differences in individual achievement, where the experimental group excels in developing reading and writing skills <sup>31</sup>. Summative tests, also called end-of-semester tests, are intended to measure overall student success and are used to make important decisions for students. Summative tests are usually given at the end of a learning program and are used to measure the overall effectiveness of the program. The results of this summative test are then usually used to evaluate whether students are able to reach the specified level of understanding of the material <sup>32</sup>.

Based on the researcher's view, students at Diponegoro Middle School have different abilities. There are some students who already have higher abilities in the Maharah of Qira'ah and there are those who are less skilled in the Maharah of Qira'ah. The end-of-semester assessment at Diponegoro Middle School uses the same instrument form, is not varied, and seems boring, thus causing students' interest and motivation to learn to decrease. Therefore, Diponegoro Middle School needs innovative, varied Maharah Qira'ah summative assessment instruments to improve students' ability to think critically. This summative assessment tool is used as a final semester assessment in Arabic subjects in Grade 8 at Diponegoro Middle School, Depok Sulaiman, Yogyakarta. Therefore, this research aims to complement previous research by asking two questions, namely, how does the HOTS-based Maharah Qira'ah summative assessment instrument affect differences in student abilities in class VIII of Diponegoro Middle School, Depok, Sleman, Yogyakarta? and innovation of the HOTS-based

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<sup>28</sup> Mohamad Aris Murtadho, "Pembelajaran Berdiferensiasi Pada Mata Pelajaran Bahasa Arab," *Al-Tadris: Jurnal Pendidikan Bahasa Arab* 11, no. 1 (2023): 97–133, <https://doi.org/10.21274/tadris.2023.11.1.97-133>.

<sup>29</sup> Abdullah Mohammed Alsubaie, "The Effectiveness of Multiple Intelligence Based Differentiated Instruction on Metacognitive Reading Comprehension in Arabic Language among Middle School Students in Saudi Arabia," *Revista Amazonia Investiga* 9, no. 26 (2020): 158–66, <https://doi.org/10.34069/ai/2020.26.02.17>.

<sup>30</sup> Feras Mahmoud Alslaiti, "٤٧" *يم لعت م بدل ي فيجيتارتسا مادختسا رثا ل لا لصاوتلا تاراهم نيسحت يف زيامتلما ميلعتلا* " ٤٧", no. 1 (2020): 481–93.

<sup>31</sup> (منى هطبول المساعي، ٢٠٢٤)

<sup>32</sup> Yogja Prihartini, Wahyudi Buska, and Nur Hasnah, "Analysis of Test Item on the Final Test Semester Exam on Arabic Subjects," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 6, no. 1 (2019): 71–92, <https://doi.org/10.15408/a.v6i1.10926>.

Maharah Qira'ah summative assessment instrument for differences in student abilities in class VIII of Diponegoro Middle School, Depok, Sleman Yogyakarta?

This research is important for several reasons. First, this research can introduce the HOTS-based Maharah Qira'ah summative assessment instrument for differences in student abilities in class VIII of Diponegoro Middle School, Depok, Sleman Yogyakarta. Second, this research is expected to provide information regarding the innovation of the HOTS-based Maharah Qira'ah summative assessment instrument and differences in student abilities in class VIII of Diponegoro Middle School, Depok, Sleman Yogyakarta.

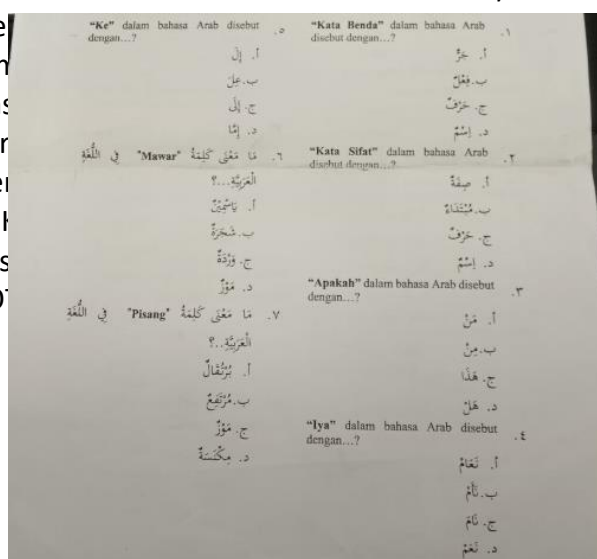
## METHOD

The approach used is to collect data by observing a phenomenon that is occurring or can be called phenomenological research. The approach used is to collect data by observing a phenomenon that is occurring or can be called phenomenological research. The techniques used in collecting data used observation, interview and documentation techniques. Observations were carried out in class VIII of Diponegoro Middle School, interviews were conducted to find out the summative assessment instrument, while documentation in the form of supporting documents related to the HOTS-based Maharah Qira'ah summative assessment instrument on differences in student abilities in class VIII of Diponegoro Middle School, Depok Sleman Yogyakarta. Data testing uses triangulation from several sources, different methods, and different times. Data were analyzed using the Miles and Huberman opinion method through data reduction, data presentation, and drawing conclusions/verification<sup>33</sup>.

## RESULTS AND DISCUSSION

### HOTS Based Maharah Qira'ah Summative Assessment Instrument for Differences in Ability of Class VIII Students of Diponegoro Middle School Depok Sleman Yogyakarta

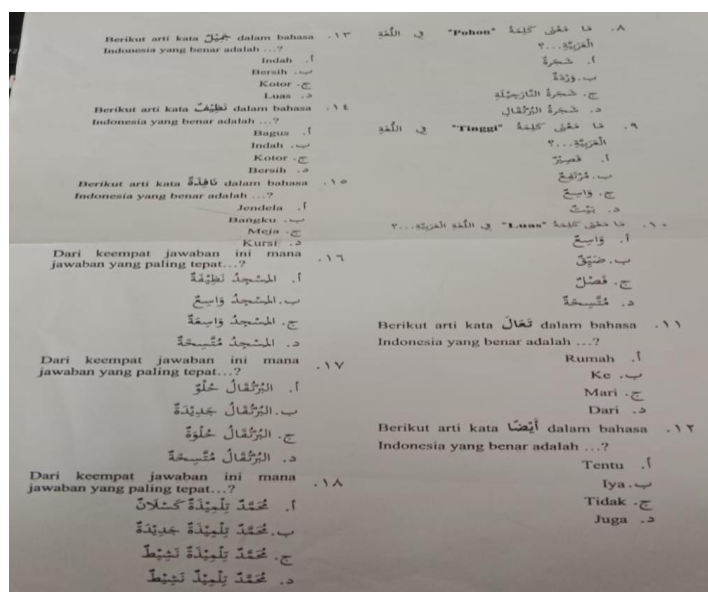
The HOTS-based Maharah Qira'ah summative assessment instrument shows that there are 35 questions used as the final assessment of the 2023/2024 odd semester in class VIII of Diponegoro Middle School. The instrument consists of 30 multiple choice questions. The instrument contains vocabulary questions, sentence completion questions, and sentence transformation questions into Arabic. The instrument for Maharah Qira'ah (Maharah Qira'ah Application) is found on the first sheet of questions, whether, yes, no, or Qira'ah maharah can be seen as follows.



<sup>33</sup> John W. Creswell, "Qualitative, Quantitative, and Mixed-Methods Research," *Microbe Magazine* 4, no. 11 (2009): 485–485, <https://doi.org/10.1128/microbe.4.485.1>.

**Figure 1: Multiple choice summative assessment instrument**

Apart from that, HOTS-based summative assessment instruments for Maharah Qira'ah at levels C-1 (Knowledge), C-2 (Understanding), and C-3 (Application) can be found on the next page regarding tree vocabulary, height, width, come, also , beautiful, clean, windows, sweet orange mosque and active Muhammad disciples translated into Arabic which can be seen as follows.



**Figure 2: Multiple choice summative assessment instrument**

In addition, HOTS-based summative assessment instruments for Maharah Qira'ah at levels C-1 (Knowledge), C-2 (Understanding), and C-3 (Application) as well as C-4 (analysis) can be found on the next page about home, class , adjust the image with the answer and answer the question from the underlined words about table, student and class to be translated into Arabic which can be seen as follows.

Soul Uraian: Terjemahkan Kalimat Berikut Ke Dalam Bahasa Arab Dengan Benar Beserta Harokatnya..!		٢٩. الشَّوْرَةُ بَعَاءُ اللَّوْنِ مَا مَعْنَى الْكَلِمَةِ الْمَشْوَرَةُ.
Meja itu bersih	٣٩	أ. Majalah Dinding ب. Halaman Sekolah ج. Pintu د. Papan Tulis
Papan tulis itu kotor	٣٢	٣٠. رَأَيْتُ الْأَزْهَارَ الْمُتَنَوِّعَةَ. مَا مَعْنَى الْكَلِمَةِ الْمَشْوَرَةُ.
Muhammad murid yang rajin	٣٣	أ. Sedikit ب. Banyak ج. Bunga-Bunga د. Bermacam-macam
Pisang itu manis	٣٤	
Taman rumah itu indah	٣٥	



**Figure 4: Multiple choice summative assessment instrument and description**

The summative assessment instrument contained in the final assessment of the odd semester of the 2023/2024 academic year shows that the assessment instrument in the form of multiple choice questions about vocabulary is at the high thinking skills (HOTS) level, namely assessment level C-1 (knowledge), C-2 (comprehension), C-3 (application). Meanwhile, the level C-4 (analysis) assessment is found in questions about the underlined part of the word as well as in questions about the description of the command to translate Indonesian sentences into Arabic. The summative assessment instrument Maharah Qira'ah based on HOTS for class VIII Diponegoro Middle School at levels C-5 (evaluation) and C-6 (creating) is not yet available in the final assessment questions for the odd semester.

The results of the observations showed that the results of the final assessment of the odd semester showed that there were differences in the abilities of students in class VIII of Diponegoro Middle School. Differences in students' abilities can be found in the assessment results expressed by the Arabic teacher who stated that "each class VIII student has different abilities in understanding and analyzing each assessment instrument, some students who come from the boarding school have higher scores on average, while students "Those who come from outside the boarding school have different assessment results from students who come from inside the boarding school because students who come from inside the boarding school have additional learning about Arabic so their knowledge is high and easy to understand" (Avisena, Interview 26 April 2024).

Thus, the HOTS-based Maharah Qira'ah summative assessment instrument in class VIII of Diponegoro Middle School already uses assessment levels of C-1 (knowledge), C-2 (understanding), C-3 (application) and C-4 (analysis). Meanwhile, at levels C-5 (evaluation) and C-6 (creating) there are no final assessment questions for the odd semester. The results of the research show that each student's ability to answer the Maharah Qira'ah summative assessment instrument is different because they have different backgrounds, some are fluent in reading Arabic texts, some are not fluent so they have different assessment results. with his abilities.

In reading skills, students are able to read Arabic texts fluently, are able to translate them, and are able to understand them well and fluently<sup>34</sup>. Preparation of HOTS-based tests on four Arabic language skills, namely, determining basic competencies or objectives for administering Arabic language tests, selecting test materials including certain Arabic language components and skills that will be tested as well as subject matter that will be tested, creating indicators, compiling test grids, compose questions (tests), review tests, and complete test preparation<sup>35</sup>.

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<sup>34</sup> Hidayatul Khoiriyah, "Metode Qirā'ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah," *Shaut Al Arabiyyah* 7, no. 2 (2019): 147, <https://doi.org/10.24252/saa.v7i2.10805>.

<sup>35</sup> Sihabuddin Sihabuddin, "Prosedur Penyusunan Tes Berbasis Hots Pada Empat Keterampilan Berbahasa Arab," *LEARNING : Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 3, no. 1 (2023): 40–47, <https://doi.org/10.51878/learning.v3i1.2035>.

Research result <sup>36</sup> shows that there are student errors in solving HOTS type questions using the Newman procedure, namely reading errors caused by lack of confidence which ultimately make students fail to focus on understanding the questions, errors in understanding questions that can be identified and asked on the subject, causing failure in understanding the question asked. Transformation errors, students do not understand every formula used in the problem, process skills errors, students do not know the steps or procedures used when working on the questions presented, errors in writing the final answer, students cannot find the results obtained according to the question asked. given, and did not write a final answer. HOTS is high level thinking by measuring tasks through the steps of analysis, evaluation and creation of conceptual and procedural knowledge or metacognition <sup>37</sup>.

### **HOTS Based Maharah Qira'ah Summative Assessment Instrument Innovation for Differences in Student Abilities in Class VIII of Diponegoro Middle School, Depok, Sleman Yogyakarta**

The innovation of the HOTS-based Maharah Qira'ah summative assessment instrument for class VIII SMP Diponegoro, Depok, Sleman, Yogyakarta can be expressed in multiple choice questions using levels C-4 (Analysis), C-5 (Evaluation) and C-6 (creating). Based on the researcher's view, students at Diponegoro Middle School have different abilities. There are some students who already have higher abilities in the Maharah of Qira'ah and there are those who are less skilled in the Maharah of Qira'ah. The end-of-semester assessment at Diponegoro Middle School uses the same instrument form, is not varied, and seems boring, thus causing students' interest and motivation to learn to decrease.

The innovation of the HOTS-based Maharah Qira'ah summative assessment instrument can be seen as follows:

Bacalah terlebih dahulu teks berikut ini untuk menjawab pertanyaan nomor 8, 9, 10, 11, dan 12 dengan baik!

#### فِي الْفَصْلِ

هَذَا فَصْلٌ، الْفَصْلُ وَاسِعٌ. فِي الْفَصْلِ بَابٌ، الْبَابُ جَمِيلٌ فِي الْفَصْلِ أَيْضًا نَافِذَةٌ، النَّافِذَةُ جَمِيلَةٌ، هَذَا مَكْتُبٌ، الْمَكْتُبُ نَظِيفٌ، هَذِهِ سُبُورَةٌ، السُّبُورَةُ مُتَسِّحَةٌ، فِي الْفَصْلِ تَلْمِيذٌ نَشِيطٌ وَتَلْمِيذٌ كَسَلَانٌ، مُحَمَّدٌ تَلْمِيذٌ نَشِيطٌ وَبُرْهَانٌ تَلْمِيذٌ كَسَلَانٌ.

٨. هَلِ الْفَصْلُ وَاسِعٌ؟ .....

أ. لَا، هَذَا الْفَصْلُ صَغِيرٌ

ب. نَعَمْ، هَذَا الْفَصْلُ وَاسِعٌ

ج. نَعَمْ، هَذَا الْفَصْلُ ضَيِّقٌ

د. لَا، هَذَا الْفَصْلُ مُتَسِّحٌ

<sup>36</sup> Wening Anggoro Ratri and Ervin Azhar, "Analisis Kesalahan Siswa Dalam Menyelesaikan Soal Tipe HOTS Menggunakan Prosedur Newman," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 15447–56.

<sup>37</sup> Mariam, Nurhayati, and Irmawan, "Penerapan Evaluasi Pembelajaran Berbasis HOTS."

٩. مَاذَا يُوجَدُ فِي الْفَصْلِ؟ .....
- أ. فِي الْفَصْلِ مَجَلَاتٌ
  - ب. فِي الْفَصْلِ صُورَةٌ
  - ج. فِي الْفَصْلِ بَابٌ
  - د. فِي الْفَصْلِ بَابٌ، فِي الْفَصْلِ نَافِذَةٌ
١٠. هَلِ النَّافِذَةُ جَمِيلَةٌ؟ .....
- أ. نَعَمْ، النَّافِذَةُ جَمِيلَةٌ
  - ب. نَعَمْ، النَّافِذَةُ وَاسِعَةٌ
  - ج. لَا، النَّافِذَةُ مُتَسَحِّةٌ
  - د. لَا، النَّافِذَةُ جَمِيلٌ
١١. هَلِ السُّبُورَةُ نَظِيفَةٌ؟ .....
- أ. لَا، السُّبُورَةُ جَمِيلَةٌ
  - ب. نَعَمْ، الْمَكْتَبُ نَظِيفٌ
  - ج. لَا، السُّبُورَةُ مُتَسَحِّةٌ
  - د. نَعَمْ، السُّبُورَةُ نَظِيفَةٌ
١٢. هَلِ مُحَمَّدٌ تَلْمِيزٌ كَسْلَانٌ؟ .....
- أ. لَا، مُحَمَّدٌ تَلْمِيزٌ نَشِيطٌ
  - ب. لَا، بُرْهَانٌ تَلْمِيزٌ نَشِيطٌ
  - ج. نَعَمْ، بُرْهَانٌ تَلْمِيزٌ نَشِيطٌ
  - د. نَعَمْ، مُحَمَّدٌ تَلْمِيزٌ كَسْلَانٌ
١٣. أَحْمَدُ - أَيْضًا - وَأُخْتُهُ - مَاهِرٌ - مَاهِرَةٌ

Susunan kalimat yang benar adalah .....

- أ. أَحْمَدُ أَيْضًا مَاهِرٌ مَاهِرَةٌ وَأُخْتُهُ
- ب. أَحْمَدُ مَاهِرٌ وَأُخْتُهُ أَيْضًا مَاهِرَةٌ
- ج. وَأُخْتُهُ أَيْضًا أَحْمَدُ مَاهِرٌ مَاهِرَةٌ
- د. مَاهِرٌ وَأُخْتُهُ أَحْمَدُ مَاهِرَةٌ أَيْضًا

١٤. هَذِهِ - وَنَظِيفَةٌ - مَكْتَبَةٌ - وَاسِعَةٌ - مَدْرَسِيَّةٌ - الْمَكْتَبَةُ الْمَدْرَسِيَّةُ

Susunan kalimat yang benar adalah .....

- أ. وَنَظِيفَةٌ وَاسِعَةٌ الْمَكْتَبَةُ الْمَدْرَسِيَّةُ، مَدْرَسِيَّةٌ كَتَبَتْ هَذِهِ
- ب. الْمَكْتَبَةُ الْمَدْرَسِيَّةُ، هَذِهِ نَظِيفَةٌ وَاسِعَةٌ مَكْتَبَةُ مَدْرَسِيَّةٍ
- ج. هَذِهِ مَكْتَبَةُ مَدْرَسِيَّةٍ، الْمَكْتَبَةُ الْمَدْرَسِيَّةُ وَاسِعَةٌ وَنَظِيفَةٌ
- د. هَذِهِ مَكْتَبَةُ مَدْرَسِيَّةٍ، وَاسِعَةٌ وَنَظِيفَةٌ الْمَكْتَبَةُ الْمَدْرَسِيَّةُ

Susunlah kata-kata berikut ini sehingga soal nomor 18, 19, dan 20 menjadi kalimat yang benar!

١٨. وَاسِعَةٌ - غُرْفَةُ الْجُلُوسِ - وَنَظِيفَةٌ

أ. ٣، ٢، ١

ب. ٣، ١، ٢

ج. ٢، ١، ٣

د. ١، ٢، ٣

١٩. هَذِهِ - نَظِيفَةٌ - الْمِنْصَدَةُ

أ. ٣، ٢، ١

ب. ١، ٢، ٣

ج. ١، ٣، ٢

د. ٢، ٣، ١

٢٠. جَمِيلَةٌ - الزَّهْرِيَّةُ - هَذِهِ

أ. ١، ٢، ٣

ب. ٣، ٢، ١

ج. ٣، ١، ٢

د. ٢، ١، ٣

The HOTS based Maharah Qira'ah suative assessment instrument innovation in class VIII of Diponegoro Middle School, Depok Sleman, Yogyakarta consists of ten forms of instrument innovation that researchers present at levels C-4 (analyzing), C-5 (evaluating) and C-6 (creating). Level C-4 (analyzing) is found in the Maharoh Qira'ah summative assessment instrument innovation for questions number 8, 9, 10, 11, 12, namely students are instructed to read and analyze the text first before answering multiple choice questions because all the answers are in the reading text the. Level C-5 (evaluating) researchers innovated a form of summative assessment instrument based on Qira'ah found in questions number 13 and 14

regarding evaluating correct sentence structure. Meanwhile, level C-6 (creating) is found in the innovative form of questions number 18, 19 and 20, namely the command to arrange words into correct sentences.

With the innovation of the HOTS-based Maharah Qira'ah summative assessment instrument in class VIII of Diponegoro Middle School which includes levels C-1 (Knowledge), C-2 (Understanding), C-3 (Application), C-4 (analyzing), C-5 (evaluating) and C-6 (creating) to achieve learning indicators, namely students can recite Qira'ah material with the correct intonation, answer questions or exercises correctly, write several programmed Arabic letters and can compose sentences using the words provided, pronounce the new mufrodat with the correct pronunciation, and use the mufrodat in sentences correctly. Thus, the innovation of the HOTS-based Maharah Qira'ah summative assessment instrument and the differences in students' abilities in class VIII of Diponegoro Middle School show that the final semester assessment questions have levels C-1, C-2, C-3 and C-4. Then the form of innovation is innovating the Maharah Qira'ah summative assessment instrument at levels C-5 (analyzing) and C-6 (creating) so that students can think highly and are able to analyze and achieve the desired learning goals.

Based on the results of observations, it shows that students at Diponegoro Middle School have different abilities. There are some students who already have higher abilities in the Maharah of Qira'ah and there are those who are less skilled in the Maharah of Qira'ah. This difference is also visible when Arabic language learning takes place in the classroom when the teacher gives students the opportunity to read reading texts in the class theme Arabic book. Student differences based on learning styles, interests and potential. The audio-visual learning style has not been implemented by teachers, because students prefer to learn through the Arabic language books that each student owns. Students listen well when the teacher explains and does the assignments at the end of the theme in the sub-chapter in the textbook. Teachers try to create differentiated learning that suits the characteristics of each student's learning style, interests and potential so that they are able to be responsible for the process and results of the Maharah Qira'ah summative assessment that they obtain so that they obtain optimal learning achievement. Children's interest in Arabic is quite high, but they are still hampered by reading Arabic texts in summative assessments which are carried out at the end of every odd and even semester (Observation, 26 April 2024).

There are several students who are not yet fluent in Maharah Qira'ah as evidenced by the results of an interview with the Arabic language teacher of class VIII at Diponegoro Middle School that "Overall class VIII students are still having problems with reading because some students are still at the IQRO recitation stage and some have already recited the Al-Qur'an. So, every morning at school we require all students to take part in Al-Qur'an reading and writing activities guided by their respective homeroom teachers. "The hope is to help students who are still learning IQRO quickly be able to read the Al-Qur'an well so that it is easy to read Arabic texts which is one of the language programs at Diponegoro Middle School" (Avisena, Interview 26 April 2024).

From the final semester assessment at Diponegoro Middle School class VIII, it can be seen that the presentation of questions uses an instrument form that has many similarities, is not varied, and seems boring, thus causing students' interest and motivation to learn to decrease. The HOTS based Maharah Qira'ah summative assessment instrument shows that there are 35 questions used as the final assessment of the 2023/2024 odd semester in class

VIII of Diponegoro Middle School, Depok, Sleman, Yogyakarta. The summative assessment instrument consists of 30 multiple choice practice questions and 5 description questions. The summative assessment instrument which consists of multiple choices contains vocabulary questions, while the description contains instructions for translating sentences into Arabic along with their characters. The summative assessment instrument for Maharah Qira'ah based on HOTS levels C-1 (Knowledge), C-2 (Understanding), and C-3 (Application) is found on the first sheet of questions number one to seven about nouns, adjectives, whether, yes, no, ke, rose, and banana.

Summative tests, also called end-of-semester tests, are intended to measure overall student success and are used to make important decisions for students. Summative tests are usually given at the end of a learning program and are used to measure the overall effectiveness of the program. The results of this summative test are then usually used to evaluate whether students are able to reach the specified level of understanding of the material <sup>38</sup>. The HOTS assessment of Arabic language skills aims to ensure students achieve critical thinking competence, creativity and innovation, communication and collaboration skills, and self-confidence. The five things conveyed by the government are the goals of student personality regarding the assessment system and 21st century skills <sup>39</sup>. Meanwhile, formative assessment can support and facilitate teachers' assessment of Arabic Qira'ah skills because it uses technological devices with various types of questions, audio and visual features, login functions, assessment of each question item, and time limits for completion <sup>40</sup>.

The ability to think at a higher level is an important competency in the modern world, so every student must have it. To train students' high-level thinking skills, it starts with students' ability to solve problems based on high-level thinking skills, so teachers need to be skilled in developing high-level thinking skills (HOTS) assessment tools <sup>41</sup>. Learning using an integrated project-based learning model with HOTS can improve students' creative thinking abilities which are influenced by full student involvement or student-centered learning <sup>42</sup>.

HOTS (Higher Order Thinking Skills) is one way to solve educational problems in facing the challenges and changes of the 21st century. Therefore, students need to be taught sufficient and effective knowledge, attitudes and skills to handle challenges <sup>43</sup>. HOTS based Arabic language learning development innovation which includes several stages, namely analysis of basic competencies (KD), analysis of indicators, analysis of student characteristics,

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<sup>38</sup> Prihartini, Buska, and Hasnah, "Analysis of Test Item on the Final Test Semester Exam on Arabic Subjects."

<sup>39</sup> Rifda Haniefa, "Implementasi Model Penilaian Hots (Higher Order Thinking Skills) Pada Penilaian Empat Keterampilan Berbahasa Arab" 1, no. 1 (2022): 49–71.

<sup>40</sup> Rahmayanti et al., "Pengembangan Formative Sebagai Media Evaluasi Maharah Al Qira' Ah Siswa Kelas X MAN Kota Batu Malang Madras Aliyah Negeri Kota Batu Malang, Indonesia. Arabic Education Study Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. ص. خ ل م ق ز ه ج ل ا ."

<sup>41</sup> Wafida, "Penyusunan Instrumen Penilaian Berbasis Higher Order Thingking Skills (Hots)," *Jurnal Cendekia Sambas* 1, no. 1 (2020): 1–10.

<sup>42</sup> Susanto Susanto et al., "Improving Students' Creative Thinking In Learning Arabic Through HOTS Based Project Based Learning Model," *An Nabighoh* 24, no. 1 (2022): 1, <https://doi.org/10.32332/an-nabighoh.v24i1.3924>.

<sup>43</sup> Arifka Mahmudi, "The Use of G-Form as an Assessment Instrument in Arabic Language Teaching Based on HOTS," *At-Tarbawi: Jurnal Kajian Kependidikan Islam* 3, no. 2 (2018), <https://doi.org/10.22515/attarbawi.v3i2.1481>.

formulation of learning objectives, analysis of materials, development of learning strategies and activities as well as development of learning tools, development of assessments, linking HOTS principles (High Order Thinking Skills), and revising all aspects and steps for learning development <sup>44</sup>.

One of the obstacles that occurs in implementing HOTS is that students do not understand the questions given, so they are confused and complain. The results of this research conclude that the G-form can be used as an assessment instrument in Arabic language learning based on Higher Order Thinking Skills (HOTS) so that it can help teachers in studying and assessing students<sup>45</sup>. Arabic language learning at UIN Maulana Malik Ibrahim Malang adopts integration between media, methods and materials based on online learning platforms or social media. Learning Arabic during the COVID-19 emergency is included in the HOTS category, this is shown when students can create conversations by integrating technology. in the learning process, applying sentence structures and designing Arabic communication innovations <sup>46</sup>.

In the class XI Arabic textbook published by the Ministry of Religion, tests have been carried out at the HOTS cognitive level. There are 8 test questions included in the HOTS domain, containing 3 main test instruments, the rest will only be repeated in the next chapter. This shows that there are still limited test instruments that contain the HOTS cognitive domain used in textbooks. The results of his research showed that there were 10 test instruments covering the HOTS cognitive domain. Of the 10 test instruments given, there were 7 new instruments, namely: finding the main idea, finding the message, finding the title, analyzing relevant information, evaluating ideas, assessing the author's impression, and providing new ideas from reading texts. The innovation of this test instrument is explained by describing the implementation of each test instrument which contains the HOTS cognitive domain so that it can be understood and used to develop an Arabic reading skills test instrument <sup>47</sup>.

Not only that, this research is also supported by the results of research <sup>48</sup> regarding the effect of using differentiated learning strategies on improving the linguistic communication skills of non-native students studying Arabic which reported that reading and writing tests at AL-Bayt University Jordan showed differences which is significant. Differentiated learning in improving Arabic reading and writing skills in third grade students in Jordan showed striking differences in individual achievement, where the experimental group excelled in developing reading and writing skills <sup>49</sup>.

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<sup>44</sup> Mokhammad Miftakhul Huda and Pandi Rais, "Improving Arabic Language Learning Based on Higher Order Thinking Skills (Hots) in Excellent Senior High School," *Fenomena* 20, no. 2 (2021): 283–96, <https://doi.org/10.35719/fenomena.v20i2.68>.

<sup>45</sup> Mahmudi, "The Use of G-Form as an Assessment Instrument in Arabic Language Teaching Based on HOTS."

<sup>46</sup> Suci Ramadhanti Febriani, "IMPLEMENTATION OF ARABIC LEARNING DURING COVID-19 EMERGENCY IN INDONESIA: HOTS, MOTS, OR LOTS?" 5, no. 2 (2020): 117–29.

<sup>47</sup> Amila Sholiha, R Umi Baroroh and Razita binti Abdullah, "Innovation in Reading Skills Assessment in Arabic Textbooks Based on HOTS Assessment," *Izdiyar : Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 2 (2023): 231–42, <https://doi.org/10.22219/jiz.v6i2.27151>.

<sup>48</sup> Alsaiti, "يم لعت م بدل ي فيجيتارتسا مادختسا رثاً للاً لصاوتلا تاراهم نيسحت يف زيامتلما ميلعتلا"

<sup>49</sup> (منى هطبول المساعي، ٢٠٢٤)

In line with the statement above, this research is supported by the opinion of <sup>50</sup> regarding differentiated learning which includes: (1) Using assessments such as paying attention to students' input, readiness, interests and talents; (2) Using assessment results to differentiate learning, learning and evaluation environments; (3) Choose learning strategies that suit student needs; (4) Make adjustments (can be done at any time) to anticipate things that cannot be predicted. This finding is in line with Tomlinson (1999) who emphasized that differentiated learning can be beneficial, especially for students with different abilities, because this approach takes into account the different needs and strengths as well as the diversity of students' strategies so that they can overcome these problems and diversity by adapting and teaching accordingly students' needs and interests based on student interaction methods in reading Arabic texts <sup>51</sup>.

## CONCLUSION

The HOTS-based Maharah Qira'ah summative assessment instrument shows that there are 35 questions used as the final assessment of the 2023/2024 odd semester in class VIII of Diponegoro Middle School, Depok, Sleman, Yogyakarta. The summative assessment instrument consists of 30 multiple choice practice questions and 5 description questions. The summative assessment instrument which consists of multiple choices contains vocabulary questions, while the description contains instructions for translating sentences into Arabic along with their characters. The summative assessment instrument for Maharah Qira'ah based on HOTS levels C-1 (Knowledge), C-2 (Understanding), and C-3 (Application) is found on the first sheet of questions number one to seven about nouns, adjectives, whether, yes, ke, rose, and banana. Apart from that, HOTS-based summative assessment instruments for Maharah Qira'ah at levels C-1 (Knowledge), C-2 (Understanding), and C-3 (Application) can be found on the next page regarding tree vocabulary, height, width, come, also, beautiful, clean, windows, sweet orange mosque and active Muhammad disciples translated into Arabic. The HOTS-based summative assessment instrument for Maharah Qira'ah at levels C-1 (Knowledge), C-2 (Understanding), and C-3 (Application) and C-4 (analysis) can be found on the next page regarding home, class, adjusting the image with answers and answer questions from the underlined words about desks, students, and classes to be translated into Arabic. Level C-5 (evaluating) researchers innovated a form of summative assessment instrument based on Qira'ah found in questions number 13 and 14 regarding evaluating correct sentence structure. Meanwhile, level C-6 (creating) is found in the innovative form of questions number 18, 19 and 20, namely the command to arrange words into correct sentences. Research related to the innovation of formative and summative assessment instruments Maharah Kalam, Maharah Kitabah based on Higher Order Thinking Skills (HOTS) is recommended so that further research can be carried out.

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<sup>50</sup> Murtadho, "Pembelajaran Berdiferensiasi Pada Mata Pelajaran Bahasa Arab."

<sup>51</sup> Alsubaie, "The Effectiveness of Multiple Intelligence Based Differentiated Instruction on Metacognitive Reading Comprehension in Arabic Language among Middle School Students in Saudi Arabia."



researchers apologize if there are still many shortcomings and cannot mention in detail the parties involved in this research.

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