

Revealing the Dominance of Middle Order Thinking Skills in Arabic Textbooks in Indonesia

by Rahmawati Rahmawati

Submission date: 19-Aug-2022 08:01AM (UTC+0700)

Submission ID: 1884144480

File name: ddle_Order_Thinking_Skills_in_Arabic_Textbooks_in_Indonesia.docx (710.4K)

Word count: 7064

Character count: 41136

Revealing the Dominance of Middle Order Thinking Skills in Arabic Textbooks in Indonesia

Rahmawati, Suci Ramadanti Febriani, Yasmadi, Neli Putri, Ilya Husna
UIN Imam Bonjol Padang
rahmawati@uinib.ac.id

Received:
Reviewed:
Accepted:

Abstract

This study aims to reveal the dominance of Middle Order Thinking Skill in Arabic language textbooks in Indonesia. Through mapping and item analysis, it is hoped that it will become the basis for improve the quality of questions and thinking skills of *Madrasah Aliyah* students in learning Arabic language in Indonesia. The research method used is descriptive qualitative based through content analysis techniques on the items listed in the Arabic language textbook for *Madrasah Aliyah* class X. The data were obtained through written sources; Arabic textbooks, as many as 392 questions and other secondary sources such as papers, articles, books. The results showed that the percentage of questions in the class X Arabic textbook published by the Decree of the Minister of Religion (KMA) of the Republic of Indonesia in 2020 led to competence in understanding (C2) as much as 35%, applying (C3) as much as 54% and analyzing (C4) as much as 9%. The research findings identify that the items in the Arabic language textbook for class X KMA 2020 are dominated by questions that measure the level of intermediate thinking (MOTS) at the C3 level (applying). On that basis, the researchers recommend the further research to develop Arabic items that lead to higher order thinking skills.

Keywords: Arabic Textbooks; Domination; Middle Order Thinking Skills (MOTS)

Introduction

Textbooks are one of the tools that greatly determine the quality of learning. A good textbook structure is designed to assist teachers in teaching (Ghani et al., 2011), helping students to learn independently and acquire different levels and types of knowledge (Mithans & Ivanuš Grmek, 2020). Learning activities consist of a series of processes starting from preparation, presentation of material and evaluation. Evaluation is a process of measuring the competence of achieving learning objectives (Adom et al., 2020; Andrian, 2019). Among the forms of evaluation in textbooks is to present exercises in the form of knowledge test questions, attitude and skill scales. Therefore, the achievement of learning outcomes is largely determined by the form and quality of practice questions contained in textbooks (Nugroho, 2016) ; (Van et al., 2022). If the questions are formulated well, they will be able to measure the level of students' thinking abilities starting from low (LOTS), medium (MOTS) and level thinking skills (HOTS) (Kwangmuang et al., 2021).

Referring to Bloom's taxonomy thinking skills are divided into 3 levels. First, Lower Order Thinking Skill (LOTS). LOTS is the ability to remember, understand concepts, definitions and the ability to describe and apply. Second, Middle Order Thinking Skill (MOTS). MOTS is the ability to apply the knowledge that has been obtained, analyze knowledge and compare. Third, Higher Order Thinking Skills (HOTS). HOTS is the ability to evaluate, design and develop knowledge. The third level is included in the category of critical thinking skills (Brame, 2019). Bloom's taxonomy can help teachers develop exam questions that make students think more broadly and build concept maps of their knowledge (Saputri et al., 2019).

Practice questions in textbooks are a tool to collect data about students' mastery of the material provided. Quality questions are questions that can measure which students have mastered the material and which have not (Ministry of National Education, 2008). One of the characteristics of a quality question is a question that can map students' abilities (Bardach & Klassen, 2020). The higher the student's ability to understand the material, the higher the probability of answering each question correctly. The lower the student's ability, the lower the probability of answering correctly. The criteria for a good question are questions that are valid (sahih) and reliable (reliable). Valid means that a measuring instrument precisely measures what it is intended to measure (Johnson et al., 2019). Referring to Gang Chen, reliable/reliable means that every measuring instrument must provide precise, steady and accurate results (Chen et al., 2021). The evaluation is carried out using valid and reliable measuring tools to measure the quality of learning.

To measure the quality of learning in the 2019 curriculum Indonesia, an authentic assessment system is used. The assessment system adopts the demands of 21st century learning skills; namely communication skills, critical thinking, creative thinking and communication skills (Pardede, 2020). The evaluation system is encouraged to produce graduates who are capable and able to compete on a global scale and adopt critical and creative values (Ainin, 2020; Huda & Rais, 2021). Although the demands of learning critical thinking have been internalized through the Arabic learning process, there are many challenges faced by teachers. Among them are the unavailability of practice questions in HOTS-based textbooks (Nuzia, 2019) and the lack of questions that require students' ability to think critically. Referring to the results of research conducted by Ahmad Muradi, it was concluded that the basic competencies listed in Arabic language textbooks at madrasas published by the Ministry of Religion in 2020 did not lead to higher order thinking skills (HOTS) (Muradi et al., 2020). As a result, the available questions do not require students to think at a higher level.

Based on the research above, this study aims to prove and map whether the practice questions in the class X Arabic textbook published by the Directorate of Institutional and Madrasah Student Facilities Curriculum (KSKK) of the Director General of Islamic Education, Ministry of Religion of the Republic of Indonesia in 2020 based on HOTS, MOTS or LOTS, so This research serves to examine the extent to which the items in the textbook are able to support the internalization of critical thinking skills. The results of the mapping are very useful for evaluating and improving the quality of questions in Arabic language textbooks in Indonesia.

Literature review

The 21st century learning framework in Arabic subjects in madrasas requires students to have the ability to think critically and solve problems (KMA Number 184 Concerning Guidelines for Curriculum Implementation in Madrasas, 2019). One of the learning criteria that can facilitate students in achieving 21st century skills is the availability of textbooks that cover all learning materials. In learning Arabic, the material consists of language skills (istima', kalam, qiraah and kitabah) (Al-Qatawneh et al., 2021) and language elements (ashwat, and tarkib) (Solyman et al., 2022).

According to Ainin, the scope of Arabic textbooks used in madrasas is reflected in the Basic Knowledge Competence (KD 3) and skill competency (KD 4) (Ainin, 2018). KD 3 (knowledge) is related to the recognition of Arabic sounds, words, phrases, sentences with various theme contexts. The meaning contained in this Basic Competence is that students must have the competence to recognize and pronounce word sounds with all their similarities and differences, recognize words, phrases, sentences with their meanings, and use them in certain contexts. While KD 4 skills, related to language skills, namely *istima'*, *kalam*, *qiraah* and *kitabah*. These language skills are grouped into 2, namely receptive skills (*maharah istiqbaliyah*) and productive skills (*maharah intajiyah*). Receptive skills include *maharah istima'* and *qiraah*, and productive skills include *maharah kalam* and *kitabah* (Ebert, 2020).

Textbooks are teacher and student handbooks that contain subject matter that is systematically arranged based on the applicable curriculum (Liono et al., 2021). Textbooks contain content in the form of material that is systematically arranged so that lecturers/teachers and students/students can study comfortably and conductively. Referring to Oattes, a good textbook is a book that has a coherent and well-organized content structure according to the syllabus (Oattes et al., 2022). In the textbook, the material is presented in chapters and sub-chapters. Each chapter is equipped with questions (Aldahmash & Omar, 2021). Furthermore, Syaifullah explained that textbooks as tools that help teachers achieve learning goals must provide exercises and test items to measure students' mastery of the material that has been studied (Syaifullah & Izzah, 2019).

Textbooks have a very important role and a strategic function in learning Arabic (Al-Qatawneh et al., 2019). Because textbooks provide material that can develop language skills and equip students with language exercises. Through textbooks that are systematically arranged students/students understand and accept values (attitudes, rules, norms), perform motor skills and master knowledge (facts, concepts, principles, procedures) so that learning competency standards can be achieved (Leh et al. al., 2021). Besides being able to assist teachers and students in carrying out all learning activities, textbooks also contain competency substance and become a tool to evaluate the achievement of learning outcomes and stimulate students' brain and thinking abilities (Haleem et al., 2022).

Thinking ability according to Bloom's taxonomy created in 1956, refined by Anderson and Krathwohl (2001) is classified at the cognitive level C-1 memory (remembering), C-2 understanding (understanding), C-3 application (applying), C-4 analysis (analysing), C-5 evaluation (evaluating), C-6 creation (creating). Tanujaya (Tanujaya et al., 2017) explains that levels one and two are low-level thinking skills or LOTS (*Lower Order Thinking Skills*), levels three and four intermediate-level thinking skills or MOTS (*Middle Order Thinking Skills*) and levels five and six is the ability to think at a higher level or HOTS (*Higher Order Thinking Skill*). Adapted from the opinion of Anderson and Krathwohl, Boeren &iguez-Berrozpe, (2022) the description of Bloom's taxonomy level can be seen in Figure 1:

Dimensi Proses Kognitif

HOTS	Mengkreasi		<ul style="list-style-type: none"> Mengkreasi ide/gagasan sendiri. Kata kerja: mengkonstruksi, desain, kreasi, mengembangkan, menulis, memformulasikan, dll.
	Mengevaluasi	Penalaran (Level Kognitif 3)	<ul style="list-style-type: none"> Mengambil keputusan sendiri. Kata kerja: evaluasi, menilai, menyanggah, memutuskan, memilih, mendukung, dll.
	Menganalisis		<ul style="list-style-type: none"> Menspesifikasi aspek-aspek/elemen. Kata kerja: membandingkan, memeriksa, mengkritisi, menguji, dll.
MOTS	Mengaplikasi	Aplikasi (Level Kognitif 2)	<ul style="list-style-type: none"> Menggunakan informasi pada domain berbeda Kata kerja: menggunakan, mendemonstrasikan, mengilustrasikan, mengoperasikan, dll.
	Memahami	Pengetahuan & Pemahaman (Level Kognitif 1)	<ul style="list-style-type: none"> Menjelaskan ide/konsep. Kata kerja: menjelaskan, mengklasifikasi, menerima, melaporkan, dll.
LOTS	Mengingat		<ul style="list-style-type: none"> Mengingat kembali. Kata kerja: mengingat, mendaftar, mengulang, menirukan, menentukan, dll.

Sumber: Anderson&Krathwohl (2001) & Puspendik

Figure 1. Cognitive Dimmension

44

Based on the mapping of Bloom's Taxonomy above, the meaning and indicators of each cognitive level can be summarized through the following figure.

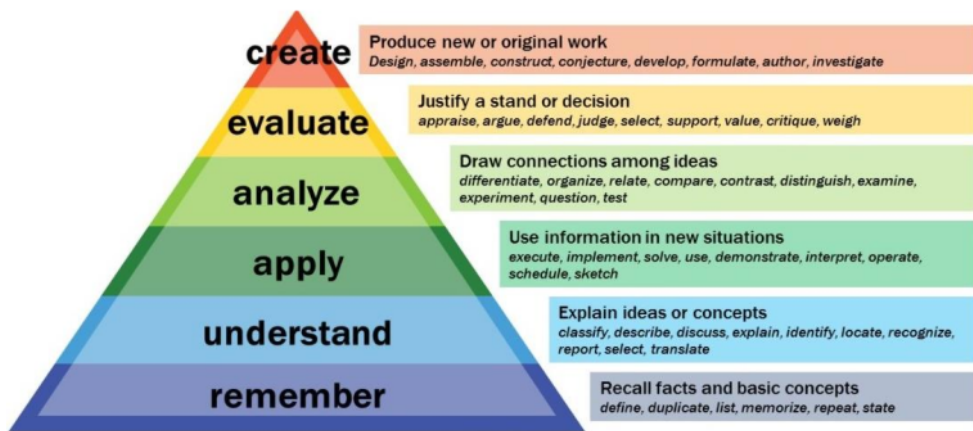


Figure 2. Bloom's Taxonomy Indicators

2

48

Based on Figure 3, it is known that each level of Bloom's taxonomy has the necessary indicators to describe the ability at each level. It can be classified based on the Operational Verbs (KKO) that are stated. As for the first level, which is still at the level of remembering, then the increase in ability to understand concepts, definitions and be able to describe. These two stages are included in the low category, namely LOTS. While the next level is to apply the knowledge that has been obtained and at the next level is to analyze knowledge and compare it into the fourth category. The third and fourth levels fall into the category of intermediate thinking skills (MOTS). The fifth level is the ability to think to evaluate while the final stage is the ability to design and develop science. The fifth and sixth levels are included in the HOTS category, namely the ability to think critically. Through these indicators, the mapping of objectives, strategies and evaluations can be directed. This level requires students to apply what they

remember and understand (Ilmiani & Delima, 2021). Furthermore, the benefits of using bloom taxonomy, can help the teacher develops questions that will make students think more broadly and can also shape the knowledge process of students (Saputri et al., 2019).

Based on the indicators of each level of thinking, the teacher arranges items that will be used to measure student competence. HOTS questions are questions that are not limited to the application level (C3) but also reach the level of creation (C6). Prastowo further explained that the HOTS question is a question that involves the cognitive part of C4 analysis, C5 evaluation and C6 creation (Prastowo, 2019) . Setiawati also revealed that the HOTS questions are questions that are in the dimensions of thinking, analyzing, evaluating and creating (Setiawati, 2020). In addition, according to Saraswati, HOTS questions involve real problems, through logic and reasoning students are able to solve these problems (Saraswati & Agustika, 2020) . In short, the HOTS questions are questions designed to measure higher order thinking skills. So the HOTS questions are questions that contain cognitive levels C-4 to C-6. HOTS questions can be oriented to each subject.

Compiling items must refer to the Basic Competencies listed in the curriculum. KD all language skills and linguistic elements are summarized in KD-3 Knowledge and KD-4 Skills. According to KMA 183 of 2019, the KD-3 formulation requires students to be able to understand the social function, text structure, and linguistic elements (sounds, words, and meanings) of texts that involve speech acts by paying attention to the form, meaning and function of a grammatical arrangement. While the KD-4 formulation requires students to be able to demonstrate speech acts by paying attention to the form, meaning and function of a grammatical arrangement both orally and in writing (Decree of the Minister of Religion Number 184 concerning Guidelines for Curriculum Implementation in Madrasahs, 2019).

11

Research Method

This study uses a quantitative research design with a text study method through content analysis. Qualitative research has the function of looking at more complex and deeper phenomena (Madekhan, 2019). This study focuses on the analysis of items in textbooks published by the Directorate of Institutional and Student Facilities Curriculum for Madrasahs (KSKK) of the Director General of Islamic Education, Ministry of Religion of the Republic of Indonesia in 2020. Each assessment item consists of 5 categories; listening, speaking, reading, writing and sentence structure assessment skills (*qawaid*) which are classified on an assessment based on HOTS (Higher Order Thinking Skills), MOTS (Middle Order Thinking Skills) or LOTS (Lower Order Thinking Skills).

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

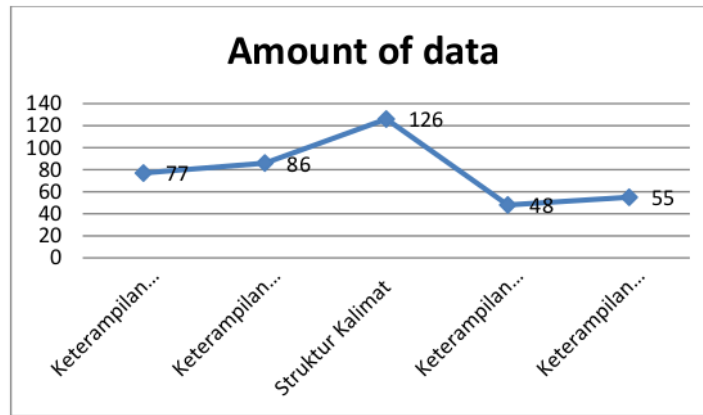


Figure 3 . Amount of data

Through the number of questions in Figure 3, the research findings are expected to be able to show the overall direction of the assessment of the textbooks of the Ministry of Religion of the Republic of Indonesia for class X entering the HOTS, MOTS or LOTS levels.

The analysis technique used is content analysis. The researcher classified the item assessment questions on four language skills and sentence structures. The classification process is divided into 6 parts according to Bloom's Taxonomy theory. Each item is entered at the HOTS, MOTS or LOTS level .

Result and Discussion

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

Table 1 . Number of Chapters in Class X Books

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

Based on table 1 , it is known that the distribution of items for the four language skills and elements of sentence structure varies in number. This can be seen through the various forms of assessment that vary in the distribution of questions. The several forms of questions contained in the assessment of class X textbooks can be classified in the following table.

Table 2 . Classification of Assessment Forms

Theory	Question Form
--------	---------------

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

As for the variations in the form of the questions described in table 2 , the form of assessment for each language skill and sentence structure has varied assessment instructions. This is adjusted to the desired assessment objectives. The form of questions in the form of understanding and measuring students' creativity and thinking leads to the instruction of question items through Bloom's taxonomy indicators .

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

Although the variety of assessments varies in each chapter , the analysis of research results is mapped in each component of skills and linguistic elements which have different domains and distributions of assessment.

Assessment Item Analysis

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

Listening Skills

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

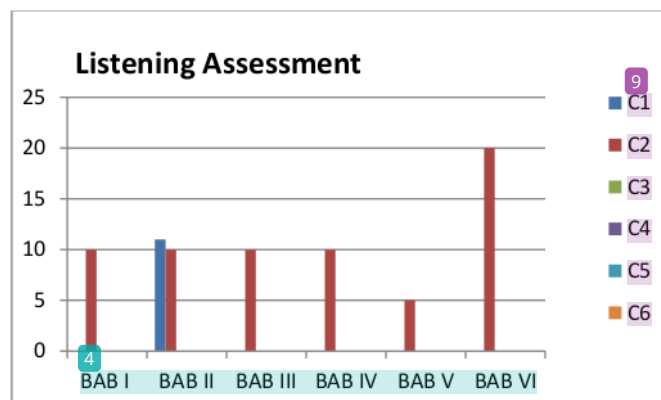


Figure 4 . Listening Assessment Analysis

Through Figure 4 , it is known that the distribution of assessments in the tenth grade textbook of the Ministry of Religion still focuses on C2 (explaining) which is evenly distributed in each chapter . However, there are variations in the assessment in Chapter II which show questions based on C5 (evaluating), namely the analysis process that is more quantitative in terms of the items. This shows that the overall direction of assessment in listening skills is still relatively low (LOTS). As limitations on listening skill instruction are dominant in receptive abilities, where the intensity of producing language does not fall into this field; so that critical thinking skills are still minimal in the production of assessments in these teaching materials. This was confirmed by previous research that listening ability is a passive skill (Mustofa & Febriani, 2021) .

Reading Skills

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

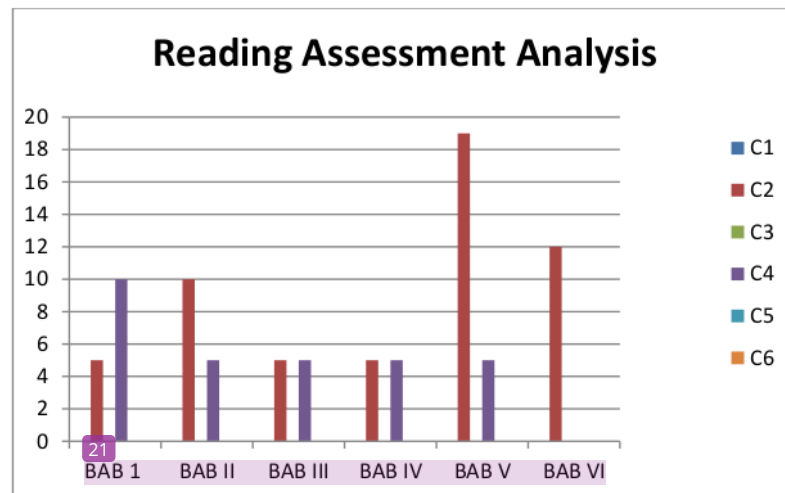


Figure 5 . Reading Assessment Analysis

Based on Figure 5 , the distribution of reading assessment has a balance that is not too far between the abilities of C2 and C4. The process of reading skills requires a sharp analysis of the meanings and intentions expressed in the available texts. But overall, C2 is still dominant in the assessment of reading skills. So there is still a need for variations in the form of questions that are relevant to the desired skill target.

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

Speaking skills

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

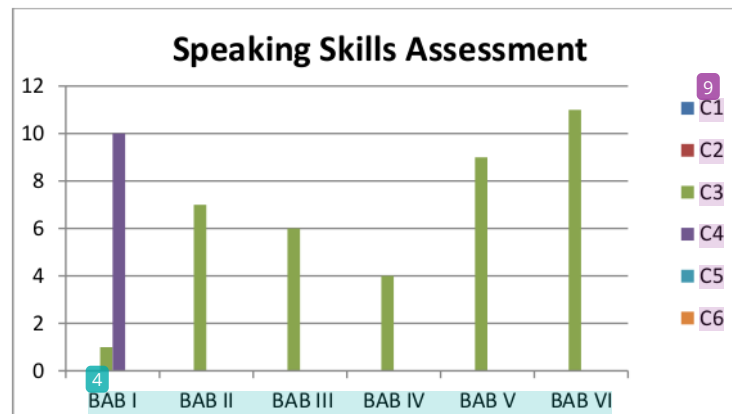


Figure 6 . Speaking Skills Assessment Analysis

Through Figure 6 , it is known that the distribution of assessments on speaking skills has a higher level than listening and reading skills. This is shown through the distribution of C3 which has a dominant medium level (MOTS) in each chapter . The C4 category also has a large number of 10 assessments in the first chapter . This distribution illustrates that variations in speaking assessment rely on students' creativity, analysis and critical power in responding to conversations during dialogue. In addition, the critical analysis process becomes a point for the development of productive language skills from the speech element. As confirmed that critical thinking skills in speaking skills can be measured through various things such as the ability to choose the right vocabulary in producing language, sorting and creating ideas in responding to questions orally as well as understanding issues contained in the context of conversation (Bahruddin et al., 2020) . The reinforcement in the assessment system leads to a variety of question instructions that suppress students' thinking skills, such as indicators of asking for opinions, expressing expressions and responding to contextual-based conversations (Koral & Mirici, 2021) .

Writing skills

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



Figure 7 . Writing Skill Assessment

Through Figure 7 , it is known that the distribution of assessments on writing skills has a higher level than listening and reading skills. This is shown through the distribution of C3 which has a dominant medium level (MOTS) in each chapter . This distribution illustrates that the ability to think creatively and critically in producing written language gives students the opportunity to practice and understand vocabul⁴² and use it appropriately. Making HOTS questions valid, reliable, and feasible to use must contain *critical and creative thinking skills* (Febrianti et al., 2021) . Other research also supports that the development of writing assessments can be directed at systematic learning modules (Singh et al., 2018)

Sentence Structure Comprehension Assessment

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

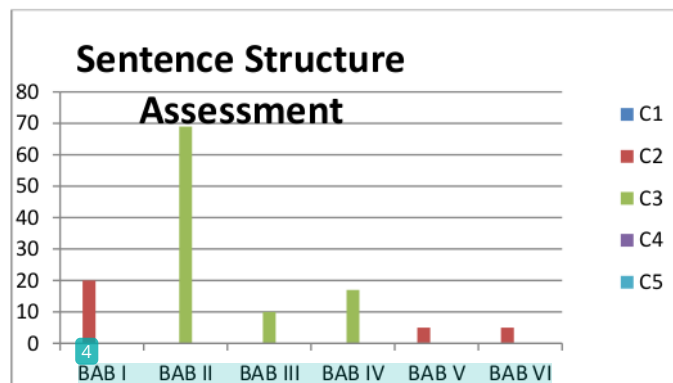


Figure 8 . Sentence Structure Assessment

² Based on Figure 8 , it is known that the C3 element is more dominant than the C2 element. This indicates that the percentage of the distribution of questions on sentence structure skills tends to master C3. This is supported by the competency objectives in the 2019 KMA curriculum that mastery of sentence structure is contained in each chapter which aims to enable learners to construct and produce

sentences in accordance with applicable rules both orally and in writing. The process of developing sentence structure in the assessment elements has a heterogeneous level of variation. This is indicated by the direction of the assessment being still dominant at the C3 cognition stage with the level of question instructions in the form of analysis and sentence construction based on the right structure. As stated, the sentence structure is obtained through reading analysis as well as the applicative application in producing language. So that in every element of language skills, sentence structure becomes an important assessment in the learner's mastery of the foreign language being studied.

The classification of accumulative assessments can be seen through the following diagram.

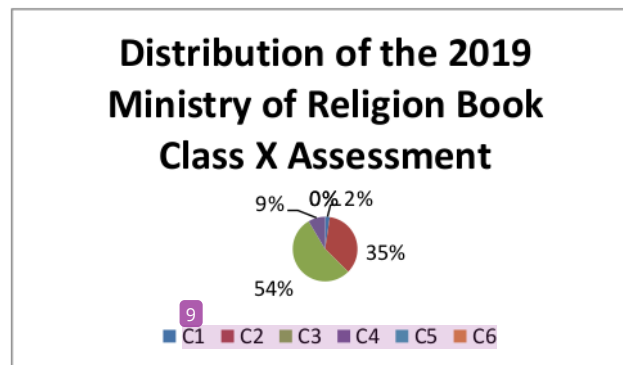


Figure 9 . Rating Distribution

Through Figure 9, the assessment items in the class X textbook are included in the MOTS (Middle Order Thinking Skills) category. This is indicated by the percentage of 35% of the assessment items in the C2 category (understanding), 54% in the C3 category (applying), and 9% in the C4 category (analyzing). The comparison of student ability levelization is still not evenly distributed at each level. So that the objectives of learning to think critically and creatively in achieving the 2019 curriculum have not been maximally demonstrated through the assessment system in textbooks. This is because the percentage measurement of ability has not led to a balance between the levelization of critical and creative thinking skills for students. This requires the development of an appropriate assessment instrument after testing the validity and reliability of the assessment (Nabila et al., 2021) . One of the instrument developments can be used credible online media as a student assessment tool (Purwaningsih et al., 2021) .

Based on the information in Figure 9 , the tendency of the scoring system is still at the intermediate level. Although this Bloom's taxonomy-based assessment mapping is still in class X for Arabic teaching materials, it is hoped that these findings can provide an overview and improvement for the quality of the learning and evaluation system for each Arabic language skill as well as in learning activities that lead to global demands, namely the ability to think, critical and creative. This is sought to encourage students to solve the problems they face and the challenges that need to be solved through critical thinking exercises at the school level. As such, this capability is an absolute demand for the development of superior and competitive human resources (Rusdin, 2018) .

The findings of this study investigate that the C3 domain in the scoring system more dominant than other levels. Meanwhile, based on the learning objectives in the curriculum, the Decree of the Minister of Religion in 2015 encourages students to have 4c skills based on the internalization of 21st century learning activities (Decree of the Minister of Religion Number 184, 2019) . However, in this book, the assessment system still requires the development of a varied assessment classification. Such as the demands for the development of more significant items and assessment instruments leading to critical

and creative thinking skills. Educators can provide stimulation to students to look for activities that are based on and meaningful knowledge concepts (Ulum et al., 2021).³⁷, through a structured and heterogeneous project-based assessment system, it is hoped that it will be able to evaluate the Arabic language skills of learners with a balanced capacity at each level.

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

As the frequency of LOTS, MOTS and HOTS assessments is still limited in textbooks, it shows that further identification and analysis is needed to develop an assessment system that is in accordance with the demands of critical thinking (Fitriani & Kirana, 2021). Other research supports that HOTS assessment on four Arabic language skills can be carried out by aligning the form of assessment and the dimensions of the HOTS thought process: creating, evaluating and analyzing which are then detailed in indicators of competency achievement which are the elaboration of basic competencies (Haniefa, 2022). In addition, the development of assessment instruments is still in the LOTS category compared to HOTS (Hartini et al., 2021). Active learning keywords that involve students can help students to conduct HOTS-based assessments. Equitable distribution of learner competencies and assessments in the LOTS, MOTS and HOTS systems need to be developed to support the internalization of the demands for critical thinking skills (Verawati et al., 2022). Teachers need more practice in making analytical, comparing, evaluating, and generalizing activities through the integration of learning elements such as media, strategies and evaluation systems (Salem, 2018; Suwarma & Apriyani, 2022). Previous research has also confirmed that the limited knowledge of teachers and lack of training in HOTS-based assessments are still obstacles in realizing the maximum HOTS learning objectives (Giri, 2021; Rachmawati & Purwati, 2021). Through training activities, it also has a significant impact on the development of teachers' pedagogical abilities in developing HOTS-based assessment and learning (Bahri et al., 2021). Support from policy makers in developing HOTS-based assessments is also urgently needed through assessment development activities and training (Singh & Marappan, 2020; Tyas et al., 2019).

Conclusion²⁹

The results of the study concluded that the percentage of assessments in Arabic textbooks for class X published by the Directorate of Institutional and Student Facilities Curriculum for Madrasahs (KSKK) of the Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia in 2020 was dominated by intermediate level thinking skills (MOTS), namely the competence to apply. Items on listening, reading, speaking, writing and sentence structure comprehension skills show that 35% of the questions fall into the understanding category (C-2) and 54% in the application category (C-3). Only 9% of the questions fall into the analyzing category (C-4). There were no questions that required higher order thinking skills (C-5 and C-6). The findings of this study identify that the form of assessment in Arabic textbooks for class X KMA 2019 is dominated by questions at the C3 level (applying). This means that the items need to be developed based on the basic competencies that have

been set in the curriculum, validation checks and testing of assessment instruments are carried out, so that the assessment process can be aligned with the demands of critical thinking skills.

This research is still limited to the sample used, namely the Arabic language textbook for Madrasah Aliyah class published by the Directorate of Institutional and Student Facilities Curriculum for Madrasah (KSKK) Director General of Islamic Education Ministry of Religion of the Republic of Indonesia in 2020, so the researcher recommends for further research to uncover assessment on a more varied sample and using more complex research methods.

References

- Adom, D., Mensah, J. A., & Dake, D. A. (2020). Test, measurement, and evaluation: Understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, 9(1), 109–119. <https://doi.org/10.11591/ijere.v9i1.20457>
- Ainin. (2020). *Pengembangan Kurikulum dalam Pembelajaran Bahasa Arab* (1st ed.). Lisan Arabi.
- Ainin, M. (2018). Penilaian Dalam Pembelajaran Bahasa Arab Di Madrasah Atau Sekolah: Hots, Mots Atau Lots? *Prosiding Konferensi Nasional Bahasa Arab*, 4(4), 155–165. <http://prosiding.arabum.com/index.php/konasbara/article/view/266>
- Al-Qatawneh, S. S., Alsahhi, N. R., & Eltahir, M. E. (2019). The citizenship values included in intermediate stage Arabic-language textbooks and teachers' awareness of them in the UAE: A case study. *Heliyon*, 5(11), e02809. <https://doi.org/10.1016/j.heliyon.2019.e02809>
- Al-Qatawneh, S. S., Alsahhi, N. R., Eltahir, M. E., & Siddig, O. A. (2021). The representation of multiple intelligences in an intermediate Arabic-language textbook, and teachers' awareness of them in Jordanian schools. *Heliyon*, 7(5), e07004. <https://doi.org/10.1016/j.heliyon.2021.e07004>
- Aldahmash, A. H., & Omar, S. H. (2021). Analysis of activities included in Saudi Arabian chemistry textbooks for the inclusion of argumentation-driven inquiry skills. *Studies in Educational Evaluation*, 68(July 2020), 100968. <https://doi.org/10.1016/j.stueduc.2020.100968>
- Amali, L. N., Anggani, D., Bharati, L., & Rozi, F. (2022). The Implementation of High Order Thinking Skills (HOTS) Assessment to Evaluate the Students ' Reading Comprehension Achievement. *English Educational Journal*, 12(1), 10–18.
- Andrian, D. (2019). Developing an instrument to evaluate the influential factors of the success of local curriculum. *Research and Evaluation in Education*, 5(1), 75–84. <https://doi.org/10.21831/reid.v5i1.23980>
- Ayua, G. A. (2017). Effective Teaching Strategies. *Optometric Education*, 20(1), 19–20.
- Bahri, S., Syahril, M., & Sojuangan, D. (2021). Assistance for the Development of HOTS (Higher Order Thinking Skills) for Improving the Pedagogical Capabilities of Indonesian Teachers of High School in Aceh Timur. *Global Science Society*, 3(1), 2685–2497.
- Bahrudin, U., Halomoan, & Sahid, M. M. (2020). Implementation of Hots in Debate Strategy To Improve the Ability of Speaking Arabic Among Students. *Solid State Technology*, 63(4), 816–826.

- Bardach, L., & Klassen, R. M. (2020). Smart teachers, successful students? A systematic review of the literature on teachers' cognitive abilities and teacher effectiveness. *Educational Research Review*, 30(November 2019), 100312. <https://doi.org/10.1016/j.edurev.2020.100312>
- Boeren, E., & Íñiguez-Berrozpe, T. (2022). Unpacking PIAAC's cognitive skills measurements through engagement with Bloom's taxonomy. *Studies in Educational Evaluation*, 73(April). <https://doi.org/10.1016/j.stueduc.2022.101151>
- Brame, C. J. (2019). Spotlight 1. Writing Learning Objectives Using Bloom's Taxonomy. *Science Teaching Essentials*, 29–34. <https://doi.org/10.1016/b978-0-12-814702-3.00025-1>
- Chen, G., Pine, D. S., Brotman, M. A., Smith, A. R., Cox, R. W., & Haller, S. P. (2021). Trial and error: A hierarchical modeling approach to test-retest reliability. *NeuroImage*, 245(January), 118647. <https://doi.org/10.1016/j.neuroimage.2021.118647>
- Departemen Pendidikan Nasional. (2008). *Panduan Penulisan Butir Soal*. 1–40.
- Keputusan Menteri Agama Nomor 184 Tentang Pedoman Implementasi Kurikulum Pada Madrasah, 20 (2019).
- Ebert, S. (2020). Journal of Experimental Child Theory of mind , language , and reading : Developmental relations from early childhood to early adolescence. *Journal of Experimental Child Psychology*, 191, 104739. <https://doi.org/10.1016/j.jecp.2019.104739>
- Febrianti, S. A. D., Widiana, I. W., & Ana, K. Y. (2021). Higher-Order Thinking Skill (HOTS) Instrument-Based Cognitive Evaluation in Grade V Elementary School Students. *Thinking Skills and Creativity Journal*, 4(2), 48. <https://doi.org/10.23887/tscj.v4i2.38570>
- Fitriani, D. H., & Kirana, D. P. (2021). Higher Order Thinking Skill (HOTS) in English Language Textbook in Senior High School. *International Journal of Research on English Teaching and Applied Linguistics*, 2(2), 55–66.
- Ghani, K. A., Nik Yusof, N. M. R., Baharuddin, H., Yamat, H., Ahmad, Z., & Abdullah, I. (2011). Development of a learning module on Arabic Language Skills Outside of the Classroom. *Procedia - Social and Behavioral Sciences*, 18, 154–162. <https://doi.org/10.1016/j.sbspro.2011.05.023>
- Giri, P. A. L. P. N. (2021). Teachers' Perception of HOTS-Based Learning in EFL Classroom. *The Art of Teaching English as a Foreign Language*, 2(2), 103–108. <https://doi.org/10.36663/tatefl.v2i2.122>
- Gul, R., Kanwal, S., & Khan, S. S. (2020). Preferences of the Teachers in Employing Revised Blooms Taxonomy in their Instructions. *Sir Syed Journal of Education & Social Research*, 3(2), 258–266. [https://doi.org/10.36902/sjesr-vol3-iss2-2020\(258-266\)](https://doi.org/10.36902/sjesr-vol3-iss2-2020(258-266))
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3(May), 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hanief, R. (2022). Implementasi Model Penilaian HOTS pada Penilaian Empat Keterampilan Berbahasa Arab. *Ta'limi: Journal of Arabic Education & Arabic Studies Website.*, 1(1), 49–71.
- Hartini, P., Setiadi, H., & Ernawati, E. (2021). Cognitive domain analysis (LOTS and HOTS) assessment instruments made by primary school teachers. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 25(1), 16–24. <https://doi.org/10.21831/pep.v25i1.34411>

- Huda, M. M., & Rais, P. (2021). Improving Arabic Language Learning Based on Higher Order Thinking Skills (Hots) in Excellent Senior High School. *Fenomena*, 20(2), 283–296. <https://doi.org/10.35719/fenomena.v20i2.68>
- Ilmiani, A. M., & Delima, D. (2021). Innovation in Learning Arabic Reading Skills using Higher Order Thinking Skills. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9(1), 99–110. <https://doi.org/10.23971/altarib.v9i1.2603>
- Indriyana, B. S., & Kuswandono, P. (2019). Developing Students Higher Order Thinking Skills (HOTS) in Reading: English Teachers Strategies in Selected Junior High Schools. *JET (Journal of English Teaching)*, 5(3), 204. <https://doi.org/10.33541/jet.v5i3.1313>
- Johnson, F. R., Yang, J. C., & Reed, S. D. (2019). The Internal Validity of Discrete Choice Experiment Data: A Testing Tool for Quantitative Assessments. *Value in Health*, 22(2), 157–160. <https://doi.org/10.1016/j.jval.2018.07.876>
- Koral, M. A., & Mirici, İ. H. (2021). Analysis of Speaking Skills in High School English Language Curricula and Coursebooks in Turkey. *International Journal of Education, Technology and ...*, 61–77.
- Kwangmuang, P., Jarutkamolpong, S., Sangboonraung, W., & Daungtod, S. (2021). The development of learning innovation to enhance higher order thinking skills for students in Thailand junior high schools. *Heliyon*, 7(6), e07309. <https://doi.org/10.1016/j.heliyon.2021.e07309>
- Leh, F. C., Anduroh, A., & Huda, M. (2021). Level of knowledge, skills and attitude of trainee teachers on Web 2.0 applications in teaching geography in Malaysia schools. *Heliyon*, 7(12), e08568. <https://doi.org/10.1016/j.heliyon.2021.e08568>
- Liono, R. A., Amanda, N., Pratiwi, A., & Gunawan, A. A. S. (2021). A Systematic Literature Review: Learning with Visual by the Help of Augmented Reality Helps Students Learn Better. *Procedia Computer Science*, 179, 144–152. <https://doi.org/10.1016/j.procs.2020.12.019>
- Madekhan, M. (2019). Posisi Dan Fungsi Teori Dalam Penelitian Kualitatif. *Jurnal Reforma*, 7(2), 62. <https://doi.org/10.30736/rfma.v7i2.78>
- Mithans, M., & Ivanuš Grmek, M. (2020). The Use of Textbooks in the Teaching-Learning Process. *New Horizons in Subject-Specific Education: Research Aspects of Subject-Specific Didactics*, July, 201–228. <https://doi.org/10.18690/978-961-286-358-6.10>
- Muradi, A., Mubarak, F., Darmawaty, R., & Hakim, A. R. (2020). Higher Order Thinking Skills Dalam Kompetensi Dasar Bahasa Arab. *Arabi: Journal of Arabic Studies*, 5(2), 177. <https://doi.org/10.24865/ajas.v5i2.293>
- Mustofa, S., & Febriani, S. R. (2021). *Bahasa Arab & World Class University* (S. Maarif (ed.)). UIN Press.
- Nabila, F., Pukan, K. K., & Info, A. (2021). Development of Assessment Instruments for Higher Order Thinking Skills (HOTS) of Regulatory System Material in High School. *Journal of Biology Education*, 10(3), 285–295.
- Nugroho, M. A. (2016). Buku Ajar Bahasa Arab Madrasah Tsanawiyah. *Arabia*, 8(2), 215–238. <https://journal.iainkudus.ac.id/index.php/Arabia/article/view/2001/pdf>

- Nurfauziah, I. R. (2019). *ANALISIS KUALITAS TES BAHASA ARAB BERBASIS HOTS (HIGHER ORDER THINKING SKILL) & LOTS (LOWER ORDER THINKING SKILL) (Studi Analisis Di Mts Al-Musyawaharoh Lembang)*. Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu
- Oattes, H., Wilschut, A., Oostdam, R., Fukkink, R., & de Graaff, R. (2022). Practical solution or missed opportunity? The impact of language of instruction on Dutch history teachers' application of pedagogical content knowledge (PCK). *Teaching and Teacher Education*, 115, 103721. <https://doi.org/10.1016/j.tate.2022.103721>
- Pardede, P. (2020). *Integrating the 4Cs into EFL Integrated Skills Learning*. 6(March), 71–85. <https://doi.org/10.33541/jet.v6i1.190>
- Prastowo, A. (2019). Menumbuhkan Keterampilan Berpikir Tingkat Tinggi Melalui Buku Tematik Kelas Rendah Di Sekolah Dasar / Madrasah Ibtidaiyah. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 3(2), 100. <https://doi.org/10.32934/jmie.v3i2.126>
- Purwaningsih, Y. R., Floriani, R., & Eva, D. (2021). Investigating EFL Students' Higher Order Thinking Skills (HOTS) via E-Learning During The Covid-19 Pandemic. *Proceedings of the International Jointed Conference on Social Science (ICSS 2021)*, 603(Icss), 512–516.
- Rachmawati, D. L., & Purwati, O. (2021). EFL Teachers' Attitudes and Competence in Developing HOTS-Based Formative Assessment. *JEES (Journal of English Educators Society)*, 6(2), 184–196. <https://doi.org/10.21070/jees.v6i2.1060>
- Rahman, S. A., & Manaf, N. F. A. (2017). A Critical Analysis of Bloom's Taxonomy in Teaching Creative and Critical Thinking Skills in Malaysia through English Literature. *English Language Teaching*, 10(9), 245. <https://doi.org/10.5539/elt.v10n9p245>
- Rashika, H., Salleh, M., & Halim, H. A. (2019). Promoting HOTS Through Thinking Maps. *International Journal of Education, Phycology and Counselling*, 4(26), 104–112.
- Rusdin, N. M. (2018). Teachers' Readiness in Implementing 21st Century Learning. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 1293–1306. <https://doi.org/10.6007/ijarbss/v8-i4/4270>
- Salem, A. A. M. S. (2018). Engaging ESP University Students in Flipped Classrooms for Developing Functional Writing Skills, HOTs, and Eliminating Writer's Block. *English Language Teaching*, 11(12), 177. <https://doi.org/10.5539/elt.v11n12p177>
- Saputri, A. C., Sajidan, Rinanto, Y., Afandi, & Prasetyanti, N. M. (2019). Improving students' critical thinking skills in cell-metabolism learning using Stimulating Higher Order Thinking Skills model. *International Journal of Instruction*, 12(1), 327–342. <https://doi.org/10.29333/iji.2019.12122a>
- Saraswati, P. M. S., & Agustika, G. N. S. (2020). Kemampuan Berpikir Tingkat Tinggi Dalam Menyelesaikan Soal HOTS Mata Pelajaran Matematika. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 257. <https://doi.org/10.23887/jisd.v4i2.25336>
- Setiawati, Y. (2020). Analisis Higher Order Thinking Skills (HOTS) Pada Soal Penilaian Tengah Semester Pembelajaran Tematik Peserta Didik Kelas IV di MI Kabupaten Sleman. In *Tesis* (pp. 1–97).

- Singh, C. K. S., & Marappan, P. (2020). A review of research on the importance of higher order thinking skills (HOTS) in teaching english language. *Journal of Critical Reviews*, 7(8), 740–747. <https://doi.org/10.31838/jcr.07.08.161>
- Singh, C. K. S., Singh, R. K. A., Singh, T. S. M., Mostafa, N. A., & Mohtar, T. M. T. (2018). Developing a Higher Order Thinking Skills Module for Weak ESL Learners. *English Language Teaching*, 11(7), 86. <https://doi.org/10.5539/elt.v11n7p86>
- Siregar, R. A., & Amalia, S. N. (2019). Pre-Service English Teachers' Attitude Towards Hots To Prepare Better Assessment. *JEELS (Journal of English Education and Linguistics Studies)*, 6(1), 51–72. <https://doi.org/10.30762/jeels.v6i1.1072>
- Solyman, A., Wang, Z., Tao, Q., Elhag, A. A. M., Zhang, R., & Mahmoud, Z. (2022). Automatic Arabic Grammatical Error Correction based on Expectation-Maximization routing and target-bidirectional agreement. *Knowledge-Based Systems*, 241, 108180. <https://doi.org/10.1016/j.knosys.2022.108180>
- Suwarma, I. R., & Apriyani, S. (2022). Explore Teachers ' Skills in Developing Lesson Plan and Assessment That Oriented on Higher Order Thinking Skills (HOTS). *Journal of Innovation in Educational and Culture Research*, 3(2), 106–113. <https://doi.org/10.46843/jiecr.v3i2.66>
- Syaifullah, M., & Izzah, N. (2019). Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab. *Arabiyatuna : Jurnal Bahasa Arab*, 3(1), 127. <https://doi.org/10.29240/jba.v3i1.764>
- Tanujaya, B., Mumu, J., & Margono, G. (2017). The Relationship between Higher Order Thinking Skills and Academic Performance of Student in Mathematics Instruction. *International Education Studies*, 10(11), 78. <https://doi.org/10.5539/ies.v10n11p78>
- Tyas, M. A., Nurkamto, J., Marmanto, S., & Laksani, H. (2019). Developing Higher Order Thinking Skills (HOTS) – Based Questions: Indonesian EFL Teachers' Challenges. *Proceeding of the 2nd International Conference on Future of Education*, 2(December), 52–63. <https://doi.org/10.17501/26307413.2019.2106>
- Ulum, A. R., Hidayah, N., & Yanti, Y. (2021). Development of Assessment Hots (Higher Order Thinking Skills) Based on Problem Solving in SD/MI. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 5(1), 15. <https://doi.org/10.32934/jmie.v5i1.222>
- van Balen, J., Gosen, M. N., de Vries, S., & Koole, T. (2022). “What do you think?” How interaction unfolds following opinion-seeking questions and implications for encouraging subjectification in education. *Linguistics and Education*, 69, 101037. <https://doi.org/10.1016/j.linged.2022.101037>
- Verawati, H., Febriani, E., Muflihah, I., Hasanah, U., Susanti, A., & Fitriani, F. (2022). HOTS Analysis of Task Instructions in Bahasa Arab Madrasah Aliyah Textbook Published by The Ministry of Religious Affairs. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 944–951. <https://doi.org/10.31004/edukatif.v4i1.1930>

Revealing the Dominance of Middle Order Thinking Skills in Arabic Textbooks in Indonesia

ORIGINALITY REPORT

14%

SIMILARITY INDEX

12%

INTERNET SOURCES

7%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	lpm.uin-suka.ac.id Internet Source	1%
2	eudl.eu Internet Source	1%
3	ejournal.unuja.ac.id Internet Source	1%
4	islamicmarkets.com Internet Source	1%
5	www.ojs.unwaha.ac.id Internet Source	1%
6	ejournal.undiksha.ac.id Internet Source	1%
7	ejournal.unikama.ac.id Internet Source	<1%
8	journal.uny.ac.id Internet Source	<1%
9	mafiadoc.com Internet Source	<1%

10	media.neliti.com Internet Source	<1 %
11	e-journal.iain-palangkaraya.ac.id Internet Source	<1 %
12	e-journal.adpgmiindonesia.com Internet Source	<1 %
13	journal.staihubbulwathan.id Internet Source	<1 %
14	F B Sole, D M Anggraeni. "Analysis of High Order Thinking Skill (HOTS) in joint midterm examination at YAPNUSDA Elementary School", Journal of Physics: Conference Series, 2020 Publication	<1 %
15	N A Hidayati, S B Waluya, Rochmad, Y L Sukestiyarno, H Suyitno, Walid. "Statistic literation profile viewed from thinking level Middle Order Thinking Skills (MOTS)", Journal of Physics: Conference Series, 2021 Publication	<1 %
16	ojs.unm.ac.id Internet Source	<1 %
17	Garuda.Kemdikbud.Go.Id Internet Source	<1 %
18	123dok.com Internet Source	<1 %

19 Ilmi Zajuli Ichsan. "HOTSEP: Revised Anderson's Taxonomy in Environmental Learning of COVID-19", European Journal of Educational Research, 2020
Publication <1 %

20 Submitted to Universitas Islam Negeri Antasari Banjarmasin
Student Paper <1 %

21 mobile.wattpad.com
Internet Source <1 %

22 repository.uin-malang.ac.id
Internet Source <1 %

23 digilib.unisayogya.ac.id
Internet Source <1 %

24 jurnal.radenfatah.ac.id
Internet Source <1 %

25 Submitted to Syiah Kuala University
Student Paper <1 %

26 eprints.walisongo.ac.id
Internet Source <1 %

27 jiecr.org
Internet Source <1 %

28 www.e-iji.net
Internet Source <1 %

29	<p>Ghina Kania Rahmah. "Efektivitas Pembelajaran Daring Pada Mata Kuliah Kemahiran Berbicara Bahasa Arab di Universitas Alazhar Indonesia", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2021</p> <p>Publication</p>	<1 %
30	<p>Miftachul Mubin, Arfilia Wijayanti, Asep Ardiyanto. "ANALISIS HOTS PADA INSTRUMEN EVALUASI SISWA KELAS V SD N 3 KRASAK PECANGAAN JEPARA TAHUN PELAJARAN 2019/2020", TRIHAYU: Jurnal Pendidikan Ke-SD-an, 2021</p> <p>Publication</p>	<1 %
31	<p>ijsshr.in</p> <p>Internet Source</p>	<1 %
32	<p>journal.uinsgd.ac.id</p> <p>Internet Source</p>	<1 %
33	<p>www.jppipa.unram.ac.id</p> <p>Internet Source</p>	<1 %
34	<p>www.un-pub.eu</p> <p>Internet Source</p>	<1 %
35	<p>zombiedoc.com</p> <p>Internet Source</p>	<1 %
36	<p>Arita Marini, Syifa Nafisah, Tunjungsari Sekaringtyas, Desy Safitri et al. "Mobile Augmented Reality Learning Media with</p>	<1 %

Metaverse to Improve Student Learning Outcomes in Science Class", International Journal of Interactive Mobile Technologies (ijIM), 2022

Publication

37

Kamalia Kamalia, Wahyudin Nur Nasution, Sakholid Nasution. "Implementation of Active Learning Strategies In Improving Arabic Language Skills for Students of STAI As-Sunnah Tanjung, North Sumatra", AL-ISHLAH: Jurnal Pendidikan, 2022

Publication

<1 %

38

Neli Putri, R. Rahmawati, H. Hanomi. "Maharah al-Qira'ah Learning Model through Edmodo at Department of Arabic Language Education, Imam Bonjol State Islamic University, Padang", Arabiyatuna : Jurnal Bahasa Arab, 2021

Publication

<1 %

39

Putu Ayu Laras Pradnyani Nirmala Giri. "Teachers' Perception of HOTS-Based Learning in EFL Classroom", The Art of Teaching English as a Foreign Language, 2021

Publication

<1 %

40

Rizka Safriyani, Ali Mustofa. "Promoting Philosophy for Children (P4C) in teaching Reading", English Teaching Journal : A Journal

<1 %

of English Literature, Language and Education, 2021

Publication

-
- | | | |
|----|---|------|
| 41 | e-journal.ikhac.ac.id
Internet Source | <1 % |
| 42 | ejournal.unsri.ac.id
Internet Source | <1 % |
| 43 | ejournal.upbatam.ac.id
Internet Source | <1 % |
| 44 | ekevakademi.org
Internet Source | <1 % |
| 45 | etheses.uin-malang.ac.id
Internet Source | <1 % |
| 46 | ijci.wcci-international.org
Internet Source | <1 % |
| 47 | studentsrepo.um.edu.my
Internet Source | <1 % |
| 48 | Rezita Ayu Febriyani, Wisma Yunita, Indah Damayanti. "An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools", <i>Journal of English Education and Teaching</i> , 2020
Publication | <1 % |
| 49 | Sowmya Narayanan, M. Adithan. "Analysis Of Question Papers In Engineering Courses With | <1 % |

Respect To Hots (Higher Order Thinking Skills)", American Journal of Engineering Education (AJEE), 2015

Publication

Exclude quotes On

Exclude matches Off

Exclude bibliography On