Innovation of Higher Order Thinking Skills (HOTS)-based Assessment in Balaghoh Learning

Inovasi Penilaian berbasis HOTS dalam Pembelajaran Balaghoh

Alma Melati[1*], Rahil Ayu Na Ziiha[2], Agung Setiyawan[3]
UIN Sunan Kalijaga Yogyakarta, Indonesia[1,2,3]
e-mail: [1*]almamelati99@gmail.com, [2]rahilziha@gmail.com,
[3]agung.setiyawan@uin-suka.ac.id

Abstract

Assessment of balaghoh learning in universities is still in the category of low-level thinking skills. The test instruments still ask for understanding, the number of types, and other basic questions. This research aims to provide an innovative test based on higher-order thinking Skills (HOTS) for assessing balaghoh learning at the Islamic Religious College (STAI) Masjid Syuhada Yogyakarta. This field research is qualitative, with a case study type. Data collection methods include interviews, observations, focus group discussions, and documentation. The results of this study indicate that the Balaghoh assessment instrument used has implemented HOTS cognitive level tests. However, there are only 3 test items that are included in the HOTS domain. This shows the limited number of HOTS items used in the assessment. Through this study, the researcher innovated a test instrument containing 14 HOTS items to test students' ability to analyze and evaluate sentence structure from the perspective of balaghoh science and create kalām-kalām (baligh) according to instructions. The innovation of this test instrument is explained with a description of the implementation of each item that contains the HOTS cognitive domain so that it can be understood and used for the development of balaghoh test instruments.

Keywords: Higher Order Thinking Skills (HOTS), Assessment, Balaghoh Learning.

Abstrak

Penilaian pembelajaran balaghoh di perguruan tinggi masih dalam kategori kemampuan berpikir tingkat rendah. Instrumen tes masih menanyakan pengertian, jumlah jenis dan pertanyaan dasar lainnya. Penelitian ini bertujuan untuk memberikan inovasi tes berbasis HOTS dalam menilai pembelajaran balaghoh di Sekolah Tinggi Agama Islam Syuhada (STAI) Masjid Yogyakarta. Penelitian lapangan ini bersifat kualitatif dengan jenis studi kasus. Metode pengumpulan data melalui wawancara, observasi, diskusi kelompok terkhusus, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa instrumen penilaian balaghoh yang digunakan telah menerapkan tes tingkat kognitif HOTS. Namun

hanya terdapat 3 butir soal tes yang masuk dalam ranah HOTS. Hal ini menunjukkan terbatasnya butir soal HOTS yang digunakan dalam penilaian. Melalui penelitian ini, peneliti membuat inovasi instrumen tes yang memuat 14 butir soal HOTS untuk menguji kemampuan mahasiswa dalam menganalisis dan mengevaluasi struktur kalimat dengan prespektif ilmu *balaghoh* dan menciptakan *kalām-kalām* (*baligh*) sesuai instruksi. Inovasi instrumen tes ini dijelaskan dengan gambaran pelaksanaan setiap butir soal yang memuat ranah kognitif HOTS sehingga dapat dipahami dan digunakan untuk pengembangan instrumen tes *balaghoh*.

Kata Kunci: Kemampuan Berpikir Tingkat Tinggi (HOTS), Penilaian, Pembalajaran Balaghoh

A. Introduction

The ability to think critically has received great attention from educators, politicians, and business people in the last decade, because it is a key learning outcome for students that will have a major influence on their academic, social, and professional success.[1] The ability of students to innovate and utilize information correctly is a characteristic of Indonesian education in the 21st century.[2] This means that students are required to have competencies indicated by *learning and innovation skills,* where they must have 4 basic abilities, one of which is the ability to think critically (*critical thinking*).[3] The ability to think critically is also a provision for students to face the development of the industrial era 4.0 with all its competition and challenges,[4] because intellectual ability alone is no longer sufficient to survive and exist in this era.[5]

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[1] "Bibliometric Analysis of the Literature on Critical Thinking: An Increasingly Important Competence for Higher Education Students," accessed December 13, 2023, https://www-tandfonline-com.online.uin-suka.ac.id/doi/epdf/10.1080/1331677X.2022.2125888?needAccess=true.

[2] Tasrif Tasrif, "Higher Order Thinking Skills (HOTS) dalam pembelajaran social studies di sekolah menengah atas," *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi* 10, no. 1 (September 5, 2022): 50–61, https://doi.org/10.21831/jppfa.v10i1.29490.

[3] Moh Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) Dalam Pembelajaran Bahasa Arab* (Malang: CV. Bintang Sejahtera, 2020), 63–65, https://scholar.google.com/scholar?cluster=15751768019328382911&hl=en&oi=scholarr.

[4] Rista Utami and Nurul Fatimah, "Resiliensi Guru Dalam Menerapkan Pembelajaran Higher Order Thinking Skills (HOTS) Pada Mata Pelajaran Sosiologi Di SMA Negeri 11 Semarang," *Solidarity: Journal of Education, Society and Culture* 12, no. 2 (October 17, 2023): 320–34, https://doi.org/10.15294/solidarity.v12i2.76722.

[5] "Constructivism Learning Theory: A Paradigm for Students' Critical Thinking, Creativity, and Problem Solving to Affect Academic Performance in Higher Education," accessed December 12, 2023, https://www-tandfonline-com.online.uin-suka.ac.id/doi/epdf/10.1080/2331186X.2023.2172929?needAccess=true.

UNESCO states that the goal of higher education globally is an effort to develop critical thinking in graduates of related institutions.[6] The Indonesian government's policy through the Directorate General of Teachers and Education Personnel in 2018 also emphasized that learning must aim at high-level thinking skills, not just theoretical cognitive skills.[7] Apart from that, Barr also explained that the 21st-century education paradigm is based on the *learning paradigm,* namely learning to think logically and rationally, learning to provide solutions to problems, learning to be independent to form character, and learning to be tolerant and able to work together, as students' preparation for facing post-study challenges in higher education.[8] The above shows that the goal of higher education is to produce students who can think critically so that they can be independent in solving the challenges they face.[9] This ability is known as *Higher order thinking skills (HOTS).* Seeing the urgency of HOTS in the world of higher education, lecturers must help students maximize critical thinking skills during learning, one of which is in the assessment process.

Assessment is the final decision-making activity of the learning process and results.[10] It is an essential component in improving the quality of education because improving the quality of assessment is an effort to improve the quality of education.[11] Assessment also functions to measure progress, support the preparation of plans, and improve the learning process.[12] Meanwhile, for students, assessment functions to provide encouragement and motivation so that they can evaluate, improve, and maintain their achievements.[13]

In HOTS-based assessment, students are not only required to know and understand the material being taught but also be able to analyze,

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[6] "Critical Thinking in Higher Education: Taking Stiegler's Counsel on the Digital Milieu," accessed December 12, 2023, https://www-tandfonline-com.online.uin-suka.ac.id/doi/epdf/10.1080/14681366.2023.2183983?needAccess=true.

[7] Amila Sholiha, R. Umi Baroroh, and Razita binti Abdullah, "Innovation in Reading Skills Assessment in Arabic Textbooks Based on HOTS Assessment," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 2 (September 17, 2023): 231–42, https://doi.org/10.22219/jiz.v6i2.27151.

[8] Tasrif, "Higher Order Thinking Skills (HOTS) dalam pembelajaran social studies di sekolah menengah atas."

[9] "Constructivism Learning Theory."

[10] Ahmad Mahmoud Thawabieh, "A Comparison between Students' Self-Assessment and Teachers' Assessment," *Journal of Curriculum and Teaching* 6, no. 1 (February 5, 2017): 14, https://doi.org/10.5430/jct.v6n1p14.

[11] Karee E. Dunn and Sean W. Mulvenon, "A Critical Review of Research on Formative Assessments: The Limited Scientific Evidence of the Impact of Formative Assessments in Education," accessed December 11, 2023, https://doi.org/10.7275/JG4H-RB87.

[12] Abdul Munip, *PENILAIAN PEMBELAJARAN BAHASA ARAB*, 2019, 9–13.

[13] Ibid., 14.

evaluate, and create something more meaningful from what they have learned.[14] This includes the assessment of balaghoh learning in tertiary institutions, where students are no longer required to know the meanings of the existing material but are already in the expert phase in creating or creating *balaghah sentences* according to the related material.[15] This is because balaghoh courses at the tertiary level are included in the Arabic language curriculum structure which is based on creative skills courses (MKKB).[16]

The Arabic Language Education Study Program at Islamic Religious College (STAI) Masjid Syuhada Yogyakarta has made *Ulumul Balaghoh* a compulsory subject in semester 5 with a weight of 2 credits. The *Ulumul Balaghoh* learning process at STAIMS is student-centered (*student-centered learning),* meaning that in the learning process, the lecturer prioritizes student involvement in presenting predetermined material, and then continuing with discussions between students.[17] The final assessment procedure for this course is carried out online by answering questions from the *Google Form link* distributed by the lecturer.[18] Meanwhile, the substance of the assessment questions does not include HOTS-based assessments, because some questions only ask for understanding, so this assessment is still at competency level 1 of the 6 existing levels, namely at the remembering level, even though high-level thinking skills for high school students are very important skills to be able to compete in the 21st century.[19] Therefore, there is a need for innovation in assessing Balaghoh learning at the tertiary level, so that Balaghoh learning can encourage students' ability to think critically.

Many previous studies have discussed the issue of HOTS-based assessment innovation in *maharah lughowiyah* or lesson learning certain things, such as research conducted by Amila Sholihah which provides innovative assessment of Arabic textbook reading skills on a HOTS basis.[20] Research conducted by Faizmailatus Sofa on innovation in receptive skills based on authentic assessment, where this research tries to provide

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[14] Sholiha, Baroroh, and Abdullah, "Innovation in Reading Skills Assessment in Arabic Textbooks Based on HOTS Assessment."

[15] Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) Dalam Pembelajaran Bahasa Arab*.

[16] Mohamad Ghozi, "ANALISIS PENGEMBANGAN KURIKULUM BAHASA ARAB PERGURUAN TINGGI ISLAM DI INDONESIA," *PENA ISLAM* 2, no. 1 (2019): 62–75.

[17]Field observations on 14 October 2023-10 November 2023

[18] Results of interviews with STAI Masjid Syuhada lecturers on 02 October 2023

[19] Yelfi Dewi S et al., "Assessment Based on Higher Order Thinking Skill on SKI Learning," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (January 10, 2023): 443–58, https://doi.org/10.35445/alishlah.v15i1.2586.

[20] Sholiha, Baroroh, and Abdullah, "Innovation in Reading Skills Assessment in Arabic Textbooks Based on HOTS Assessment."

innovation in the assessment of receptive language skills.[21] As well as research conducted by Yelfi Dewi which discusses the implementation of HOTS-based instruments in SKI subjects.[22] The first research discussed innovations in hot-based assessment in the context of Arabic reading skills, not in balaghah learning. Meanwhile, the second research discusses innovations in assessing Arabic language receptive skills based on authentic assessment, not hots-based. The third research discusses hot-based assessment innovations but in SKI lessons, not in balaghah learning. From the research above no one has discussed the assessment on a HOTS basis in Balaghoh learning. So with this, there is a need for innovation in the assessment of Balaghoh learning based on Higher order thinking skills, to complement and perfect previous research research. With the above background, researchers are interested in researching HOTS-Based Assessment as an Innovation in Balaghoh Learning.

B. Method

This type of research is qualitative research. The steps taken by the researcher in his research were a preliminary investigation to examine various documents related to the Balaghoh learning assessment. Instilling theory to formulate the basic concept of HOTS-based Balaghoh assessment. Analysis of documents related to the Balaghoh learning process and its assessment, such as semester learning plan documents, course learning outcomes, and final course assessment question documents. Also, document the results of interviews and focus group discussions. Focus Group Discussion (FGD) involving STAIMS Yogyakarta lecturers

The data collection technique in this research is observation, to study and collect information related to the balaghoh learning process. Interviews, to collect information regarding the technical aspects of the Balaghoh learning assessment process. Content Analysis, to analyze the final assessment documents for the Balaghoh course, as well as semester learning plan documents, and course learning outcomes. Focus Group Discussion (FGD), with people who are considered competent to help researchers find the meaning of research results.

The collected data will be processed using data processing techniques with data reduction, namely selecting and sorting basic data. Data presentation is the process of presenting data after it has been reduced using narrative description. Drawing conclusions and verification that will answer

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[21] Faizmailiatus Sofa et al., "Innovation of Language Receptive Skills Based on Authentic Assessment," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (April 30, 2023): 31–44, https://doi.org/10.22219/jiz.v6i1.24029.

[22] S et al., "Assessment Based on Higher Order Thinking Skill on SKI Learning."

the researcher's problem formulation. This research was conducted at the STAI Masjid Syuhada in Yogyakarta. The research was carried out for three months, namely from October 2023 to December 2023.

C. Results and Discussion

HOTS-Based Assessment

Bloom's Taxonomy is the cognitive skills approach most dominantly used in higher education to describe educational goals.[23] From the cognitive process dimension, Bloom's Taxonomy which has been revised by Andreson & Krathwohl divides it into six 6 levels of thinking processes, namely remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5) and creating (C6). Furthermore, these 6 levels are classified into three categories, namely HOTS (Higher order thinking skills), MOTS (Middle order thinking skills) and LOTS (Lower order thinking skills),[24] as in the following picture:[25]

CREATING
EVALUATING
ANALYZING
APPLYING
UNDERSTANDING
KNOWING

- ■ HOTS (Higher-order thinking skill)
- ■ MOTS (Middle order thinking skill)
- ■ LOTS (Lower order thinking skill)
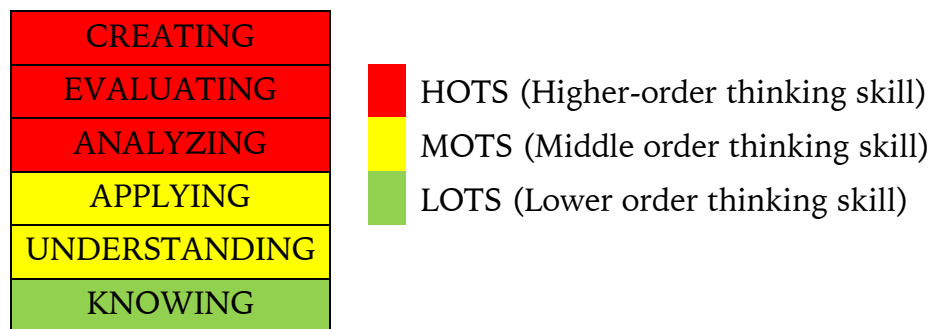
There are three skills in the HOTS category, namely analyzing, evaluating, and creating. Analyzing is the ability to describe something in smaller parts so that a deeper meaning is obtained. Analysis indicators include the ability to differentiate, organize, *attribute,* or connect. Evaluating is an individual's ability to find weaknesses and strengths, to produce certain ideas or what is called creating. Evaluating indicators include checking and criticizing skills. The indicator of creation is the ability to formulate, plan, and produce.[26] Thus, HOTS-based assessments are instruments that have the cognitive domain of analyzing, evaluating, and creating.

HOTS-based assessment has characteristics and principles, the following are the characteristics of HOTS-based assessment instruments:[27]

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[23] "Multiple-Choice Questions (MCQs) for Higher-Order Cognition: Perspectives of University Teachers," accessed December 13, 2023, https://www-tandfonline-com.online.uin-suka.ac.id/doi/epdf/10.1080/14703297.2023.2222715?needAccess=true.

[24] Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) Dalam Pembelajaran Bahasa Arab*.

[25] Dunn and Mulvenon, "A Critical Review of Research on Formative Assessments."

[26] Sholiha, Baroroh, and Abdullah, "Innovation in Reading Skills Assessment in Arabic Textbooks Based on HOTS Assessment."

[27] Wiwik Setiawati et al., "Berorientasi Higher Order Thinking Skills," n.d., 39–43.

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1. Measuring high-level thinking abilities. Because high-level thinking is not just the ability to remember, know, and repeat, the answers to HOTS questions cannot be explicitly stated in the stimulus.
2. It is divergent, meaning it allows students to give different answers according to the thought process and point of view used.
3. Using multiple representations, namely assessment instruments that use various representations, such as verbal (in the form of sentences), visual (pictures, charts, graphs, tables, or videos), symbolic (symbols, icons, initials, and signs), and mathematical (numbers, formulas, equations)
4. Based on contextual problems, meaning that the assessment instrument is an assessment based on real situations in everyday life, so it is hoped that students will have REACT skills or the skills to connect, interpret, *apply,* and *integrate* knowledge. knowledge in learning to solve problems in real contexts.
5. Using various forms of questions, namely an attempt to vary the forms of questions such as complex multiple-choice questions or descriptions.

Meanwhile, the principles of the HOTS-based assessment instrument are:[28]

1. Using introductory material, namely using a direction, stimulus, or introductory material (stimulus) that gives students something to think about, such as text, visual forms, scenarios, images, etc.
2. Using new material means using novel material *or* the material used by the assessee is new material, not material that has been discussed in class.
3. Differentiate the level of difficulty and level of thinking, that is, create levels of difficulty and ease of questions with different percentages.

Balaghoh Assessment

Assessment of balaghoh learning at STAI Masjid Syuhada uses several cognitive levels, as shown in Table 1.

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[28] Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) Dalam Pembelajaran Bahasa Arab*.

Table 1. The instrument of balaghoh assessment at STAI Masjid Syuhada

No	Assessment Instruments	Theme	Level
1	مَا مَعْنَى البَلاغَةِ لُغَةً وَ اِصْطِلَاحًا؟	Balaghoh	C2
2	مَا هُوَ الأُسْلُوْبُ؟ كَمْ نَوْعًا لَهُ؟	Balaghoh	C2
3	مَيِّزْ الأُسْلُوب الأَدَبِي مِنَ الأُسْلُوب العِلْمِي فِيْمَا يَأتِي!	Balaghoh	C4
4	مَا هُوَ التَشْبِيْهُ؟ أُذْكُرْ عَنَاصِرَ التَشْبِيْهِ!	Bayan	C2
5	عَيِّنْ المجَاز فِيما يَأتِي ثمَّ اذكُر نَوْعَهُ	Bayan	C4
6	كَمْ قِسْمًا يَنْقَسِمُ الكِنَايَة بِاعْتِبَارِ المَكْنِيُّ عَنْهُ؟	Bayan	C2
7	كَمْ قِسْمًا يَنْقَسِمُ الخَبَرُ؟ أُذْكُرْ!	Ma'ani	C2
8	كَمْ قِسْمًا يَنْقَسِمُ الإِنْشَاءُ؟ أُذْكُرْ!	Ma'ani	C2
9	بَيِّنْ أَدَوَات النِدَاءُ	Ma'ani	C4
10	مَا هُوَ الجِنَاسُ؟ هَاتِ مِثَالًا مِنْهُ!	Badi'	C2, C6
11	مَا هُوَ الطِبَاقُ؟ هَاتِ مِثَالًا مِنْهُ!	Badi'	C2, C6
12	مَا هُوَ التَوْشِيْعٍ؟ هَاتِ مِثَالًا مِنْهُ!	Badi'	C2, C6

Test instrument number 1 is an instrument on the theme of balaghoh science orientation which assesses whether students can understand and explain the meaning of balaghoh science. This instrument is a limited description test and is in the cognitive realm of MOTS because this instrument reaches level C2 where students can understand and explain the meaning of balaghoh in terms of etymology and terminology.

Test instrument number 2 is an instrument on the theme of balaghoh science orientation which assesses whether students can understand and explain the meaning of "*uslub*", also stating the number of divisions thereof. This instrument is a limited description test and is in the cognitive realm of MOTS because this instrument reaches level C2 where students can understand and explain the meaning of "*uslub*" and the number of divisions.

Test instrument number 3 is an instrument on the theme of Balaghoh science orientation which evaluates whether students can identify and analyze *uslub adabiy* from *uslub ilmiy* in the available papers. The form of this test is a limited description test which is in the HOTS cognitive domain because this instrument is C4 where students are required to be able to analyze the *uslub adabiy* from *the uslub ilmiy* in the instrument paper.

Test instrument number 4 is an instrument on the theme of bayan yang science to assess whether students can understand and explain the meaning of *tasybih* and the elements *of tasybih*. This instrument is a limited description test and is in the cognitive realm of MOTS because this

instrument reaches level C2 where students can understand and explain the meaning of *tasybih* in terms of etymology, terminology, and its elements.

Test instrument number 5 is an instrument on the theme of bayan science which assesses whether students can analyze the *majaz* sentences in the available papers and then identify the type of majaz. The form of this test is a limited description test which is in the HOTS cognitive domain because this instrument is C4 where students are required to be able to analyze *the figures* in the available papers and then identify their types.

Test instrument number 6 is an instrument on the theme of bayan science which assesses whether students can understand and explain the division *of kinayah* based on the object in question. This instrument is a limited description test and is in the cognitive realm of MOTS because this instrument reaches level C2 where students can understand and explain the division of *kinayah* based on predetermined limits.

Test instrument number 7 is an instrument on the theme of Ma'ani science which assesses whether students can understand and explain the divisions of *Khobar* and then provide examples of each division. This instrument is a limited and free description test and is in the MOTS and HOTS cognitive domains in one instrument, the command to understand and explain the division of *Khobar* is the MOTS cognitive domain at level C2, while the command to give examples of *Khobar* is the HOTS cognitive domain at level C6 because students can create sentences that are included in *Khobar*.

Test instrument number 8 is an instrument on the theme of ma'ani science which assesses whether students can understand and explain the *insya' divisions* and then provide examples of each division. This instrument is a combined test between limited and free descriptions. In one instrument it is in the cognitive domain of MOTS and HOTS, the command to understand and explain the division of *insya'* is the cognitive domain of MOTS at level C2, because students can understand and explain the division of *insya'*. Meanwhile, the command to give examples of *insya'* is a HOTS cognitive domain at level C6, because students can create sentences that are included in *khobar*.

Test instrument number 9 is an instrument on the theme of ma'ani science which assesses whether students can identify the word *nida'* in a sentence. The form of this test is a limited description test which is in the HOTS cognitive domain because this instrument is C4 where students are required to be able to analyze *the* word *nida'* in the available paper.

Test instruments number 10, 11, and 12 are instruments on the badi' science theme which assesses whether students can understand and explain *jinas, thibaq,* and *tausyi'* and then provide examples of the three types. This

instrument is a combined test between limited and free descriptions. In one instrument it is in the cognitive realm of MOTS and HOTS. The command to understand and explain *jinas, thibaq,* and *tausyi'* is the cognitive domain of MOTS at level C2, because students can understand and explain *jinas, thibaq,* and *tausyi'*. Meanwhile, the command to give examples of *jinas, thibaq,* and *tausyi'* is the HOTS cognitive domain at level C6, because students can create sentences from *jinas, thibaq,* and *tausyi'*.

Based on the data above, five of the twelve test instruments used at STAIMS are in the HOTS and MOTS cognitive domains on one instrument simultaneously, three instruments are in the HOTS cognitive domain and the other four are in the MOTS cognitive domain. Therefore, even though the balaghoh assessment at this university has implemented the HOTS cognitive domain, it is still limited and less varied.

HOTS-Based Balaghoh Assessment Innovation

Innovation in assessment is very necessary so that test instruments can achieve targeted learning objectives. Table 2 details several innovations in balaghoh learning assessment instruments for each theme on a HOTS basis, which can be developed at STAI Masjid Syuhada'

Table 2. Innovation of Balaghoh assessment instruments

No	Assessment Instrument	Theme	Level
1	أُذْكُرْ نَوْعَ الأُسْلُوب فِيما يَلِي مَعَ بَيَانِ خَصَائِصِه!	Balaghoh	C4 (Analyzing)
2	بَيِّنْ أَضْرُبَ الخَبَر فيما يأتِي وَعَيِّن أَدَوَات التَوكِيد!	Ma'ani	
3	عَيِّنْ صِيغَ الأَمْر ومَا يُرَادُ بِهَا فيما يَأْتِي!	Ma'ani	
4	مَاهِي المَعاني التي استعمل فِيها الاستفهام فيما يأتِي!	Ma'ani	
5	مَيِّزْ الجملة الخَبَرِيَّة والجملة الإِنْشَائِيَّة فيما يأتِي!	Ma'ani	
6	بَيِّن مَوضِعَ الجِنَاس فيما يأتِي مع بيان نوعه في كل مثال!	Badi'	
7	فَرِّق مَايَأْتِي بَيْنَ مَا هُوَ عِلْمِيٌّ مُتَأَدِّب وَعلمِي صرف، ولِماذَا؟	Balaghoh	
8	عَيِّنْ التَصْرِيْحِيَّة والمَكْنِية مِنَ الاسْتِعَارَات التي تَحْتَها خَطّ مع بَيَان السبب!	Bayan	
9	بَيِّن أَسْبَاب الوصل والفصل في الجمل الاتية!	Ma'ani	C5 (Evaluating)
10	بَيِّنْ اسباب عدم فصاحة الكلام فيما يأتِي!	Ma'ani	
11	اجْعَلْ التَشْبِيه الصَرِيح فِيْمَا يَأْتِي تَشْبِيهًا ضِمْنِيًا!	Bayan	C6 (Creating)
12	اجْعَلْ الاسْتِعَارَات التَمثيلية الاتية تَشْبِيهات ضِمْنية أو عكسه!	Bayan	
13	كوِّن مَجَازًا مُرْسلا باسْتِعْمَالِ كلّ كَلِمَةٍ من الكَلِمَات الاتية للعَلَاقة التي أَمامها!	Bayan	
14	فيما يأتِي مجموعة من التوشيع، ضع كلا مِنها في كلامك!	Badi'	

Of the 14 instruments that contain the HOTS cognitive domain above, these are new tests that were not previously included in the existing balaghoh tests. Therefore, this instrument can be applied to develop test instruments for balaghoh learning.

Test instruments 1 to 8 are level C4 in the form of objective tests and limited descriptions, where students can analyze sentence structures from a balaghoh science perspective according to the instructions of the related instrument. Test instrument 1 shows whether students can identify the types of *uslubs* in related sentences and can also explain the classification of each sentence. Test instrument 2 shows whether students can identify the types of sermons in the existing sentences and can also determine *adawat taukid* in each sentence.

Test instrument 3 shows whether students can analyze the forms of *amr* and the purpose of *amr* in the sentences provided. Instrument 4 shows whether students can identify and state the meaning of the word *istifham* in the existing sentences. Instrument 5 shows whether students can identify and differentiate between the *jumlah of khobariyah* and *the jumlah of insyaiyah* in the sentences provided. Meanwhile, instrument 6 shows whether students can analyze the word *jinas* in existing sentences and then identify the types of *jinas taam* or *ghoiru taam*.

Instruments 7 and 8 are also instruments from the C4 domain, where instrument 7 shows whether students can identify between *ilmiy mutaadib* and *ilmiy sorf,* and then explain why. Meanwhile, instrument 8 shows whether students can analyze the type of *isti'aroh* that is underlined in the instrument sentence, and then explain why.

In the cognitive domain, instruments 9 and 10 are level C5 in the form of objective tests and limited descriptions, where students can evaluate sentence structures from the perspective of balaghoh science according to the instructions of the related instrument. Test instrument 9 shows whether students can evaluate the causes of *washl* and *fashl* in the sentences in the instrument. Meanwhile, instrument 10 shows whether students can evaluate the causes of lack of fluency in a sentence in the assessment instrument.

Instruments 11 to 14 are level C6 in the cognitive domain, which are instruments in the form of objective tests and limited descriptions, where students can create baligh sentences according to the instructions of each instrument. Test instrument 11 shows whether students can create *dzimniy tasybih* from *the shorih tasybih* that has been provided in the assessment instrument. Instrument 12 shows whether students can change *isti'aroh tamtsiliyah* into *Tasybihat dzimniyah* or vice versa. Instrument 13 shows whether students can make *majaz mursal* with the words and *'alaqoh* that are

listed on the assessment instrument. And instrument 14 also shows whether students can make sentences from *the tausyi'* that are written on the instrument.

The innovation of the test instrument above is a test on HOTS cognitive, through the instrument above it can be understood that students are not only required to know and understand the learning material, but also must be able to analyze, evaluate, and create the material they have studied. The application of higher-order thinking skills requires the involvement of all parties in the educational environment, especially teachers. This is because teachers are individuals who deal directly with students in the classroom. Therefore, so that students can develop HOTS assessment skills, teachers must have the ability to familiarize themselves with learning and ask students questions containing HOTS when conducting assessments.[29] Through this test instrument innovation, teachers are expected to be able to develop a variety of assessments used in learning so that students are familiar with assessments that use the HOTS cognitive domain.

D. Conclusion

In conclusion, several HOTS tests have been applied to the balaghoh assessment at STAI Masjid Syuhada' Yogyakarta. Of the twelve tests, there are three HOTS-based tests, so there is limited application of the HOTS instrument, and innovation is needed so that the test instrument can achieve the targeted learning objectives. Fourteen new HOTS instruments were identified that could be implemented in the balaghoh assessment at STAI Masjid Syuhada' in Yogyakarta for the development of test instruments.

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