ANALYSIS OF HOTS (HIGHER ORDER THINKING SKILL) EVALUATION INSTRUMENT IN ISLAMIC RELIGIOUS EDUCATION BOOK AND CHARACTER REVISION OF CLASS VII 2017 STUDENTS OF THE MINISTRY OF EDUCATION AND CULTURE

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Abtract
Based on the identification of the question in the student book Islamic Religious Education and Ethics Revision 2017 Grade VII Issued by the Ministry of Education and Culture that the total number of questions as many as 260 questions. The number of multiple choice questions there are as many as 130 questions and the number of questions uraian as many as 130 questions. The assessment instrument indicated in HOTS (Higher Order Thinking Skill) is a multiple choice of 0 questions, while the description question is 0 questions. The purpose of this study is to analyze hots-based assessment instruments in the Islamic Religious Education and Ethics Student Book Revision 2017 Grade VII Issued by the Ministry of Education and Culture. This research is a library research (Library Reseach), with data collection techniques through documents. Data analysis used is content analysis. The primary data source of this study is the Islamic Religious Education and Ethics Student Book Revision 2017 Grade VII Issued by the Ministry of Education and Culture. The primary data sources in this study are books and research journals related to HOTS assessment instruments. The results showed that the hots (Higher Order Thinking Skill) assessment instrument in the Islamic Religious Education and Ethics Student Book Revision 2017 Grade VII Issued by the Ministry of Education and Culture seen from the cognitive level showed that the book has not met the cognitive level of hots-based assessment instruments. There are 130 multiple choice questions and 130 description questions in the book, which include hots-based assessment instruments of C4 cognif level (analyzing) the form of multiple choice questions and 0% descriptions, C5 questions of multiple choice and description questions of 0%, and C6 questions (creating) multiple choice and 0% description questions. Thus, the question in the Student Book of Islamic Religious Education and Ethics Revision 2017 Grade VII Issued by the Ministry of Education and Culture is not included in the HOTS level.
Keywords: HOTS, Islamic Religious Education Book and Ethics

INTRODUCTION

Students' books are printed materials that are used in every level of education in various institutions and have characteristics that must be met according to the curriculum that applies in the books. (Usman & Asnawir, 2002:27) The book of lessons which is generally called a textbook is one of the main parts of teaching learning process, moreover it can be said as a basic necessity for educators and pupils. (Syaiful & Aswan, 2006:49)

In the 21st century curriculum became the foundation in determination. Curriculum design at the evaluation stage. Assessment is part of evaluation. Assessment is a very important and inseparable part of education. A good evaluation system is a system that can give an overview of the quality of learning. Thus, teachers are assisted in the process of planning learning strategies and provide motivation to the pupils. (Yusuf, 2017: 4) A question-based instrument called HOTS (Higher Order Thinking Skill) that will enable students to argue to give rational responses. In this 21st century, students are expected to be able to think high-level to work on matters according to the model of assessment. With the increasingly modern global growth, technology communications are becoming more open, dynamic in everyday life to cope with complex situations in daily life. With the Higher Order Thinking Skill, students will thrive with the real-world contexts they face. (Nugroho, 2018:4-5)

High-level Thinking Skills or HOTS is the highest level of cognitive level in Bloom's taxonomy. HOTS isn't just the ability to remember, understand, and apply, but also the ability of critical thinking to solve problems in everyday life and the capacity to create something new or innovation. Today, high-level thinking is the basic prerequisite for everyone to face globalization to be a winner in the era of competition. If a person doesn't have high-level thinking, he'll be behind and unable to survive. In principle, the application of HOTS aims to stimulate a high level of thinking of Indonesian students in accordance with the educational objectives that are developing abilities and character formation in order to enlighten the life of the nation according to the constitution. (Widiyaningsih, 2019:138-46) A teaching book must be a book containing HOTS. However, in reality the teaching books of Islamic Religion Education that have been used have not fully accepted the content of HOTS even though they are in line with the intended material purpose. The teaching books of Islamic Religion Education that were studied were his school books.

Based on the identification of questions in the student book of Islamic Religion Education and Budi Pekerti Revision 2017 Class VII, Ministry of Education and Culture said that the total number of questions is 260 questions. The number of duplicate choices is 130 questions and the number of descriptions is 130. So, the instrument of evaluation is 130s of questions that are included in the LOTS (Lower Order Thinking Skills) indicated evaluation instrument. Therefore, it is important that this research is carried out to see to what extent the instrument of assessment of the subject is in the student book of Islamic Religion Education and Workers' Revision 2017 Class VII Completed Ministry of Education and Culture. (Ahsan et al., 2017)

METHOD

Non-reactive research is the study of objects or behavior of a person without the knowledge of the person being studied. Non-Reactive research can be used against dead objects such as books, magazines, children's toys, antique relics, and so on. (Kholil, 2006:135) The Islamic Religion Education Book and Budi Pekerti is the object of the

research that will be examined, so this research uses a qualitative approach that is descriptive. (Sugiyono, 2010:135)

The primary sources of data are books related to research, while the secondary sources are journals related to HOTS. The data collection techniques used in this research, to obtain more valid information as primary data. The document used in this study is a student book document of the Ministry of Education and Culture. In this study, the purpose of content analysis is to analyze the content of the book, namely by finding words or terms used in the student books of Islamic Religion Education and Budi Pekerti.

The data analysis technique for analysis determines the type of HOTS is by the following steps the researcher performs: Data Collection Assessment Instruments based on HOTS evaluation criteria. The step to analyze the data collection is a way of working to answer the problem formula number one and two, according to the HOTS indicator is the indicator of the use of operational word, indicators of the question regarding the level of analysis, evaluation and creation, type of question of critical thinking, type about problem solving. This study will answer whether there is a group of elements about the HOTS type. In terms of grouping and design of issues based on evaluation instruments using the criteria of HOTS assessment instruments such as the table below:

Table 1.1 HOTS Assessment Instrument Criteria

No	Basic Competence	Matter	HOTS Assessment Instrument Criteria			
			Question Indicator Using Operational Words	Indicators of issues relating to the level of analysis of evaluation and creation	Types of Critical Thinking Issues	Problem Solving Question Type
1						
2						
3						

Grouping of data of evaluation instruments into two groups

The process of grouping the instrument data into two, HOTS and LOTS, is by using the HOTS indicator and adjusting to the basic competence, material, subject indicator, cognitive level, subject form and subject number.

Design of HOTS-based assessment instruments

The design of the HOTS-based assessment instrument is taken from the existing issues from the student books of Islamic Religious Education and Budi Pekerti.

Presentation of instrument data in these two categories

This data presentation is done with a recapitulation of evaluation instruments based on LOTS and HOTS.

Draw conclusions

FINDINGS

Assessment instrument data collection based on HOTS assessment criteria

Based on the data obtained, the HOTS (Higher Order Thinking Skill) evaluation criteria indicate that the evaluation instruments in the Islamic Religion Education Students and Workers' Revision 2017 Class VII of the Ministry of Education and Culture did not meet the HOTs (HIGHER ORDER THINKING SKILL) assessment criteria. Based on the indicators of the use of operational words, the criteria of the HOTS (Higher Order Thinking Skill) evaluation instruments are already in line, whereas the indicator of the level of analysis, evaluation, type of critical thinking, and type of problem solving indicates the absence of criteria for the evaluation of HOTS in the book.

ANALYSIS OF HOTS-Based Assessment Instruments in the Islamic Religion Education Students' Book and Budi Pekerti Revision 2017 Class VII Completed by the Ministry of Education and Culture

The implementation of the 2013 curriculum is expected to produce productive, creative, innovative and affective human resources, through the strengthening of attitude, knowledge and skills. Bloom's taxonomy has six cognitive levels, namely, the ability or skills of students to know (knowing-C1), understand (understand-C2), apply (apply-C3), analyze (analyzing-C4), evaluate (evaluating-C5), and create (creation-C6). (creating-C6). (Widana, 2017:3) The questions will be presented according to the HOTS characteristics, the details of the questions can measure the ability to think at a high level, the problems based on the context and the use of various forms of questions. In order to analyze the HOTS-based evaluation instruments in the Islamic Religion Education Students' Book and Budi Pekerti Revision 2017 Class VII of the Ministry of Education and Culture, it will be presented in accordance with core competencies, basic competences, material, cognitive level, and form of the subject. Based on Bloom's Taxonomy, the cognitive level contained in the Islamic Religion Education Students' Book and Budi Pekerti Revision 2017 of the Seventh Grade of High Schools published by the Ministry of Education and Culture has not met the HOTS evaluation instruments.

HOTS (Higher Order Thinking Skill) in the Islamic Religion Education Students' Book and Budi Pekerti Revision 2017 of the Ministry of Education and Culture

To create a HOTS formula design, you need to take steps to group the issues in the student book, design the formula and present the data, and draw conclusions. These steps

will be described as follows: (1) The classification of questions in the student book of Islamic Religion Education and Budi Pekerti Revision 2017 Class VII of the Ministry of Education and Culture in the categories HOTS and LOTS. As for the grouping of issues in the book of Religion Islamic Education and Buddy Pekarti Class VII is based on the evaluation instruments using the criteria of the instrument of evaluation HOTS to look at matters that belong to the category LOTs and the category HOTS. The evaluation instrument indicated by LOTTS is about multiple choices of 130 questions and descriptions of 130 issues. The total of questions contained in such a book is 260 questions. Whereas the HOTS is indicated about multiple options of 0 and about 0 questions. To see the percentage of the level of cognitive level that exists in the student book of Islamic Religion Education class VII SMP revision 2017 issue of the Ministry of Education and Culture based on questions LOTS and HOTS as described in the graph below:
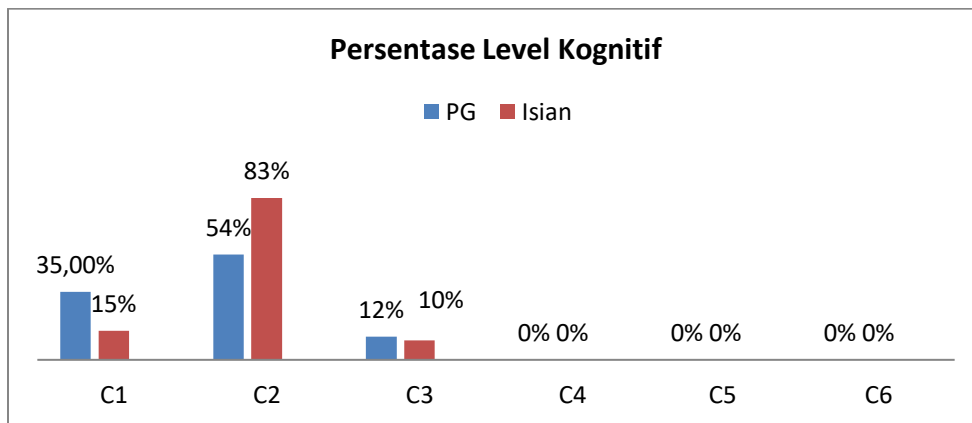

Figure 1: Results of Percentage of Cognitive Level in the Book of Students of Islamic Religion Education of Class VII of the Revision of the Ministry of Education and Culture

Based on the above percentage picture of the cognitive level, it is known that the questions included in C1 (knowing) are the forms of the double selection of 35% of the questions and the description of 15% of the issues. The questions contained in C2 (understanding) is the form of the duplicate selection of 54% and the descriptions of 83% of the items. The issues included in the C3 (applying) are a form of a double choice of 12% of questions and a description of 10% of questions. Whereas the questions containing the C4 (analysing) form is a double option and a definition of 0%, the C5 forms containing multiple options and the data containing 0%, and the C6 (creating) forms include a double selection and a selection of 0%. The analysis of the compilation of questions based on the categories of assessment instruments LOTS in the Islamic Students' Book of Religion of the Seventh Grade of the MSM Revision 2017 of the Ministry of Education and Culture shows all the levels of cognition C1, C2 and C3. And as seen from the compiler based on HOTS's questions in the SoOTS Book of Islamic Education of the VII Class of the Revivalent Competition, then the Department of Education does not have the core assessment of the material and the HOTS Basic Design Indicators. There are 13 subjects in the book and there are two forms of the subject, double choice and description.

Therefore, each form of the question of double selection and description there are 13 issues designed from LOTS to HOTS. Analysis of the evaluation instrument of HOTS in the student book of Islamic education of grade VII SME revision 2017 issue of the Ministry of Pendiidkan and Culture shows that the subject is indexed much more than the HOTS. The cognitive level of the book Islamic Education revision of 2017 is more dominant to knowledge, understanding and application. So from that, the LOTS indexed rating instrument is designed to be the pointed point of the HOTS rating instrument. Here's a draft on double options and filling:

Question of double choice

1. One day, when you're playing bicycles, you see a mother dropping her wallet on the side of the street. When you see the wallet, you follow the owner, and one day, you bicycle around the complex. The behavior of the good shows similarity to Asma'ul Husna, because you believe that God is all-mighty….
   a. Knowing
   b. Listening
   c. Fair
   d. Glorifying

2. Rina is a shalehah child. Every day Rina always wears a Muslim suit that covers the aurat. Rina also is a diligent child. When she heard the voice of the adzan in the sight, Rina hurried for the prayer to the Mosque. Rina also studied diligently and always obeyed the rules and orders of her parents and teachers at school. Rina's behavior is an example...
   a. Honest
   b. Wasteful
   c. Empathy
   d. Istiqomah

Essay Question
1. What do you think if one of your friends doesn't have an al-alim character?
2. Make an example of honest behavior in everyday life!
3. On school holidays, Beni makes a trip to the tourist spot in Malang. On the way, Beni and his family are in distress. They finally had to be treated in the hospital. Beni's arms and legs are severely wounded so they should not be exposed to water. Then what will Beni do when he cleans himself from the small and the big hadas?

DISCUSSION
1. Curriculum and Learning
   a. Curriculum

   Innovation and innovation in the curriculum is characterized by the presence of the 2013 Curriculum. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective and able to contribute to

the life of society, nations, states and civilizations of the world. (Kunandar, 2013:16).

The implementation of the 2013 curriculum is expected to produce productive, creative, innovative and affective human resources, through strengthening attitude competencies, knowledge and skills. The 2013 curriculum has adopted the Bloom Taxonomy revised by Anderson starting from the level of knowing, understanding, applying, analyzing, evaluating and creating. Since the requirements of the 2013 curriculum must reach the level of creation, then students must be continuously trained to produce something new. In fact, high-level thinking skills have become curriculum targets internationally.

b. Learning

Learning is a process that learns students through access to education to support educational success. Learning is a process of communication through two directions between educators and pupils.(Elihami & Syahid, 2018:79-96) Learning is a process to create learning activity within the pupil. In other words, learning is something that is external and deliberately designed to support the occurrence of the internal learning process of the student.

Based on the above opinion, it is concluded that In other words, learning is something that is external and deliberately designed to support the occurrence of the internal learning process of the student.

2. Assessment

Assessment is the process of collecting and processing information to measure the learning achievement of students. (Fatimah & Pahlevi, 2020:102-13) Assessment is a set of information about the results of consideration and data collected to obtain a decision on the learning process. Based on the opinion above on the understanding of the assessment is the process of collecting data for obtaining information in order to know the learning results of the student. (Fatimah & Pahlevi, 2020318-28)

3. HOTS (Higher Order Thinking Skills)

High-level skills are complex thinking processes in deducing material, making conclusions, building representations, analyzing, and building relationships involving the most basic mental activity. (Ariyana et al., 2018:5) The concept of higher order thinking skills is very broad because it not only covers Bloom's higher taxonomy, but also includes critical thinking, creative thinking, problem-solving, decision-making and also metacognition. (Singh et al., 2020:211-231) Higher order thinking skills are the thinking process of students at different cognitive levels and are then developed with different concepts. (Azam & Rokhimawan, 2020:100-110)

Higher Order Thinking Skills (HOTS) is a higher-level thinking process developed by students from various cognitive concepts and methods and learning taxonomies such as problem solving, bloom taxonomy and learning, teaching and evaluation taxonomics. These high-order thinking skills include problem-solving, creative thinking, critical thinking, argumentation and decision-making.

According to King, higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking, whereas according to Newman and Wehlage, with high order thinking students will be able to distinguish ideas clearly, argue well, solve problems, construct explanations, hypothesize and understand complex things more clearly.

According to Vui, higher order thinking skills occur when a person associates new information with information already stored in his memory and associates it and/or rearranges and develops that information to a goal or find a solution to a difficult situation. HOTS (Higher Order Thinking Skills) is a process of high thinking in developing understanding of the cognitive level. (Ariyana et al., 2018:5) Based on the above exposure can be concluded that HOTS is a high-level thinking ability that students have in accordance with their cognitive level and is equipped with critical and creative thinking and problem solving skills. HOTS is the ability to train students to manipulate information and ideas and connect learning with everyday life that has never been taught before in order to explain, interpret and draw some conclusions in other words students can apply the knowledge and skills of the concepts that have been learned.

4. HOTS indicator

As for the indicators used to evaluate issues indicated by HOTS, that is: a) Analyzing, b) Evaluating, c) Creating. Based on the above description, then what is the indicator of the topic indicated by HOTS is to analyze, evaluate and create through the adjustment of the sentence of the subject with the three operational verbs of the indicators.

5. The following are the steps of preparation of HOTS questions according to I Wayan widanadan Kemendikbud among others: a) Analysis of the KD that can be made HOTS issues, b) Setting up the kits of the questions, c) Choosing the stimulus that is interesting and contextual, d)Writing the questions in accordance with the questions kits, e) Creating the guidelines for the drawdown and key answers (Fanani, 2013:57-76). It can be concluded that the steps for preparation about HOTS can be structured by categorizing the questions into two categories, namely, questions of critical thinking and questions of problem solving. The HOTS preparation steps can also follow the steps of KD analysis that can be made on HOTS questions, compile questions, select interesting and contextual stimuli, write questions in accordance with questions, and create depreciation guidelines and answers keys.

6. HOTS benefits

Conklin in Mustahdi said that if HOTS is done properly it makes students enthusiastic, motivated, not easy to give up and feel the need for learning. (Nugroho, 2018) The learning and evaluation of HOTS will provide benefits, namely: a) Improve performance, b) Increases motivation. (Nugroho, 2018:65-66), c) Enhancing positive (affective) attitudes (Yani, 2019: 84-85)

7. Bloom's taxonomy

Bloom's taxonomy consists of thinking skills that are structured from simple to complex or to concrete mental processing abilities. It originally consisted of six levels of cognitive domain namely Knowledge, Understanding, Application, Analysis, Synthesis and Evaluation. Anderson and Krathwohl published Bloom's revised taxonomy in 2001.The main difference between the lamaversi and the new version of Bloom's taxonomy is the 2001 two-dimensional version namely the dimension of knowledge and the cognitive dimension. However, the current study focuses only on the cognitive dimension because it is highly related to reading skills and understanding assessments. (Sutra & Abdullah, 2019:146)

Based on the above description, Bloom's cognitive taxonomy was revised by Anderson and Krathwahl which was originally a word of the object into a vocabulary, namely: remembering, understanding, applying, analysing, evaluating and creating.

8. Study of Islamic Religion Education and Budi Pekerti

Religious education under Act No. 20 of 2003 is an inseparable part of the national education system. Educational institutions from elementary to college are required to have a curriculum that makes religious education a compulsory subject. The purpose of the teaching of religion is to make those who believe and fear the One and the Most High. (National, 2003) In the general education curriculum, PAI lessons are loaded from elementary to college level. This is because Islamic education contains moral and spiritual values. The mission of Islamic education is to build a Muslim character that understands the teachings of religion and beliefs that are realized through daily attitudes and behaviors as the actualization of the teaching of religion. Syed Muhammad Naquib Al-Attas argues that: Islamic education wants the creation of civilized human beings in the sense that comperhenship encompasses spiritual and material life. (Albone, 2009:130)

In the 2013 curriculum, Icelandic Religious Education is added to the phrase "and be a practitioner" so that it becomes an education of Islamic religion and be a teacher, then it can be understood as an education that gives knowledge and shapes the attitudes, personalities, and skills of the pupils in practicing the teaching of Islam, which is implemented at least through subjects at all levels of education.

It can be concluded that the PAI and Budi Pekerti curriculum is structured in several subjects, namely: Akidah akhlak, Fiqh, History of Islamic Culture, Quran and Hadith. The material development is adapted to spiritual competence, social, knowledge and skills. In the 2013 curriculum, Islamic Religious Education and Budi Pekerti is implemented using a scientific approach and authentic assessment.

CONCLUSION

Indicators of the use of operational words are already in line with the criteria of the HOTS assessment tool while the indicators of the issue regarding the level of analysis, evaluation of the type of critical thinking issues, type of problem solving indicate the absence of the criterion of the evaluation tool HOTS (Higher Order Thinking

Skill) in the book. Thus, the student book of Islamic Religion Education grade VII of the 2017 edition of the Ministry of Education and Culture has not met all the criteria of the instrument.

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