Higher Order Thinking Skills (HOTS) Level Instructional Book of Arabic Language at Senior High School

Zubaidah[1], Moh. Ainin[2], Muassomah[3],
Azkia Muharom Albantani[4], Iffat Maimunah[5]
[1]*Universitas Islam Negeri Sjech Muhammad Djamil Djambek Bukittinggi, Indonesia*
[2]*Universitas Negeri Malang, Indonesia*
[3][5]*Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*
[4]*Universitas Islam Negeri Sarif Hidayatullah Jakarta, Indonesia*
Corresponding E-mail: zubaidah@uinbukittinggi.ac.id

Abstract

Textbooks are written with a focus on various aspects in order to keep up with developments and times and can implement the curriculum. HOTS is a high-level thinking skill teachers and students must possess in the 21st century. HOTS is an essential part of a textbook because textbooks are a learning medium. This study aims to determine the implementation of HOTS in textbooks and describe the instructions in the eleventh-grade Arabic textbook by Dariyadi and Feriandika. Various levels of instruction in a textbook are needed to determine student abilities, strengthen understanding, and evaluate and measure the goals achieved from a lesson. This research is literature research with a content analysis technique. The type of research data is primary data in the form of textbooks, data collection through documentation, verification, selection, focus, data, and then conclusion. The results showed that the Arabic textbook for class XI SMA had reflected HOTS with as much as 75% of HOTS-based exercises. The instructional level is at levels C4-C6 in analyzing, discovering, and creating.

Keywords: *HOTS, Instructional Level, Arabic High School Textbooks*

Introduction

Textbooks written following the developments and demands of the times tend to contain various aspects, including a scientific approach such as observing, asking, trying, reasoning, and communicating, by combining HOTS and contextual practice questions. A good textbook will combine 21st-century learning, commonly called 4C (Critical Thinking, Communication, Collaboration, and Creativity), in line with the implementation of the 2013 curriculum. The 2013 curriculum is designed to perfect

and adapt to the needs of today's students. Many skills must be possessed by teachers and students in order to keep up with the times and be able to think more critically and reflect Higher Order Thinking Skills (HOTS). Among the textbooks that actualize HOTS are the Arabic Language Textbooks for High School grade XI students written by Dariyadi and Feriandika entitled *Hayya Nata'allam al-'Arabiyah*. The HOTS in the textbook is found in various exercises. However, not all the exercises in the book are HOTS practice questions, and there are MOTS and LOTS level exercises.

Tarigan (1990) defines the term textbook as a textbook in a particular field of study, a standard book compiled by experts in that field for instructional purposes and purposes and is equipped with suitable teaching tools, and is easily understood by readers in the field. Schools and colleges so that they can support a teaching program (Supriadi and Fitriyani, 2021). Textbooks, as one of the learning elements, play an essential role in the teaching and learning process. Textbooks as learning media and curriculum actualization also have a different style between education levels and other levels of education. In general, it functions to facilitate students in the learning process, as a means of developing teaching materials and programs in the educational curriculum, facilitating teacher tasks in teaching, means to achieve learning objectives and supporting factors for efficiency and effectiveness in learning activities.

The development of the times also has specific criteria: 1) following the curriculum; 2) following the level of education and development of students; 3) arranging systematically and continuously; and 4) the material should include things that are factual and conceptual. Albantani (2014), about *mustawayât at-ta'allum,* stated that there are levels in learning and teaching Arabic according to Thu'aimah. This paper describes the level of learning and teaching Arabic according to its goals and objectives. The subject matter presented is a basic rule textbook along with supporting vocabulary/*mufradât* and ends with practice questions that students will answer. Students are trained to solve problems alone in the learning process, where teachers/lecturers are only facilitators. The existence of supervision, guidance, and correction that the teacher immediately gives allows students to evaluate their mistakes immediately. This method is charming because it can stimulate students to study and practice seriously. The training method fulfills the differences in students' individual abilities and skills.

Textbooks can be analyzed from various aspects, research on text readability (Rosmaini, 2013), as also contained in the book Thu'aimah (1985)(*Maqrûiyyah*). Textbooks can be assessed in terms of readability, which means all elements in the text (including interactions between texts) that affect the success of readers in understanding the material they are reading at an optimal reading speed. It can also be examined from the pictures in the book whether they support the content and theme. The pictures in a book must pay attention to various things, including being interesting and able to motivate students and have goals. In addition, research on textbooks has been widely carried out, which examines from various points of view including: 1) content and discourse analysis, which explains that Schulz's books are quite responsive in meeting the needs of Western and Eastern people for Arabic, and in terms of functions also develop three functions that outlined by UNESCO (1989)

(Wahab, 2014); 2) Research shows that the State Islamic *Madrasah Aliyah* Arabic Textbook published by the Ministry of Religion in 2020 is at the C4 level, namely analyzing, this study discusses HOTS in Arabic Textbooks (Faiq Ilham Rosyadi, 2021); 3) To find out the task instructions in textbooks with reading and quotation techniques, the results of this study explained that of the 78 task instructions there were 32 instructions representing HOTS. The research discussion differs from the previous discussion based on the closest study above. This study analyzes the XI grade high school textbooks using the HOTS analysis on *tadrîbât* contained in the textbooks, and how the HOTS levels are reflected in the exercises in the XI grade high school textbooks.

Several researchers revealed that the critical point of teaching Arabic is to conduct continuous practice. *Tadrîbât Lughawiyah,* presented attractively, can keep students from being bored (Hula, 2020). Andhika, in his report, said that the *Tadrîbât Lughawiyah* Arabic given to students had positive implications for their test results in Arabic subjects. Ma'shumah (2019) confirmed that the interestingly modified Tadribat Lughawiyyah in the form of picture cards gave positive results to students' vocabulary mastery. The studies above show that *Tadrîbât Lughawiyah* gave positive results to the achievement of student learning outcomes in learning Arabic. In other words, *tadrîbât* has an essential role in learning (Pahrudin, 2019).

Tadrîbât Lughawiyah is the essential part of a textbook, consisting of various questions that aim to measure students' understanding of the previous lesson and to strengthen understanding or evaluate students' abilities. Thu'aimah (1989) gave *ikhtibârât lughawiyah* as a set of questions asked of students to determine their understanding of material. In addition, *ikhtibârât lughawiyah* is also a means of evaluation and an essential part of learning. Evaluation is a systematic process to determine or decide to what extent students have achieved the objectives of language teaching. It can be done through traits in the learning process. *Tadrîbât* develops from time to time and is divided into several phases, namely the *taqlîdiyyah, 'ilmiyyah,* and *al-hadîth* phases (Muhammad, 1989).

Tadribât Lughawiyah (language drills) is an inseparable element in the learning process in general and Arabic learning in particular, as well as in textbooks, exercises or *tadrîbât* play an essential role in learning both inside and outside the classroom (Widodo et al, 2021). The aim is to strengthen students' understanding and can be used as reinforcement for the previous materials. In addition to presenting a variety of *tadrîbât*, it is also necessary to present a *tadrîbât* that contains HOTS questions. HOTS provides learning impacts for students and teachers, including: 1) learning will be more effective with higher order thinking; 2) improving the intellectual ability of teachers in developing higher order thinking; 3) in the evaluation of learning with this new concept, the teacher must always prepare questions that will not be answered (Rahmawati, 2018).

The HOTS Instructional level in the exercises contained in the XI grade high school textbooks varies, sometimes MOTS and LOTS, which can be seen from the natural instructional verbs. Based on this, the researcher wants to find answers to these research questions i.e.: How is HOTS reflected in the Arabic Language

Textbook for SMA class XI, and what are the HOTS instructional levels contained in the *Tadrîbât* of the Textbook? The instructional level is based on the thinking dimension of Bloom's Taxonomy and has been refined by Anderson and Karthwohl, which consists of (knowing-C1), (understanding-C2), (Applying-C3), (Analyzing-C4), (Evaluating-C5), (Creating- C6) (2). According to Thomas and Thorne, HOTS (Higher Order Thinking Skills) is a higher way of thinking than memorizing facts or applying rules, formulas and procedures. HOTS requires us to do something based on the facts to make connections between them, categorize them, manipulate them, place them in new contexts or ways, and apply them to find new solutions to a problem (Lastuti, 2018).

Learning Arabic in public high schools differs from learning Arabic in Madrasah Aliyah Negeri (MAN) and Islamic boarding schools. The difference lies in curriculum, goals, motivation, learning outcomes, competency standards, and basic competencies and textbooks as learning media. The high school curriculum refers to the Ministry of Education and Culture, while for Madrasah Aliyah Negeri, it refers to the Decree of the Minister of Religion of the Republic of Indonesia or KMA 183 (Mendikbud, 2014; Madrasah, 2019). The textbooks used differ in public high schools, MAN, and Islamic Boarding Schools. Different goals and motivations in learning Arabic require teachers, materials, and textbooks to vary for education level and background. For high school, for example, because learning Arabic is provided for specific specialization programs, textbooks should also support this, e.g., by applying HOTS in learning and in the textbook because HOTS is also a problem-solving method, especially for difficulties in learning Arabic for high school students.

Method

This study used a descriptive qualitative method (Tabroni, 2001) with document analysis techniques (content analysis) (Holsti, 1969) In this case, the textbook for class XI SMA entitled *Hayya Nata'allam al-'Arabiyah* by Dariyadi and Feriandika, fifth edition in 2021 (Dariyadi, 2021) to describe the phenomenon in depth. The method used is textbook analysis, aiming to see the subject holistically through descriptions to obtain detailed information. A descriptive method is a research method with the main aim of making an accurate description or description of a situation. Meanwhile, content analysis is used to obtain information from books described as symbols or images that can be documented. Content analysis is used to analyze all forms of communication, such as in newspapers, books, films, and so on (Fitri, 2020). Content analysis methods provide an understanding of the various contents of communication messages conveyed by books or from other sources in an objective, systematic, and relevant manner. Technically, the content analysis includes efforts to classify symbols used in communication, use criteria in classification, and use specific analytical techniques in making predictions (Eriyanto, 2011).

The type of data in this study is primary data. The researcher directly observes the book's contents and analyzes the HOTS and levels contained in the exercises or *tadrîbât* in the book, using the level determined based on Bloom's taxonomic thinking and then classifying it based on the level. The steps taken are; Elaborating theories on

preparing textbooks and then referring to relevant theories, describing existing traits and then identifying HOTS indicators, seeing phenomena in textbooks and analyzing based on indicators and standards, then concluding.

Data collection is done using documentation techniques. According to Arikunto, documentation techniques look for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, more extended agendas, and so on (Arikunto, 2010). Finding and recording data from observations, making considerations, and then making an assessment into a specific assessment. The steps used in data collection are by: 1) reading the analyzed books, in this study, there are seven themes; 2) looking for indicators and learning objectives; and 3) paying attention to practice questions and the use of instructional words in practice questions followed by classifying the HOTS level. The data is displayed in tables adjusted to the analysis carried out and then described so that it can be understood easily (Sukmadinata, 2010).

All data were collected and recorded, then continued with data verification, selecting and focusing, simplifying the data obtained, drawing conclusions, and reducing data by summarizing, selecting the main things, and focusing on important things related to HOTS. The research process is carried out with an ethical perspective to reduce the subjectivity of the collected data. The research methodology used in this study is illustrated in the following figure (Sugiyono, 2016).

Figure 1

Data analysis technique with interactive model

Source (Sugiyono, 2016: 388)
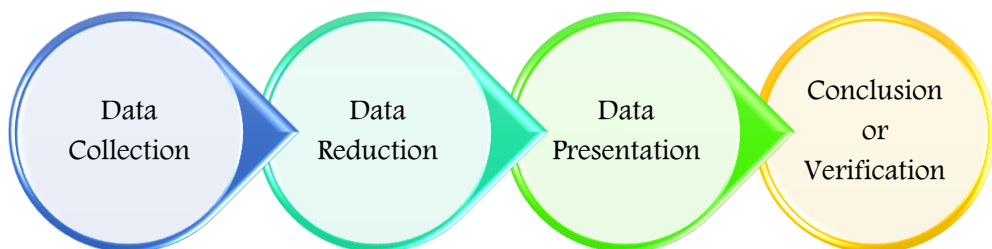
Result and Discussion

HOTS in Textbooks

The textbook that author of this analysis explains clearly on the foreword page that this book, as demanded by the 2013 curriculum, is strengthened by a scientific approach, namely learning that encourages students to actively learn by observing, asking questions, exploring, associating, and communicating. Authentic assessment, besides that PPK, strengthens it. (Strengthening Character Education) with a combination of HOTS and Contextual questions, as well as combining 21st-century

learning commonly called 4C (Critical Thinking, Communication, Collaboration, and Creativity) to achieve 21st Century attitude, knowledge, and skills competencies. This book is also equipped with Indicators and clear learning objectives at the beginning of each topic. Then this book is also equipped with a QR Code in the exercises to make it easier for students and teachers to complete. Indicators and learning objectives are explained clearly at the beginning of each topic so that the teacher who will assist teachers and students who study and read this book can clearly understand what will be known on the topic and what will be achieved from learning so that learning is well directed and focused.

The instructional level HOTS contained in this book are as follows:

1. Level C-4 Analysis

Level C-4 (Analysis): Specifies aspects or elements. Instructional verbs are: compare, examine, test, differentiate, organize, and relate. The ability to distinguish is an essential part of everyday life. To achieve this ability, examples of activities that can be applied in learning Arabic include: students can distinguish categories of *fi'il, fâ'il,* and *maf'ûl* in a reading text or conversation. Organizing skills; with the ability to organize, students can create schematics, charts, and various graphic organizing examples of activities that can be applied in learning Arabic, including students describing the content of texts/conversations using mind mapping or concept maps. Attributing Students must be accustomed to think openly to overcome this. Students must be able to analyze various information from various points of view (Fanani, 2018). To achieve this ability, other examples of activities that can be applied in learning Arabic include: teachers can create debate forums for students on a topic. There are groups of pros and cons to the topic.

Figure 2

Exercise level C-4 Analysis
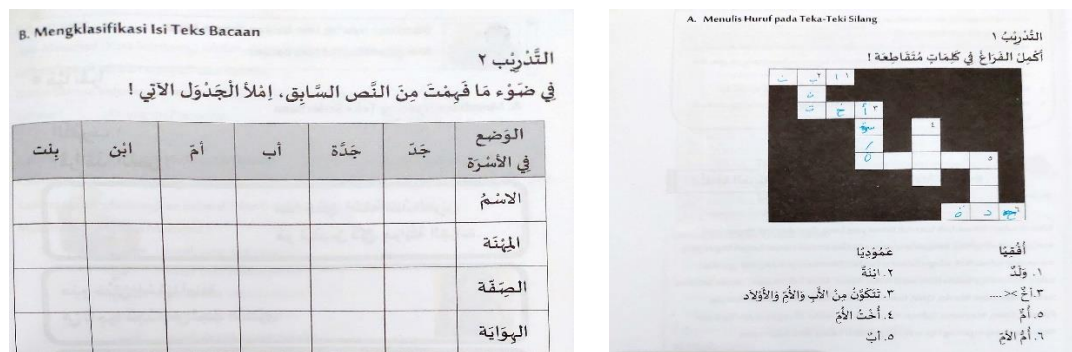
Organizing   Specifying

2. Level C-5 Evaluating

Evaluation Level (C-5), making their own decisions, the instructional verbs are: evaluate, assess, refute, decide, choose, and support. In principle, the evaluation level is the ability to decide based on criteria. This level also consists of checking and critiquing skills (Mustahadi 2019). Ability Checking is a process to find inconsistencies

or errors in a process or product. To achieve this ability, examples of activities that can be applied in learning Arabic include: students are asked to determine errors in the use of vocabulary or grammar in a sentence or reading text. Criticizing In the extensive Indonesian dictionary, criticizing is defined as a response accompanied by a description and consideration of good and bad on a work, opinion and so on. For example, students are asked to analyze the material based on the readings that have been studied and are available in the book, then asked to analyze several sentences or paragraphs and then look for and evaluate sentences or paragraphs that are not following the material.

Figure 3

Exercise level C-5 Evaluating

Evaluating   Choosing

3. Level C-6 Creating

Creating level: Creating your ideas or ideas. The instructional verbs are: Construct, design, create, develop, write, and formulate. At this highest level, students organize information using new or different ways or strategies than usual. Students are trained to combine the parts to form something new, coherent, and original. The creating level consists of formulating and producing. a. Formulating Formulating is a form of creative thinking to explore various imaginary, ideas, or new perspectives to overcome a problem. To achieve this ability, examples of activities that can be applied in learning Arabic include: students are asked to change the reading text material *(qirâ'ah)* to the form of conversational material *(ḥiwâr)* or vice versa. b. Producing or constructing is a follow-up to planning something. To achieve this ability, examples of activities that can be applied in learning Arabic, include: 1) students are asked to make a theater performance script and are asked to perform the script in front of other class students, and 2) students are asked to make or produce a documentary film and are asked to organize a joint viewing of the film. By creating a new conversation based on an existing conversation.

HOTS practice questions have a specific character. Instructional words in HOTS questions are also different from LOTS and MOTS because this domain is no longer just remembering, repeating, and reciting again but going to the level of evaluating and creating. Because the purpose of the HOTS questions is to train students' creativity, it does not mean difficult questions and complex answers but how

questions can explore students' abilities to be creative and innovative (Wildana, 2020). HOTS is also a problem solution in learning. Some characteristics of HOTS questions; (1) Measuring higher order thinking skills, namely Analyzing, Evaluating, and Creating. It does not measure intermediate-level thinking skills, such as applying. Nor does it measure lower-level thinking skills, such as Knowing and Understanding. (2) Based on experience in everyday life, so that it can assess the ability of participants to apply the concepts learned in class to real-life problems (contextual and actual), how students can connect, interpret, apply and integrate knowledge in classroom learning so that they can provide solutions in problem-solving. (3) Making a variety of questions is also a criterion for the HOTS because different language skills will use different questions, such as; multiple choice, true false, multiple choice, short answer, short answer, or description.

LOTS (Lower Order Thinking Skills) only use limited abilities for routine and mechanical things, such as memorizing and repeating previously given information. Meanwhile, MOTS (Medium Order Thinking Skills) is higher than LOTS, which can be understood and applied. At the same time, HOTS (Higher Order Thinking Skills) stimulates students to interpret, analyze or even be able to manipulate previous information so that it is not monotonous. Higher-order thinking is used when someone receives new information and stores it for later use or rearrangement for problem-solving purposes based on the situation.

Figure 4

Exercise level C-6 Creating

Writing   Creating and designing

Tadrîbât Lughawiyah and HOTS Level instructional

The distinctive approach of the language training method provides exercises *(tadrîbât)* to what students have learned to acquire a specific skill. Although there are some variations in its application, the characteristics remain the same as the report by Resnik and Schallmoser in their research which reveals that the purpose of learning is for specific knowledge and skills to belong to students and can be fully mastered. Language training provides opportunities for students to learn independently to gain dexterity or skills from the material being studied.

Madkur & Huraidi (2010) argue that *al-Tadrîbât al-Lughawiyah* (language drills) is a basic form of learning to achieve specific cognitive, affective, and psychomotor

skills. *al-Tadrîbât al-Lughawiyah* also aims to improve language skills so that students are not wrong and easy to work on language rules material.

HOTS-based questions are very diverse, for commands and questions also vary but still pay attention to the HOTS-level instructional verbs. The purpose of giving various questions in a test kit is to provide more detailed and comprehensive information, and the evaluation results will be better, more objective, and more accountable. Several alternative questions can be used based on the PISA Program for International Student Assessment test, including; Multiple choice, Complex multiple choice (true or false, yes or no), short answer, and complete answer.

Multiple choice practice questions and multiple choice questions have the aim of practicing analysis. Sometimes the available answers are almost similar, and make a choice doubtful if you do not master the reading well. Multiple choice questions begin with a reading text or a previous conversation. Then, multiple choice questions were born from the reading texts and conversations, which re-examine the reading text or conversation, both in terms of *mufradât, qawâ'id,* translation, or text understanding. a) Level choice questions (C-4) Analyzing can use words such as ما هو أهم ما تتحدث عنه الفقرة, where the answers to the questions are multiple بهذا النص أراد الكاتب أن... /الأولى من النص choice. b) Level choice questions (c-5) Evaluating اختر «ص» إذا كانت العبارة تناسب ما يعنيه النص واختر «خ» إذا كانت لم تناسب, questions like this will require students to evaluate and then determine true and false an expression or sentence. c) Fill in the blanks blank (C-6) Create or complete, by presenting an imperfect paragraph, then students are asked to complete it with the appropriate words.

The practice questions contained in the class XI Arabic textbook by Dariyadi and Feriandika, found questions like the ones above with different versions and content. The following is a short paragraph from a reading in a textbook, and then from this text, the questions in the exercise are developed into several forms and levels.

Table 1
The example of reading text

العطلة
في الأسبوع الماضي قضيت العطلة مع أسرتي في القرية. زرنا جدي وجدتي هنا وهما سكنا في قرية قريبة من جبل يعني في المنطقة الجبلية وهواؤها طلق، أراضيها خصبة، أشجارها متنوعة، ومواشيها كثيرة. تمتعنا بمناظرها الجميلة و فرح جدي وجدتي بحضورنا، ونحن فرحنا بلقائهما.

Table 1 contains an example of a paragraph reading information from the text that was heard with the command: استمع إلى النص، أكمل الفراغ. This question requires students to analyze the blanks with something they heard. If they don't listen well, the stuff that will be filled in will be incorrect. Filling puzzles or الحروف المتقاطعة, this exercise belongs to level C-6, namely completing and creating. Exercises like this are also fun because it makes students curious to answer and fill in puzzles. Usually, the class will be crowded with this situation.

The next one is essay questions. The purpose of essay questions or descriptions is to discover students' creativity and create new things based on what has

been studied previously but is still limited so that they are not too accessible and make it complicated. Among the examples of questions as follows; 1) Level (C-4) analyze or decipher, النص؟ This question requires students to analyze the reading and then describe what is in the reading. It can be following what is understood or obtained, and will vary from one another; and 2) Level (C-5) evaluates, **لاحظ الفقرة الآتية وعيّن الكلمة** **غير المناسبة فيه**, questions like this require students to pay close attention, analyze and evaluate according to the material that has been taught or understood. 3) Level (C-6), **اكتب مقالا طوله عشرة سطور عن نشاطاتك التعلمية منذ تعليق** Creating, producing, and building, **مدرستك بسبب فيروس كورونا** examples of questions like this require students to make a guided paragraph and be able to bring students to create or build ideas.

Paying attention to the examples of questions in the table, the class XI SMA book written by Wahib Dariyadi has described similar questions with different content, which can be seen in the following examples: 1) Analyzing and describing, عين **اسم الصفة في النص السابق ثم ضع في مربع** questions This requires students to look for adjectives in the text that has been studied and then put them into the boxes provided; 2) Evaluating, **صل بين اسم المادة والصفة المناسبة ثم اكتب**, this example question requires students to analyze *ism al-mâddah wa ism al-shifah* to be able to evaluate the existing *mufradât* based on the material that has been studied then distinguish it and then make the correct phrase; and 3 Create, produce and build. In each theme in this book, there are always exercises that require students to be creative, including **اصنع الإعلان كما في المثال**, students are led to make advertisements based on vocabulary and phrases that have been learned with their creations. Then in this book, there is a portfolio assignment for each theme with different commands according to the theme being studied.

Classification of *tadrîbât lughawiyah* level (instructional level) HOTS, specifically on *mahârât lughawiyah* contained in grade XI SMA Textbooks written by Dariyadi and Feriandika as follows:

Table 2
Classification of *Tadribat* in grade XI Arabic Textbooks

Themes	*Mufradât wal ibârât*	*Istimâ*	*Kalâm*	*Qirâah*	*Kitâbah*	*Tarkîb*	Portfolio /Product
الحياة في الأسرة	5	3	5	2	2	1	2
الحياة الاجتماعية	1	3	3	2	2	1	1
قضاء وقت الفراغ	2	3	2	3	3	2	1
الحياة اليومية	3	3	3	2	2	5	2
المعاملة مع الأصدقاء	1	1	3	3	3	2	*Game mistery box*

المعاملة الحسنة	1	2	3	2	2	1	1
الشعر	-	1	2	3	-	-	3
Total	13	16	21	17	14	12	11
							104

The class XI Arabic textbook contains 7 themes, and each theme has *tadrîbât* for *mufradât, istimâ', kalâm, qirâah, kitâbah, tarkîb,* and portfolio assignments or product assignments. Not all *tadrîbât* are at the HOTS level in C-4 - C-6, as the author described previously. The author only identifies exercises at levels C-4 to C-6, e.g.; *Tahlîl, Taqwîm,* and *Ibdâ* 'or Analysis, Evaluation, and Creation. So the results of the author's analysis of all questions from *Tadrîbât* contained in class XI textbooks can be seen in the following table:

Table 3
Classification of Tadribat in grade XI Arabic Textbooks

Tadrîbât	Total	Percentage	HOTS Level
Mufradât	7	53, 8 %	C4- C5
Istimâ'	9	56, 25 %	C-4 - C5
Kalâm	14	66, 6 %	C-4 - C-5
Qirâah	10	58,8 %	C4 - C5
Kitâbah	14	100 %	C5 - C6
Tarkîb	12	100 %	C-5 - C6
Portfolio/ Product	11	100 %	C-6

The table above is a classification of *tadrîbât lughawiyah,* which contains levels of analyzing, evaluating, and creating, so it can be seen that the findings of the number of *tadrîbât* in the first table are not the same as the number after being classified to the HOTS level in the second table. The first table is the classification of all *tadrîbât* contained in the textbook, while the second table is the classification of *tadrîbât,* which contains HOTS questions. So it can be concluded that the number of *tadrîbât* that contain HOTS questions from the textbook, from the table, it can be understood that the HOTS level in each *tadrîbât* contained in the textbook, ranging from level C-4 to C-6 level analyzes, evaluates to create. There is a decrease in the number of HOTS in the *tadrîbât Mufradât, Istimâ',* and *Kalâm* because, at every start, the commands in these exercises are not included in the HOTS category. They are still in the MOTS category, only just remembering and understanding, even LOTS just knowing. All portfolio assignments become 100% because all assignments require students to produce works or Create, so for all exercises, the level of creating or producing specific innovative works is at level C-6.

Conclusion

The results of this study indicate that HOTS is reflected in the Arabic textbooks for SMA grade XI written by Dariyadi and Ferriandika. Based on the author's analysis results, the exercises contained in this book contain HOTS levels from C-4 to C-6; if it is calculated, then 75% of the exercises are at the HOTS level. A small part of these exercises is at the MOTS level. LOTS which is reflected in the commands, namely in the *mufradât* exercises and the beginning of the *istimâ'* exercises. It is evidenced by the instructional verbs defined and contained in the book. For *mufradât* exercises, it usually begins with the command "انظر، أعد" students are only required to pay attention and repeat the words listed in the textbook. In *tadrîb istimâ'* begins with the command "استمع، انظر" students are only required to pay attention and listen to orders from *tadrîb*. It is always consistent from the first theme to the seventh theme of the themes in the class XI books.

The concept of the HOTS level and the importance of *tadrîbât lughawiyah* in learning, as well as the forms of *tadrîbât* contained in instructional words with examples of criteria for HOTS questions, can answer the results of this study, that after an analysis of the questions and commands The exercises contained in the textbook are not all at the HOTS level, there are about 25% of practice questions at the MOTS and LOTS levels. However, the most extensive dominance is at the HOTS level. It also proves that in the preface to this class XI textbook, the book's author has informed that HOTS-based questions support this book. The Ministry of National Education launched HOTS (Higher Order Thinking Skills) to overcome difficulties in learning Arabic. Also, the PISA Program for International Student Assessment results showed that Indonesian youth's competence is low in several fields. Hence, it is necessary to add Critical, Analytical, Logical, Creative, and Metacognitive indicators in learning.

The weakness of this study is that it has not been maximally and in detail in classifying the HOTS levels that exist in all *tadrîbât*, only specializes in *tadrîbât 'ala mahârah lughawiyah,* has not described one by one the types or levels of HOTS that exist in practice questions or *tadrîbât*, for further researchers to be able to continue research in more detail and at a more concrete level on practice questions so that they can open up insights and provide new knowledge for lovers of learning Arabic in particular.

REFERENCES

Abdul Wahab, Muhbib. (2014). Konstruksi Buku al-Lughah al-'Arabiyah al-Mu'âshirah Karya Eckehard Schulz, Analisis Isi dan Wacana. *Research Report,* UIN Jakarta.

Albantani, Azkia Muharom. (2014). Mustawayât Ta'allum wa Ta'lim al-Lughah al-'Arabiyyah 'Inda Rusydi Ahmad Thu'aimah. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban, 1*(1).

Arikunto, Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta.

Dariyadi, M. Wahib., & Betric Feriandika. (2021). *Hayya Nataallamu Al-'Arabiyah*. Malang: PT Optima Intermedia.

Direktorat KSKK Madrasah. (2019). Keputusan Menteri Agama No. 183 Tahun 2019.

Eriyanto. (2011). *Analisis Isi : Pengantar Metodologi untuk Penelitian Ilmu Komunikasi dan Ilmu Sosial Lainnya*. Jakarta: Kencana Prenada Media Grup.

Fanani, Moh. Zainal. (2018). Pengembangan Soal Higher Order Thinking Skill (HOTS) Dalam Kurikulum 2013. *Edudeena, 2*(1).

Fitri, Agus Zaenul., & Nik Haryanti. (2020). *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed Method, dan Research and Development*. Malang: Madani Media.

Holsti, Ole R. (1969). *Content Analisys for The Social Science and Humanities Reading*. Wastley Pu. Massachaussetts.

Hula, Ibnu Rawandhy N. (2020). Peningkatan Kompetensi Kaidah Bahasa Arab bagi Pemula Menggunakan Al-Tadrîbât Al-Lughawiyyah. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya, 8*(2).

Lastuti, Sri. (2018). Pengembangan Bahan Ajar Berbasis HOTS Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis Mahasiswa. *Kreano: Jurnal Matematika Kreatif-Inovatif, 9*(2).

Ma'shumah, N. (2019). Penguasaan Kosakata Bahasa Arab dengan Latihan-Latihan Menggunakan Kartu Bergambar.

Madkur, A. A., & Huraidi, I. A. (2010). *Al-Marja' fi Manâhij Ta'lîm al-Lughah al-'Arabiyyah Li al-Nâtiqîn Bi Gairihâ*.

Muhammad, Muhammad Abdul Khalik. (1989). *Ikhtibârât al-Lughah*. Riyadh: Jamiah Malik Su'ud.

Mustahadi. (2019). *Modul Penyusunan Soal Kemampuan Berpikir Tingkat Tinggi (HOTS) Mata Pelajaran PAI dan Budi Pekerti*. Direktorat Pembinaan Sekolah Menengah Atas, Direktorat Pendidikan Dasar Menengah.

Pahrudin, A. (2019). *Buku: Pendekatan Saintifik dalam Implementasi Kurikulum 2013 Dan Dampaknya Terhadap Kualitas Proses dan Hasil*.

Rahmawati, Nailur. (2018). Pembelajaran Bahasa Arab: Menuju Higher Order Thinking Skills (HOTS). *Prosiding Konferensi Nasional Bahasa Arab IV* (6 Oktober).

Rosmaini. (2013). Keterbacaan Buku Teks. *Artikel Universitas Negeri Medan*.

Rosyadi, Faiq Ilham. (2021). Muatan Higher Order Thinking Skills (HOTS) pada Buku Teks Bahasa Arab Madrasah Aliyah Terbitan Kementerian Agama Tahun 2020. *Thesis,* UIN Sunan Kalijaga Yogyakarta.

Sugiyono. (2016). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R & D*. Bandung: Alfabeta.

Sukmadinata. (2010). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rodakarya.

Supriadi, Rinaldi., & Fitriyani, Nur. (2021). Analisis Kesesuaian Buku Teks Bahasa Arab Berbasis Keterbacaan Menggunakan Ketentuan Fog Index. *Arabi : Journal of Arabic Studies, 6*(1).

Tabroni., & Suprayogo, Imam. (2001). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.

Thuaimah, R. A. (1989). *Ta'lîm al-'Arabiyah li Ghair Al-Nâthiqînâ Bihâ*. ISESCO.

Thuaimah, R. A. (1985). *Dalil 'Amal fî I'dâd al Mawâdd Al Ta'limiyah li Barâmiji Ta'lîm al-'Arabiyah*.

Widana, I Wayan. (2017). *Modul Penyusunan Soal Higher Order Thinking Skills (HOTS)*. Direktorat Pembinaan SMA Dirjen Dikdasmen Kemendikbud.

Widodo, Arif., Abidah, Zakiyatul., Fahmi, Nurul., & Chebaiki, Hana. (2021). Pengembangan Desain Pembelajaran Bahasa Arab Berbasis Higher Order Thinking Skill dengan Model Discovery Learning pada Siswa Kelas X SMKM 8 Paciran. *Al Mahāra: Jurnal Pendidikan Bahasa Arab, 7*(1).