

Urgency and Strategy for Developing HOTS Questions in Arabic Language Learning in the 21st Century Skills Era

Muhammad Nashrul Amrullah, Moh. Abdul Kholiq Hasan
UIN Raden Mas Said Surakarta

Article Info

Article history:

Accepted: Date, Month, Year

Publish: Date, Month, Year

Keywords:

Importance;

strategy;

HOTS;

Arabic;

21st century.

Abstract

This study aims to analyze the urgency and strategies for developing Higher Order Thinking Skills (HOTS) questions in Arabic language learning in the era of 21st-century skills. This research employs a qualitative approach using a library research method, with data sources derived from books, scholarly journal articles, and relevant academic documents. Data collection was conducted through documentation techniques, while data analysis used a descriptive-analytical method. The results indicate that the development of HOTS-based questions in Arabic language learning is highly urgent in addressing the demands of 21st-century skills, which include critical thinking, creativity, communication, and collaboration. From the perspective of the revised Bloom's taxonomy, HOTS is positioned at higher cognitive levels, namely analyzing (C4), evaluating (C5), and creating (C6), which encourage students to think more deeply and critically. The strategies for developing HOTS questions include analyzing basic competencies, constructing test blueprints, utilizing contextual stimuli, designing items based on higher-order cognitive levels, and developing scoring guidelines. The implementation of these strategies not only improves the quality of assessment but also contributes to the development of students' 21st-century skills comprehensively. Therefore, the development of HOTS questions in Arabic language learning plays a strategic role in enhancing the quality of education and preparing students to face global challenges in the future.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Muhammad Nashrul Amrullah

UIN Raden Mas Said Surakarta

Email : nashrulam@gmail.com

1. INTRODUCTION

The development of education in the 21st century demands a transformation in the learning process, oriented not only toward mastering knowledge but also toward developing higher-order thinking skills. These 21st-century skills, known as the 4Cs—critical thinking, creativity, communication, and collaboration—are key competencies that students must possess to face increasingly complex global challenges. Therefore, the education system is required to integrate these skills into every aspect of learning, including the evaluation process (Zulpianto, 2022).

In the context of Arabic language learning, the demand for mastering 21st-century skills is becoming increasingly important because language serves not only as a means of communication but also as a means of thinking and understanding meaning in depth. Arabic language learning in the modern era is no longer solely focused on linguistic aspects, such as vocabulary and grammar mastery, but must also develop critical and creative thinking skills, as well as the ability to communicate contextually (Shadiqul Wahdi et al., 2025).

However, the reality on the ground shows that Arabic language learning is still dominated by conventional approaches oriented toward memorization and basic understanding (Lower Order Thinking Skills/LOTS). This is evident in assessment methods that tend to measure memory and comprehension skills, without providing sufficient space for students to analyze, evaluate, or create. Several studies even indicate that Arabic language learning remains stuck in routine practice patterns and does not encourage the development of higher-order thinking skills (Uluum et al., 2025).

In response to these issues, the Higher Order Thinking Skills (HOTS) approach emerged as a solution to improve the quality of learning. HOTS emphasizes higher-order thinking skills, including analysis, evaluation, and creativity (C4, C5, and C6) in Bloom's revised taxonomy. In

Arabic language learning, the application of HOTS not only improves language comprehension but also encourages students to think critically, solve problems, and generate creative ideas in language use (Maulana, 2022).

However, various studies that have been conducted tend to focus on the implementation of HOTS in learning or the analysis of evaluation instruments, while studies specifically discussing the urgency and strategies for developing HOTS questions in Arabic language learning, particularly in the context of 21st-century skills, are still relatively limited. Furthermore, there is limited research that integrates the concept of HOTS, the need for 21st-century skills, and practical strategies for developing comprehensive Arabic language evaluation instruments (Shadiqul Wahdi et al., 2025).

Based on this background, this study aims to analyze the urgency and strategies for developing HOTS questions in Arabic language learning in the 21st-century skills era. This research is expected to provide theoretical contributions to the development of HOTS-based Arabic language learning evaluation concepts, as well as practical contributions for educators in designing assessment instruments capable of improving students' higher-order thinking skills.

2. RESEARCH METHOD

This research uses a qualitative approach with a literature study type (*library research*), which aims to examine in depth the concept of urgency and strategies for developing Higher Order Thinking Skills (HOTS) questions in Arabic language learning in the 21st-century skills era. This approach was used because the research focuses on conceptual and theoretical analysis sourced from various relevant scientific literature (Zed, 2004).

The data sources in this study were secondary data obtained from books, national and international journal articles, and academic documents related to HOTS, learning evaluation, the revised Bloom's taxonomy, and Arabic language learning. Data sources were selected based on criteria such as relevance to the research topic, author credibility, and publication recency (Sugiyono, 2019).

The data collection technique was carried out through documentation studies, namely by identifying, collecting, and reviewing various literature that is in accordance with the research focus. Furthermore, the data analysis technique used a descriptive-analytical method with the following stages: (1) data reduction, (2) data presentation, and (3) drawing conclusions (Huberman, 2013). To maintain the validity of the data, this study used a source triangulation technique, namely by comparing various references from different sources to obtain more valid and comprehensive analysis results.

3. DISCUSSION AND ANALYSIS

Definition of Higher Order Thinking Skills (HOTS)

HOTS (Higher Order Thinking Skills) was first proposed by Susan M. Brookhart, an author and Associate Professor from Dusquance University, in her book, 'How to Assess Higher-Order Thinking Skills in Your Classroom'. HOTS is a method for transferring knowledge, critical thinking, and problem solving. HOTS also includes a teaching model. This teaching model must include thinking skills, examples, applications of thinking, and be adapted to the needs of different students. This is intended so that students have sufficient knowledge, then used for higher-order thinking skills (Fuaddilah Ali Sofyan, 2019).

This directly and indirectly shows that the application of HOTS learning can improve the quality of learning while improving student learning outcomes in the affective, cognitive, and psychomotor aspects. This is because HOTS prioritizes learning that can stimulate children to have reasoning knowing what, when, why, where and how, while LOTS prioritizes knowing what (Sofyatiningrum, Etty et al, 2018). According to Anderson, et al., HOTS-oriented learning requires students to find out which requires intelligent and creative thinking processes. HOTS includes the skills of analyzing, evaluating, creating, critical thinking and problem solving (Sofyatiningrum, Etty et al, 2018).



Gambar.1
Piramida Ranah Kognitif (Anderson dan Krathwohl, 2001)

HOT features

Several experts explain the characteristics of HOTS, including Conklin, who stated that the characteristics of HOTS are: "characteristics of higher-order thinking skills: higher-order thinking skills encompass both critical thinking and creative thinking" (Fanani, 2018:63). This statement states that

The characteristics of higher-order thinking skills include critical thinking and creative thinking. These thinking skills are fundamental abilities that can encourage someone to view a problem from multiple perspectives and seek different alternative solutions to produce new products that benefit their survival.

The characteristics of HOTS-based questions are: (1) they can measure high-level thinking skills, (2) they use interesting problems or problems in everyday life, and (3) they use various types of questions (Ariyana & Bestary, 2018). These are explained in the following description.

1. Measuring higher-order thinking skills

These abilities include problem-solving, critical thinking, creative thinking, decision-making, and reasoning. In line with this thinking, Senk et al. (in Ernawati, 2016:210) explain that the characteristics of HOTS are problem-solving abilities that have many possible solutions for which no theory has been taught beforehand.

Furthermore, Goodson et al. (in Ernawati, 2016:211) stated that higher-order thinking processes exist in diverse circumstances and must be able to include their application. Based on this opinion, it can be interpreted that HOTS is an ability that involves critical thinking, analysis, evaluation, and responsiveness in problem solving even though there is no theory or concept taught to solve the problem.

2. Using problems in everyday life (contextual) HOTS-based assessment is an assessment that involves situations in everyday life and students are expected to be able to apply the basic knowledge or concepts they have acquired to solve these problems. Real problems presented include health, economics, the environment, the universe of funds and the role of technology in life. This definition concerns students' skills in correlating, applying and integrating scientific concepts to solve problems related to everyday life. The characteristics of authentic assessment related to everyday life are:

- a. Students are able to develop their own answers so that they do not just choose from the options in multiple-choice questions.
- b. Presented complex tasks related to daily life
- c. This complex task has several alternative solutions or several alternative answers that are appropriate to be used as a solution to the task (Fanani, 2018:65).

3. The use of questions in various forms

The use of questions in various formats aims to provide detailed, comprehensive, and comprehensive information about students' abilities as test takers. This recognition is considered crucial so that teachers can conduct evaluations in

accordance with objective assessment principles and can measure students' true abilities. Assessments conducted in accordance with these principles can provide valid results as benchmarks for student abilities. According to Nafiah (2010:10), several types of questions can be used in developing HOTS-based questions, which are also used in PISA testing models, as follows:

a. Objective Test (Multiple Choice)

This type of question is a type of question where the sentence is not yet complete and to complete it you can do this by choosing one of several alternative answers available for each question item.

b. Complex multiple choice (true/false, or yes/no)

This type of instrument aims to determine students' overall understanding of a problem and the interconnectedness of sentences. Similar to regular objective questions, this type of HOTS question also contains topics related to everyday life. Students are asked to determine whether several sentences presented are true or false.

c. Short answer

This type of test instrument is a type of question where students are asked to complete the answer by filling in a certain word, number or symbol.

d. Short description

This type of question requires students to fill in the questions with answers in the form of short sentences or phrases that are appropriate to the problem presented.

e. Question Description

Essay questions require students to provide answers in the form of sentences composed and combined with their own opinions using words they've written. Essay questions allow students the freedom to write answers based on the ideas they've developed.

Cognitive Level Dimension

According to Bloom, the cognitive process dimension consists of six aspects, namely remembering, understanding, applying, analyzing, evaluating, and creating (Wahyuni, 2017:134). Sudjana stated that the first and second aspects, namely remembering and understanding, are called low-level thinking skills (Prasetya, 2012:108). While the other aspects are called high-level thinking skills. Furthermore, Bloom differentiates and groups the levels of knowledge level dimensions starting from the low or memorization level, the medium level, and the high level, namely creating (Prasetya, 2012:108). The knowledge level dimensions are divided into 6 phases, including (1) remembering,

(2) understanding, (3) applying, (4) analyzing, (5) evaluating, and (6) creating (Effendi, 2018:74). These levels of cognitive processes are often used to determine learning objectives known as cognitive levels C1, C2, C3, C4, C5, and C6.

The cognitive level dimensions are classified into 3 as explained by Puspendik (in Fanani, 2018:68) that the classification consists of (1) level 1 which is the level of understanding of knowledge,

(2) level 2 which is the application of the knowledge obtained, and (3) level 3 which is the reasoning level. Each level is explained as follows.

1. Level 1 knowledge dimension

The knowledge dimension at this level encompasses knowledge at the C1 (remembering) and C2 (understanding) levels. Questions at this level aim to assess students' understanding of facts or concepts. The operational verbs typically used in constructing questions include writing, mentioning, calculating, listing, and so on. Questions at this level 1 dimension are not HOTS questions.

2. Level 2 knowledge dimension

The knowledge dimension at this level is the process of applying previously learned facts or concepts. This level encompasses the C3 (application) level of knowledge. Common operational verbs at this level include "use," "apply," "prove," and so on. However, questions at this level are not HOTS questions.

3. Level 3 knowledge dimension

The knowledge dimension at this level includes thinking processes at levels C4 (analysis), C5 (evaluation), and C6 (creation). At this level, students must be able to apply the knowledge, facts, or concepts they already possess to answer the questions presented. Students must also possess a high level of reasoning and logic to solve problems related to everyday life. Therefore, the types of questions in this knowledge dimension are HOTS, or higher-order thinking, questions.

Meanwhile, Anderson & Krathwohl (in Fanani, 2018:70) grouped the dimensions of knowledge into 3 categories which are presented in the following table.

Based on the table above, it can be concluded that the cognitive level according to Bloom's taxonomy consists of 6 levels starting from C1 (remembering), C2

Tabel 1. Klasifikasi Dimensi Pengetahuan

Taksonomi Bloom	Kategori
mengingat	LOTs (<i>Low Order Thinking Skill</i>)
memahami	MOTs (<i>Medium Order Thinking Skill</i>)
mengaplikasikan	HOTs (<i>Higher Order Thinking Skill</i>)
menganalisis	
mengevaluasi	
Mencipta	

Sumber: Anderson & Krathwohl (dalam Fanani, 2018:70)

(understanding), C3 (applying), C4 (analyzing), C5 (evaluating), and C6 (creating). Each level is classified into 3 categories, namely low-level thinking skills called LOTs, medium-level thinking skills or MOTs and high-level thinking skills or HOTS. LOTs consist of the cognitive dimension C1, while MOTs consist of the cognitive dimensions C2 and C3. For HOTS itself, it consists of the cognitive dimensions C4, C5 and C6.

Breastfeeding Strategies HOT Questions

The steps for developing HOTS-based questions are the same as developing regular questions (Wahidmurni, 2018:11). The difference lies in the use of stimuli in the form of presenting problems from everyday life. HOTS-based questions require students to think more about how to apply facts or concepts they have mastered. Non-HOTS-based questions, on the other hand, tend to be simpler, measuring only students' memory or understanding of a concept and not presenting contextual problems related to everyday life.

The strategy for compiling HOTS-based questions includes several steps, namely (1) analyzing basic competencies, (2) creating question outlines, (3) using problems related to everyday life, (4) compiling question items, and (5) creating scoring guidelines (Fanani, 2018:71). All of these steps are described as follows:

1. Conducting an analysis of Basic Competencies (KD) that can be made into HOTS questions in any form are made to measure the achievement of the competency formulation formulated in the curriculum text of a subject. Because KD is the last competency formulation in the curriculum text, educators must conduct an analysis of KD that will be made into HOTS questions, and ensure that the Competency Achievement Indicators (IPK) developed have shown evidence of achieving the KD. Teachers can review and analyze KD that can be compiled into HOTS questions, because not all KD can be made into HOTS questions (Widana, 2017:17). This can be done independently or through a teacher discussion forum.
2. Arranging an outline

A question grid is a matrix containing the criteria needed to construct test items (Kadir, 2015:72). The purpose of this grid is to make it easier for educators to write

HOTS-based test items. Furthermore, it is explained that a good test grid must meet criteria including reflecting the curriculum content, having clear and easy-to-understand content components, and being able to write test items based on each available indicator (Kadir, 2015:72).

The format of the question grid is divided into 2 parts, namely the identity part and the matrix part (Wulan & Rusdiana, 2014). The matrix part is written in column form while the identity part is written at the top of the matrix while the identity part includes level/school, subject, academic year, time allocation and type of question while the matrix part is in the form of a column which at least consists of KD, Indicator, material, type of question, and question number (Wulan & Rusdiana, 2014).

3. Using problems related to everyday life

The problems presented are engaging, everyday issues that can motivate students to read the questions in more detail. Teachers can use the school or local environment as contextual stimuli to pique students' interest in solving the problems.

4. Writing test items

Questions can be written in multiple-choice or descriptive format, depending on the teacher's needs. The writing must adhere to the HOTS question writing rules. The number of items and the format of the questions are adjusted to the established grid. These HOTS question writing rules are as follows:

In general, the process is the same as composing questions in general, the difference being the material aspect and the use of operational verbs, which must be adjusted to verbs at cognitive levels C4, C5, and C6. The questions that have been composed are written on a question card.

1. Creating assessment guidelines and answer keys Questions written by teachers should be equipped with answer keys and assessment guidelines (Widana, 2017:17). The creation of assessment guidelines is used to measure the results of work from essay questions, while to assess the results of work from questions in the form of multiple choice, complex multiple choice or short essays, an answer key is needed.

The Urgency of HOTS in Arabic Language Learning in the 21st Century Skills Era

Developments in 21st-century education require students to possess higher-order thinking skills, including critical thinking, creativity, communication, and collaboration. These skills are key competencies in facing complex and dynamic global challenges (Partnership for 21st Century Skills, 2009). Therefore, the learning process, including Arabic language learning, must accommodate the development of these skills.

In practice, Arabic language learning still tends to be oriented toward mastering basic linguistic aspects, such as vocabulary and grammar, and is dominated by a rote approach. The assessments used also largely measure lower-order thinking skills (LOTS), such as memorization and comprehension. This situation results in students being undertrained in developing critical and analytical thinking skills (Fanani, 2018).

In this context, the application of Higher Order Thinking Skills (HOTS) is highly urgent. HOTS plays a role in encouraging students to think deeply through analysis, evaluation, and creativity, so that they not only understand information but are also able to process and use it critically (Brookhart, 2010). Thus, HOTS is an important approach to improving the quality of Arabic language learning in the 21st-century skills era.

HOTS in the Perspective of the Revised Bloom's Taxonomy

The HOTS concept is inseparable from the revised Bloom's taxonomy developed by Lorin W. Anderson and David R. Krathwohl (2001). In this taxonomy, cognitive processes are classified into six levels: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). HOTS is at the three highest levels: C4, C5, and C6.

In Arabic language learning, HOTS implementation can be carried out through various cognitive activities. At the analysis level (C4), students can be trained to identify text structure, understand implicit meaning, and distinguish important information in Arabic reading. At the evaluation level (C5), students can be asked to evaluate an opinion or provide arguments against the text's content. Meanwhile, at the creation level (C6), students are encouraged to produce new works, such as composing dialogues, writing essays, or creating narratives in Arabic.

Thus, the revised Bloom's taxonomy provides a systematic conceptual framework in developing HOTS questions, so that the evaluation process not only functions as a measuring tool, but also as a means of developing students' high-level thinking skills (Anderson & Krathwohl, 2001).

Characteristics of HOTS Questions in Arabic Language Learning

HOTS questions have characteristics that distinguish them from conventional questions. First, HOTS questions are designed to measure higher-order thinking skills, such as analysis, evaluation, and creativity (Brookhart, 2010). In Arabic language learning, this can be realized through questions that require students to understand context, interpret meaning, and develop ideas based on the given text.

Second, HOTS questions use contextual stimuli related to real life. This use of context allows students to connect their knowledge to relevant situations, making learning more meaningful (Fanani, 2018).

Third, HOTS questions come in a variety of formats, including complex multiple-choice, short answer, and essay questions. This variety of question formats provides students with the opportunity to express their thoughts more broadly and deeply (Widana, 2017). These characteristics demonstrate that HOTS questions serve not only as an evaluation tool but also as a means to develop critical and creative thinking skills in Arabic language learning.

HOTS Question Development Strategy in Arabic Language Learning

Developing HOTS questions in Arabic language learning requires a systematic and planned strategy. One of the main steps is analyzing the core competencies that will be developed into HOTS questions. This is crucial to ensure that the questions are relevant to the learning objectives (Widana, 2017). Furthermore, developing a question outline is a crucial step in designing an evaluation instrument. The outline serves not only as a technical guide but also as a tool to ensure that the questions encompass various aspects of higher-order thinking skills (Fanani, 2018).

The use of contextual stimuli is also an important strategy in developing HOTS questions. In Arabic language learning, stimuli can take the form of authentic texts or social phenomena relevant to students' lives. This aims to increase student engagement in understanding and solving the questions.

Furthermore, writing test items should pay attention to the use of operational verbs appropriate to a high cognitive level, such as analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). Finally, developing assessment guidelines and answer keys is crucial in ensuring the objectivity and validity of evaluation results.

Implications of HOTS Question Development for Arabic Language Learning

The application of HOTS questions in Arabic language learning has significant implications for improving the quality of learning. First, HOTS questions can improve students' critical thinking skills, particularly in understanding and analyzing Arabic texts (Brookhart, 2010). Second, the use of HOTS questions encourages students to be more active in the learning process, as they are required to think deeply and not simply memorize material. This is in line with the principles of 21st-century learning which emphasize active student involvement (Partnership for 21st Century Skills, 2009). Third, HOTS questions also contribute to developing students' communication skills and creativity. In Arabic language learning, this is evident in students' ability to construct sentences, express opinions, and create texts independently. Thus, the development of HOTS questions not only impacts the cognitive

aspect but also the overall development of 21st-century skills.

4. CONCLUSION

Based on the study's findings, it can be concluded that developing Higher Order Thinking Skills (HOTS) questions in Arabic language learning is a crucial need in the 21st-century skills era. This is due to the demand for mastery of higher-order thinking skills, including critical thinking, creativity, communication, and collaboration, which cannot be achieved through learning approaches that rely on memorization and basic understanding.

From the perspective of the revised Bloom's taxonomy, HOTS questions focus on higher cognitive levels, namely analysis (C4), evaluation (C5), and creation (C6), which can encourage students to process information in depth. In Arabic language learning, HOTS implementation can be realized through text analysis activities, idea evaluation, and creative language production.

The HOTS question development strategy includes core competency analysis, constructing a framework, using contextual stimuli, writing questions based on a higher cognitive level, and developing assessment guidelines. This strategy demonstrates that HOTS question development is not merely technical but also requires a comprehensive pedagogical understanding.

Thus, the application of HOTS questions in Arabic language learning not only contributes to improving students' cognitive abilities, but also plays a role in developing 21st-century skills as a whole, thus being able to prepare students to face global challenges in the future.

5. BIBLIOGRAPHY

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Ariyana, Y., & Bestary, R. (2018). *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi*. Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan Hak.
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. ASCD.
- Dhina Cahya Rohim. (2019). *Strategi Penyusunan Soal Berbasis HOTS pada pembelajaran Matematika SD*. Jurnal Riset dan Konseptual.
- Effendi, R. (2015). *Konsep Revisi Taksonomi Bloom Dan Implementasinya Pada Pelajaran Matematika SMP*. Jurnal Ilmiah Pendidikan Matematika Volume, 2(1),
- Ernawati. (2016). *Pengembangan perangkat pembelajaran matematika berbasis open-ended approach untuk mengembangkan HOTS siswa SMA*. Jurnal Riset Pendidikan Matematika, 3(2), 209.
- Fanani, M. Z. (2018). *Strategi Pengembangan Soal Higher Order Thinking Skills (HOTS) Dalam Kurikulum 2013*. Edudeena, 2(1), 57–76.
- Fuaddilah Ali Sofyan. (2019) "Implementasi Hots Pada Kurikulum 2013." *Jurnal Inventa*. (Vol. 3, No. 1), hal. 3.
- Huberman, M. &. (2013). *Qualitative Data Analysis* (3rd ed.). SAGE Publications.
- Ica Putri Cahyaningsih. (2020) *Analisis Soal Sejarah Kebudayaan Islam MI Kelas IV Perspektif HOTS, Ta'allum*, Malang, Vol. 08:02, hal. 353-376.
- Indri, Danil, Dwi, Firdaus. (2023). *Langkah Penyusunan dan Analisis Butir Soal HOTS pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti*. Jurnal Insan Pendidikan dan Sosial Humaniora.
- Kadir, A. (2015). *Menyusun Dan Menganalisis Tes Hasil Belajar*. Al-Ta'dib, 8(2), 70–81.
- Maulana, R. (2022). *Analisis Capaian Pembelajaran Bahasa Arab dengan Taksonomi Bloom Revisi*. *Jurnal PTK Dan Pendidikan*, 8(2), 85–96.
- Partnership for 21st Century Skills. (2009). *Framework for 21st century learning*.
- Prasetya, T. I. (2012). *Meningkatkan Keterampilan Menyusun Instrumen Hasil Belajar Berbasis Modul Interaktif Bagi Guru-Guru IPA SMP N Kota Magelang*. JERE (Journal Of Education Research and Evaluation), 1(2), 106–112.
- Redhana, I. W. (2019). *Mengembangkan Keterampilan Abad Ke-21 Dalam Pembelajaran Kimia*. Jurnal Inovasi Pendidikan Kimia, 13.
- Shadiqul Wahdi, Mohammad Rizqi Alif Syuhada', Ubaid Ridlo, & Raswan. (2025). *Pembelajaran Bahasa Arab Berbasis Higher Order Thinking Skills (Hots) Pada Kurikulum Merdeka*. *Jurnal Pendidikan Bahasa Arab*, 3(2), 137–152.
- Sofyatiningrum, Etty et al. (2018) *Muatan HOTS pada Pembelajaran Kurikulum 2013 Pendidikan Dasar*. Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan.
- Sugiyono. (2019), metode penelitian kuantitatif kualitatif dan r&d. intro *Bandung Alf*
- Wachyudi, B., Sukestiyarno, & Waluya, B. (2015). *Pengembangan Instrumen Penilaian Unjuk Kerja Pada Pembelajaran Dengan Model Problem Solving Berbasis Tik*. Journal of Educational Research and Evaluation, 4, 20–27
- Wahidmurni. (2018). *Pengembangan Penilaian Untuk Mengukur Kemampuan Berpikir Tingkat Tinggi (Higher Order Thinking Skills/HOTS)*. Kegiatan Workshop Pengembangan Penilaian Kurikulum 13 Bagi Guru-Guru Madrasah Aliyah Negeri Batu, 1–19.\
- Wahyuni, S. (2017). *Development Test System Based on Linear Equations Two Variable Revised Taxonomy Bloom To Measure High Order Thinking Skills At Student Class Viii Smpn Sungguminasa Gowa*. *Jurnal Daya Matematis*, 5(1), 129.
- Widana, I. W. (2017). *Modul penyusunan soal higher order thinking skills (HOTS)*. Direktorat Pembinaan SMA, Kementerian Pendidikan dan Kebudayaan.
- Widana, I. W. (2017). *Penyusunan Soal Higher Order Thinking Skill (HOTS)*.
- Wulan, E. R., & Rusdiana. (2014). *Evaluasi Pembelajaran Dengan Pendekatan Kurikulum 2013*.

Bandung: Pustaka Setia.

- Yuliandini, N., Hamdu, G., & Respati, R. (2019). *Pengembangan Soal Tes Berbasis Higher Order Thinking Skill (HOTS) Taksonomi Bloom Revisi di Sekolah Dasar. PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, Hal 37–46.
- Uluum, D. C., Baroroh, R. U., Tiyara, T., & Umasugi, M. K. (2025). Inovasi Penilaian Pembelajaran Bahasa Arab berbasis HOTS (Higher Order Thinking Skills) dengan Media Audio Visual untuk Meningkatkan Keterampilan Menyimak. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 5(2), 194–203.
- Zed, M. (2004). *Metode Penelitian Kepustakaan*. Yayasan Obor Indonesia.
- Zulpianto, R. (2022). Desain Pembelajaran Bahasa Arab Berorientasi Kompetensi Abad 21. *Al Habin : Jurnal Pendidikan Islam Dan Keguruan*, 1, 95..