

Implementation of HOTS Assessment in Islamic Religion Lesson in 3rd Grade Islamic Elementary School East Java

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Abstract

Embedded critical thinkers, problem solvers, and creativities outcomes are achieved by HOTS assessment making learning display accurate. The research aims to conduct a HOTS assessment on religious learning based on the HOTS assessment in 3rd grade MI. The research analyzes assessments by teachers in class with HOTS questions to train higher thinking order students in 3rd grade. The type of research is descriptive qualitative research that examines questions based on Bloom's taxonomy. The subject of research is teachers in MI Roudlotul Jannah. The researchers take the data through interviews and observations. The interview techniques were conducted to know how to perform the HOTS assessment to the students, while observation techniques were taught to know religion learning based

on the HOTS assessment. HOTS assessment on religion learning is that Al Qur'an Hadis, Fiqih, and Akidah Akhlak are performed on some daily tests to train critical thinking, creativity, communication, and collaboration based on Bloom's taxonomy. The researchers conclude religion learning with HOTS questions becomes a challenge for students in the learning processes, and teachers have not known HOTS questions, so that they feel hard to understand students in learning because of the diverse students' skills. This improves students' skill. The finding research is questions based on HOTS in learning that is implemented by analyzing Islamic religion lessons based on Bloom's taxonomy, examining basic competencies to improve students' ability in the way students think.

Keywords: HOTS assessment, religion learning, 3rd grade MI

INTRODUCTION

The challenge to solving problem environments is by learning processes in the school, and education needs to assess the quality of students. Educators need to determine the way children think and behave in the class, requiring to be possessed for one's 21st-century learning (Zhou et al., 2023) (Prahesti & Prastowo, 2022) (Voogt & Pareja Roblin, 2023). Those activities can be implemented by applying HOTS assessment based on the external and internal students' circumstances (Micheal, 2006). Higher Order Thinking Skills (HOTS) trigger critical thinking, problem solver, and creativity in students through religious learning (Hanifah, 2019). The activities empower students and explore their students, especially the way they think (Mohamad & Tasir, 2023) (Avcı & Yildiz Durak, 2023). Religion learning is one of the ways to manifest religious knowledge to solve real-life problems using religious thoughts (Batubara & Sudrajat, n.d.).

Moreover, assessment instruments are used to determine the abilities of students, one of which is a test instrument (Kantar, 2014) (Laili et al., 2020).

A test instrument is a number of questions that have right or wrong answers to measure behavior and higher-order thinking skills (HOTS) (Alwi & Fadilah, 2021) (Kageyama et al., 2022). The evaluation process provides feedback to students which is in accordance with the 2013 curriculum, which develops aspects of 4C (critical thinking, collaboration, creativity, and communication) (Din, 2020), HOTS, literacy and strengthening character education (PPK), and the assessment one measure students' higher-order-thinking-skills (HOTS) (Jansen & Möller, 2022). One of the focuses of K13 renewal includes getting used to critical thinking, which has the following characteristics 1) search involves mental processes to understand an experience; 2) analysis, generalize, organize, and draw conclusions; 3) active and systematic in understanding and evaluating arguments (Alwi & Fadilah, 2021) (Rapanta & Iordanou, 2023).

Higher Order Thinking Skill/ HOTS is a critical thinking skill that demands critical, creative, and analytical thinking of information in solving problems that explore questions of knowledge related to issues that are not clearly defined (Majid et al., 2011). HOTS trains students' critical thinking skills by increasing their reasoning abilities in solving complex problems (Adnannudin et al., 2020). The need for higher-order thinking skills is to generate the students' ideas, encouraging creative thinking and action (Heong et al., 2012). The concept of learning with the HOTS assessment comes from Bloom's taxonomy in the cognitive domain of learning concrete

to abstract thinking (Rapih & Sutaryadi, 2018). The classification of the cognitive domain structure includes questions in the assessment instrument in the cognitive domains C1, C2, and C3, which are in the Lower Higher Thinking Skills (LOST) category, and the cognitive domains C4, C5, and C6 are categorized in the Higher Order Thinking Skills (HOST) (Helmawati & SE, 2019). In the process of measuring higher-order thinking through the ability to solve problems, think critically and creatively, the ability to make decisions, and the ability to give opinions (Kunanti, 2021) (Luesia et al., 2023) (Silberman et al., 2021).

The uniqueness of this study is the use of HOTS assessments in religious studies such as the Qur'an Hadith, Fiqh, and Aqidah Akhlak, which train students to think at a higher level. This learning is active learning that forms student-centered curiosity (Franco et al., 2007) (Prahesti, 2020), and this learning emphasizes the assessment process in the Student Center Learning approach, making them solve problems in student's life (Conklin, 2011). This research is expected to prepare students to believe and understand and practice religious learning in their daily lives because they think at a high level in understanding learning material, and their directions and perspectives are different (Elihami & Syahid, 2018). Writing assessment instruments such as multiple choice, fillings, descriptions, and essays require a stimulus to encourage students to explore their own information from global issues (Hanifah, 2019).

Applying the HOTS assessment is through the way students develop higher-order thinking skills in the form of giving questions to solve problems

(Adnannudin et al., 2020). In religious learning at the Islamic elementary school level, there is a process of applying skills in real life (Aktoprak & Hursen, 2022), which involves more than one answer when applied to religious learning, and there are complex tasks in fulfilling answers and free content (Kunanti, 2021). This is to measure the ability to transfer an idea of the content and relate this information to solving problems that exist around students (Wijnen et al., 2021). In the HOTS assessment in religious learning, various types of questions are used as a measure of student ability, including 1) multiple choice questions consisting of several answers as an objective test; 2) multiple complex choices by associating existing sentences as a true and false test; 3) essay tests where students give answers from what they know by completing the question sentences; 4) a brief description test in which the answers are in short sentences from the questions that have been given; 5) essay tests are given according to their own opinions (Hanifah, 2019) (Rohim, 2019).

In the initial observations at the Islamic elementary school of Roudlotul Jannah, there were obstacles in the HOTS assessment process in religious learning because students' lack of extensive knowledge caused them to experience difficulties in processing answers to questions. Educators guide students to grasp the lesson based on the student's level. The assessment process is explained by using HOTS assessment questions to form an in-depth understanding of the concept, so the ones train how students think about problems in their surroundings (Frausel et al., 2020) (Atmarita & Syarifuddin, 2021). Educators implement HOTS assessment

documents in the class after students accept the lesson-based HOTS (Batubara & Sudrajat, n.d.). Some students in grade 3 MI are used to receiving material/information from educators at school without interpreting the data, while in the HOTS skills process, there is a process of transferring information so that students remember and understand but also interpret knowledge and can be applied in the class (Dulun & Lane, 2023). The previous study conducted by Ansari resulted in literature learning emphasizing HOTS assessment implemented in the class (Ansari, 2018). The researcher chose 3rd-grade students as low class having high skills in the school, encouraging them to get used to being independent. This study focuses on HOTS assessment in religious learning processes, especially in Al Qur'an Hadith, Fiqh, and Akidah Akhlak subjects.

METHODS

This study observes the assessment instruments for teaching religion in grade 3 SD/MI and examines the questions that have been asked by the teacher based on Bloom's taxonomy. The researcher collects the data based on an assessment of 23 students. This study uses qualitative methods and describes and describes the data. The subject of this research is MI Roudlotul Jannah teacher in Sidoarjo. This study used interview, observation, and documentation techniques using descriptive analysis. The research instrument uses interview sheets and question review formats based on Bloom's taxonomy level. The research data is the teacher's answers to HOTS questions on daily tests on the Al Qur'an Hadith, Fiqh, and Akidah Akhlak subjects.

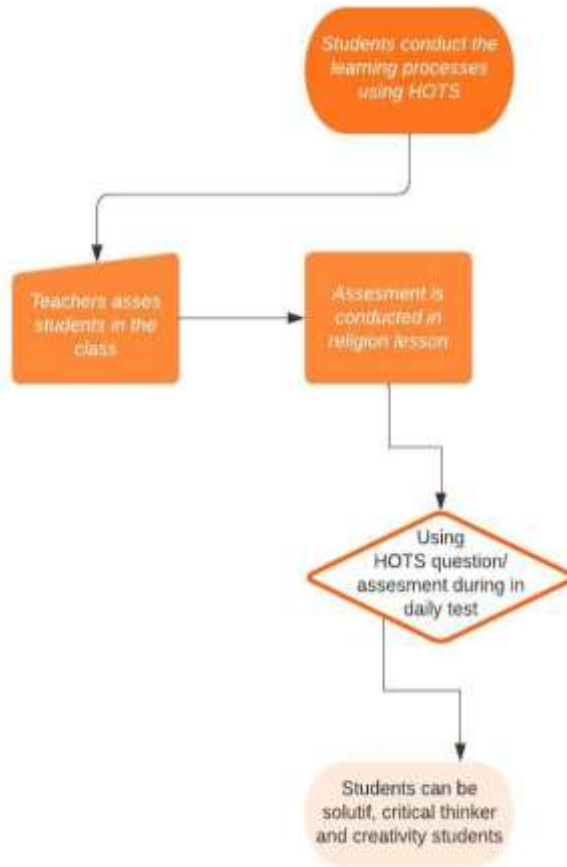


Figure 1. HOTS Assessment Processes

RESULT AND DISCUSSION

The results of the teacher interviews indicated that they had followed directions for making HOTS questions based on the needs of students. HOTS assessment is one assessment that encourages students to create students skills. Some carried out inter-teacher question analysis in grade 3 so they knew how to write questions whose categories matched the

needs of students. Teachers face several problems in dealing with students' difficulties, including 1) students find it difficult to write more answers, and it takes a long time to solve problems; 2) teachers find it challenging to make HOTS-based questions that are relevant to religious learning; 3) students are used to receiving information without being understood in depth; 4) students' knowledge is limited so it is difficult to answer questions related to HOTS 5) cognitive abilities influence students in answering questions.

Based on the observations, the form of HOTS questions starts from changing basic competencies into indicators of competency achievement and several HOTS-laden question indicators. The researcher checks the lesson plan, which discusses some HOTS-based religious learning material and questions. Almost all teachers use questions or indicators of student achievement using operational verbs C4-C6 based on Bloom/Aderson's taxonomy, and C4 uses the word "study." In this case, almost more than five teachers use this verb. The C6 verb uses the words "conclude" and "compare." In some of the questions in the test questions, these verbs were used to test the high-level thinking skills of grade 3 students. The researcher only took a few samples of the Al-Qur'an Hadith, Fiqh, and Akidah Akhlak subjects to analyze KKO questions with standard HOTS assessments.

On the assessment instrument, the form of questions that teachers in MI have made, and the process of reviewing questions for the analysis process so that students can reason what they already know according to their experience or knowledge and the material that the educator has just delivered. The approach trains students' critical thinking skills under the

guidance of educators. In the process of this assessment, students are guided to solve their problems to get used to thinking meaningfully. This HOTS assessment is part of 21st-century learning. Therefore students in MI apply the evaluation in all subjects according to the indicators of each lesson. The higher the level of the review, the more their learning load allows students to be accustomed to adding literacy in the form of specific readings containing the material.

Table 1. Aqidah Akhlak Question Card Indicator Lesson Angels of God

No	Indicator	Question Item	Type of Question	Domain
1.	Examining the names of God's angels based on their duties	When the earth is shaken along with its contents, humans are finally gathered in the Field of Mahshar. Therefore, the angel is in charge of blowing the trumpet as a sign of the last day. The following angels are responsible for carrying out this task... a. Jibril b. Mungkar c. Israfil d. Ridwan	Multiple Choice	C4
2.	Make connections between human activities and the duties of angels	Humans can do good through good deeds. They perform religious activities to obey Allah. The duties of the angels of Allah are related to these human activities.	Essay	C5
3.	Examining faith in God's angels	Why do we have to believe the Angels of Allah?	Essay	C4

Based on Alwi et al., HOTS learning processes train students to have critical thinking skills to involve mental processes in their experiences. Students can analyze, generalize, organize, and draw conclusions about the topics. Thus students can be active and systematic in understanding and evaluating arguments. Learning processes can be implemented in levels C4 to C6 in Bloom Taxonomy, encouraging students to get used to thinking critically.

In the learning process, the reasons for using HOTS assessment for school educators include 1) students with less knowledge will need help when faced with high-level questions. Therefore they train students to follow HOTS-based learning; 2) students are accustomed to answering with long answers in essay type questions to elaborate their answers; 3) students are accustomed to exploring learning; 4) this assessment is applied to train students' critical thinking when answering questions, and it is hoped that they have problem-solving skills in everyday life. Some educators stated that this learning would be more effective if educators and learners played a role according to their respective tasks.

Al Qur'an Hadith, Fiqh, and Akidah Akhlak subjects correlate with each other in religion lessons, which is the same cluster in Islamic religion lessons. Some religious learning textbooks are designed independently to be different from other schools. In Akidah Akhlak learning in MI according to the needs of students, the material taught by educators is related to grade 3 material, including Asmaul Husna, faith in Allah's angels, gratitude, akhlakul karimah, obeying elders, and the history of prophets. In this

learning Asmaul Husna, the critical thinking question is "Examine Asmaul Husna Al Wahab and Ar Razzaq" In this question, students are expected to be able to think more broadly and critically about the answer so that this focuses on students' critical answers based on what and how they know this knowledge.

Some questions related to Asmaul husna still cannot be explained by students with an essay answer model because they are not used to dealing with questions that require comprehensive and critical answers. Some teachers stated that this question emphasizes the elaboration process of students on the material provided. The collaborative question was "Summarize the Asmaul Husna of Al Wahab and Ar Razzaq." Some students' answers are very diverse, among which they answer the wisdom of reading Al Wahab and Ar Razzaq and evidence that Allah has these attributes and our attitude towards his creatures. In this case, the educator assesses students regarding how to answer them where Al Wahab material is collected with Ar Razzaq material into answers relevant to the question for material completion.

In communication questions, include "Compare between Al Wahab and Ar Razzaq" In this statement, educators control the answers of students to be more directed by the material that has been taught. Some students only compare the evidence that Allah is the Giver and Gives Rizki. These things are compared with one another. Educators assess their process of communicating this with their language so that their answers are easy to fill in according to their experience. In creativity, students are trained to think

independently, which is not limited to the material as long as it is directed and able to encourage them to work beyond the limits of what they have, for example, the question with the topic of faith in God such as "How do we believe in the angels of God?". This question directs children to think broadly and critically about their experiences in the classroom. The type of question can be true and false, complex multiple choice, or description type to determine how much they understand the material.

In the HOTS assessment of learning Qur'an Hadith, educators make it a habit to give C4 questions, namely examining the meaning of studying surah AL Quraysh with the type of question is an essay testing critical thinking, including "Why do we need to work hard?" the question does look easy for students. Still, some of them answer "the benefits of working hard." This will result in multiple meanings. The need for this assessment is to train them to keep thinking critically about questions that stimulate learners' knowledge. In communication, educators assess learners' abilities based on questions in the learners' handbook, where they are familiarized with verbal and nonverbal communication skills to convey what they know. The type of questions tested can be in short descriptions or essay forms. This is evidenced in the question, "How does Allah give Nurulloh to his servants?". In collaboration, students discuss "how to get closer to Allah." This discussion process emphasizes the cooperative attitude of students with one another, which is associated with the wisdom of learning the meaning of Nurulloh in everyday life. The type of short multiple-choice questions can

be applied to the kind of creativity related to the material of surah Al Quraysh, namely "Why do we have to work hard?".

Fiqh learning related to rawatib prayers and jama' and qashar prayers where this learning hones some of the student's ability to think critically or critically with the question "Explain the differences between jama' and qashar prayers!". The question relates to the C4 level, where students can compare the definition and the intention's location to its implementation provisions. The type of essay question in the collaborative and communicative process is "What is the relationship between rawatib prayer and fardhu prayer?". In this type of question, the educator helps learners answer the question according to the material given. At the same time, there is a creative process, namely a question related to learners "How is the wisdom of people who perform rawatib prayers?". The concept allows learners to associate benefits or other useful things in performing rawatib prayers.

CONCLUSION

The study concluded that Islamic religion lessons implement HOTS-based questions where educators train critical thinking, communication, creativity, and cooperation to improve their abilities. Students in the class find it difficult to deal with HOTS-based questions because the learning needs to be more widely understood by students. Educators change some HOTS-based indicators children are trained to get used to critically and analytically analyzing existing problems. Internalizing HOTS assessment is complex for some educators who need to learn HOTS, so they try to

understand students with diverse abilities. Learners who are not accustomed to receiving material from educators will be accustomed to thinking independently under the monitoring of their educators.

Researchers suggest that researchers and educators consider implementing HOTS assessment according to the needs of students so that they can understand the lesson according to what they need at school. Educators are advised to analyze HOTS-based materials according to relevant Bloom's Taxonomy indicators.

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