

## Implementation of Higher Order Thinking (HOTS) Based Assessment in the Subject of Islamic Religious Education (PAI) in Class 7 SMPN 1 Lebong Bengkulu

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### ABSTRACT

Assessment is an instrument used to measure the success of a program. In the world of education there are many assessment models or instruments, one of which is a HOTS-based assessment. This study aims to describe the implementation of HOTS-based assessment on PAI subjects at SMPN 1 Lebong. The research method used in this study is a qualitative research method. Data collection techniques were carried out by interviews, observation, and documentation. While data analysis used qualitative data analysis from Miles which included several stages, namely, data reduction, data presentation, and drawing conclusions. The results of the study show that in the implementation of HOTS-based assessments on PAI subjects in class 7 SMPN 1 Lebong, it is carried out using various strategies. There are positive and negative impacts on students in implementing HOTS-based assessments in class 7 SMPN 1 Lebong.

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## **INTRODUCTION**

In the world of education, assessment is a substantial thing to measure the extent to which objectives and processes are achieved in learning activities. Assessment is a tool that meets academic requirements to be used as an appropriate assessment instrument for the desired learning base.(Suwarno, 2021) According to the Partnership of 21st Century Skills, learning in the 21st century is based on developing higher-order thinking skills such as; critical thinking (critical thinking), problem solving (problem solving), communication skills (communication skills), mastery of the use of technology (ICT), absorption of information (information literacy) and skills in the use of media (media literacy).(Astuti et al., 2012). In essence, the competencies that must be mastered in the 21st century, as stated by the Partnership of 21st Century Skills, are essential and absolute things for students to master, especially critical thinking and problem solving that are compatible with social science competencies, especially history. With a big push to prepare for the challenges to be achieved, it certainly requires an assessment concept that is able to describe the achievement of the desired goals.(Baharun, 2016)

In the 21st century, the learning model is no longer episodic, on the other hand, educators are no longer the main source of acquiring knowledge. However, educators have a responsibility to impress children with the questions and answers they ask. In short, students come to school with a series of questions they have and educators have the ability to explain these questions. So it is necessary to change the habit of assessing the learning model. assessment should be an instrument motor for achieving goals in the 21st century.(Jumaeda, 2022) Higher order thinking (HOTS) is a quality thinking ability that is conceptually based on Bloom's taxonomy thinking levels. He believes students must have the HOTS ability to solve complex problems and have critical and rational thinking skills. Students must be able to overcome the challenges of the times where the problems are getting more complicated (Sofyan, 2019). Next, students must be mobilized and increased to high-order thinking competencies, not only remembering concepts and knowledge, but also being able to analyze, evaluate, and create the problems they encounter. If students are often faced with interesting HOTS questions to solve, the potential of students will be encouraged to increase and increase. In short, it provides high-order questions in learning so that the potential for critical and creative thinking develops well. (Surawati., 2019).

Learning Islamic Religious Education (PAI) needs to get serious attention and continue to evaluate its development, so that the learning objectives of PAI being taught can be achieved optimally and are able to develop the affective, cognitive and psychomotor aspects of students simultaneously. Assessment is carried out to obtain quantity information (through tests by carrying out measurements) and quality data (questions, discussions, observations, and feedback) which are then used to consider and make decisions about grades. (Kasih & Purnomo, 2016) Through class-based assessments that oriented towards measuring students' high-level thinking abilities, and based on Bloom's taxonomy, which includes three domains namely affective, cognitive and

psychomotor, it is hoped that the learning objectives of Islamic Religious Education can be achieved, so as to be able to create students who do not just immediately remember, express return, or return without processing PAI learning, but they master these three domains and are able to apply PAI material in everyday life.

## **LITERATURE REVIEW**

High Order Thinking Skills (HOTS) or what can be called high order thinking skills can be interpreted as a transfer process, critical thinking and problem solving. HOTS as a transfer process is the ability of students to apply the material they have learned to new situations. HOTS as a critical thinking process is to shape students to be able to think logically and critically. Whereas HOTS as a problem solving process is to make students able to solve problems in real life. (Tune Sumar & Tune Sumar, 2019). HOTS is a thinking process that not only memorizes and remembers the information obtained but connects and transforms experience and knowledge to be able to think critically in solving a problem. (Taufiqurrahman et al., 2018).

HOTS includes problem solving skills, creative thinking skills, critical thinking, argumentation skills, and decision making skills. (Dinni, 2018). So HOTS is a measurement of high-level thinking skills, namely thinking that does not just immediately remember, restate, or return without processing. To improve the quality of an education, it is necessary to make improvements in education, one of which is in terms of assessment, it is very important to develop HOTS-oriented assessments or high-level thinking skills, namely: a thinking model that does not just remember information, but invites students to think at the highest level. in order to develop a learning environment in which students become creators of new ideas, information analysts, and generators of knowledge.(Widyastuti, 2017). The mindset of students must be changed into a mindset that refers to HOTS-oriented thinking to trigger the development of more critical and creative thinking power.

HOTS in learning aims to improve students' higher-order thinking skills, therefore in this case educators as facilitators must facilitate students to become better thinkers and problem solvers by providing a problem that allows students to use higher-order thinking skills.(Wahid & Karimah, 2018). Giving a problem means giving questions that require students to find a solution and describe the solution as clearly as possible both in group and individual discussions. After finding a solution to the problem, students evaluate the solution found by holding a question and answer session between friends and accompanied by the teacher in order to direct students not to creep into other topics of discussion, then students present the results that have been agreed upon so that an accurate conclusion is obtained as a solution to the problem.(I Wayan, 2017).

## **METHODOLOGY**

In this study using qualitative research methods. Qualitative research is research conducted on natural object conditions, whose activities are based on

scientific disciplines to collect, analyze and explain the relationship between nature, society, behavior and the human spirit to discover new principles of knowledge and methods.(Sugiyono, 2019). The location of this research is SMPN Lebong Bengkulu, which is one of the junior high schools with the status of a public school and accredited A. The data source consists of primary data sources, which are the first data sources, or in other words, data sources that are the main reference.(Hardani, Nur Hikmatul Auliyah, 2020). In this case, it will conduct research on student assessment of PAI subjects in grade 7. So the researchers conducted direct observations of the evaluation activities of students in grade 7. And secondary or complementary data sources, these data sources provide additions to the main data sources to complete the lack of data. In this case the PAI learning evaluation activity in class 7 carried out by students in class, the researcher can take documentation during the activity. In addition, researchers can also collect secondary data in the form of questions that are used as HOTS-based assessment instruments in class 7.

Data collection techniques were carried out by observation, interviews and documentation. Observations in this study are open observations where researchers make observations when learning Islamic Religious Education takes place, namely during the teaching and learning process up to the assessment activities by conducting learning evaluations carried out in class 7 SMPN 1 Lebong. Then the interviews used in this study were semi-structured interviews. This type of interview, at first the researcher asked a series of questions contained in the interview guide. Then one by one the questions were deepened to get further information.(Sugiyono, 2019). Furthermore, documentation, the data obtained from this technique is in the form of teacher and student data, the organizational structure of SMPN 1 Lebong Bengkulu, the instruments used in the evaluation are in the form of HOTS-based PAI questions and student scores for Islamic Religious Education class 7 SMPN 1 Lebong Bengkulu.

After the data is collected then analyzed using the following steps; The first thing to do is data condensation. Data condensation is done by selecting, focusing, simplifying, abstracting, and transforming the data contained in field notes or research field notes. Second, namely presenting data (display data). Presenting data will make it easier to understand what is happening through the presentation of data, so the data is organized, arranged in a relationship pattern, so that it is easier to understand. Presentation of data is done in the form of narrative text. Third, drawing conclusions and verifying the conclusions made.(Matthew B. Miles, A. Michael Huberman, 2016).

## **RESULT**

SMPN 1 Lebong Bengkulu is an educational institution that implements the 2013 curriculum in all subjects. As stated by Almusanna as the headmaster of SMA Negeri Tulakan Pacitan: "The curriculum implemented at SMPN 1 Lebong is the 2013 curriculum which is applied to all subjects. So that during a pandemic with face-to-face activities already being carried out, the time allocation given for every one hour of study is 30 minutes. This is done in order

to be able to adopt all subjects in accordance with the 2013 curriculum used." (Almusanna, 2022) In accordance with the 2013 curriculum, HOTS-based learning assessment is applied to improve students' thinking skills and also improve students' ability to think critically which can be applied to all subjects. However, at SMPN 1 Lebong, this HOTS-based assessment has not been applied to all subjects. This was conveyed by Almusanna as the principal of SMPN I Lebong, "For HOTS-based questions we have set an example and instructed, God willing, there are some that have worked and some that have not worked. Because based on direct reports there are subjects that cannot be applied to HOTS questions and it depends on the material and the teacher in making HOTS questions. For science material, God willing, it's already running, but for IPS material, we sometimes have difficulty presenting HOTS-based questions. I got the temporary report." (Almusanna, 2022).

HOTS-based learning assessment has also been applied to PAI subjects at Tulakan Pacitan State High School. As stated by Darmawan as a PAI subject teacher: "During the assessment I did it with a daily test system. So I do every finished material. When my daily test presents questions that require in-depth thought which can be called HOTS questions. Usually I give questions that outwit or choose which answer is the most correct of the correct ones." (Darmawan, 2022).

The application of HOTS-based assessments to PAI subjects is carried out using a strategy. Strategy is important in carrying out an action, including in HOTS (High Order Thinking Skill) based assessment activities. Strategies are used to facilitate a person in achieving predetermined goals. This HOTS-based assessment strategy can be seen from the ability of a teacher in compiling questions, so that students can think critically. As explained by Darmawan as a class 7 Islamic Religious Education teacher at SMPN 1 Lebong: "During this pandemic, the strategy that I applied was straightforward and open, even though the grades obtained by students were not always satisfactory and as expected. And there must be someone who gets less value. Because children also rarely memorize and when there is a child's problem, they immediately search on Google, that is the problem. And sometimes google can't answer either. The questions I gave were also in the form of analysis, not all of them were memorized. So that children can answer according to their understanding using their own words. It doesn't have to be exactly the same in the answer book. In addition, I also provide questions in the form of daily activities as an example. So that children can find out and answer these questions according to what happens in everyday life. Apart from that, I also use the same questions for all class X and for now I haven't made a different lesson for each class." (Darmawan, 2022).

In addition, this HOTS-based assessment strategy is applied when carrying out PAI learning assessment activities. Each teacher has his own strategy and method so that the assessment activities can achieve the goals set. The PAI teacher's strategy is applied so that the assessment can achieve the goal, namely when the learning activities apply the appropriate strategy. As stated by Darmawan as a teacher of Islamic Religious Education at SMPN 1

Lebong: "During my learning activities I used an indirect learning strategy. Where students must also be active in learning activities to find concepts. I use this strategy because students must be trained to be active during learning, not just to sit still and wait for the teacher. My hope is that by using this strategy, students can receive material easily and when the assessment can achieve the assessment objectives.(Darmawan, 2022).

Based on field observations in class 7 SMPN 1 Lebong, a HOTS-based PAI learning assessment was being held with the material Faith in Angels on Thursday, 24 February 2022. At this meeting, it was devoted to conducting learning assessments using the written test technique. In the first hour, at 07.00 to be exact, the teacher entered the class to start learning Islamic Religious Education in grade 7. The activity began with the teacher greeting and then continued with a prayer led by the class leader. The teacher checks the attendance of students by taking one by one. Then, the teacher makes sure all students bring notebooks and stationery. After that the teacher said again that today there will be a daily test according to the announcement at the previous meeting. After everything is ready, the teacher distributes the question sheets to the students. Students do a written test in a notebook. All grade 7 students took part in the PAI learning assessment activities enthusiastically and in an orderly manner. All students work seriously and orderly. When all students have finished working, then the teacher orders them to correct together by exchanging them with their friends. Only the multiple-choice ones were corrected, while the essay was corrected by the PAI teacher himself. The PAI teacher explains the scoring technique for multiple choice, that each number if it is correct gets a score of 4, so if it is correct all scores obtained are 80. After that the teacher starts reading the answers from each number while explaining. After all is finished, the answer sheets are collected again on the teacher's desk to be corrected for the essay section. when the teacher corrects, students are ordered to study the next material. Grade 7 students study seriously and in an orderly manner while waiting for the teacher to finish correcting. After finishing correcting, the teacher distributes the answer sheets again, so that students know the grades obtained and know their mistakes.(Saifulloh, 2022)

Furthermore, at the end of the assessment activity ended by conveying the material points at the next meeting, then praying and greeting. For question sheets used in HOTS-based assessments in grade 7 PAI subjects. (Saifulloh, 2022)

## **DISCUSSION**

The application of an assessment based on High Order Thinking Skills in PAI subjects is carried out using a strategy so that assessments can be carried out easily and can achieve the objectives of the assessment.(Hidayat et al., 2021). Based on the reference data in chapter IV data exposure, the writer will analyze the application of HOTS-based assessments to Islamic education class 7 at SMPN 1 Lebong. Learning assessment activities are activities that are carried out to determine the extent to which the success of the learning process has been carried out. Based on interviews with PAI teachers at SMPN 1 Lebong and also the lesson plan data obtained, it is explained that the learning strategy used is an

indirect learning strategy.(Rizkiana et al., 2019). Indirect learning strategies are learning strategies in which the teacher becomes a facilitator and also provides opportunities for broad to students to develop.(Suwarno, Saputra, et al., 2021). This strategy is inquiry, inductive, problem solving and discovery. The application of this HOTS-based assessment is carried out using a written test technique, where students are given questions to work on in writing on the answer sheet.(Suwarno, Firmansyah, et al., 2021). Based on observations in class 7 SMPN 1 Lebong, an assessment of PAI learning is being held. Implementation of this learning is done after completing the learning process with the material. (Saifulloh & Safi'i, 2017). The material presented at the previous meeting, before the learning assessment was held was about faith in angels.(Curnitasari & Nana, 2020).

Based on the findings of the question documents that were applied in HOTS-based assessments in PAI subjects, this matched the characteristics of HOTS-based questions. The characteristics of HOTS-based questions are as follows:

### **1. Measuring higher order thinking skills**

The questions given are questions that train students to think at a higher level. Many of the questions given by PAI teachers in the assessment activities for grade 7 PAI subjects at SMPN 1 Lebong fall into the category of analysis.(Widyastuti, 2017). In question number 10 multiple choice on the question sheet in the attachment.

Example: Consider the following statement:

- a) Sugeng always gives charity to others.
- b) Anam plays gambling with his friends.
- c) Anang is special in his prayers.
- d) Komar worked tirelessly.
- e) Susi is tirelessly busy.

Which statement reflects faith in angels:

- a). A, C and D.
- b). B and E
- c). A and C
- d). E and D
- e). D and A

### **2. Based on contextual and interesting issues (contextual and trending)**

This HOTS question is an instrument that contains real situations in everyday life.(Wahid & Karimah, 2018). For example, question number 13 follows: Syaiful Ihsan diligently reads the Koran at his home. He is also diligent in prayer and alms. Every time you want to sleep, don't forget to perform ablution. When it was time for prayer, he was waiting on the porch of the prayer room. His house is also clean of animal paintings and statues. He doesn't have a dog either. Every night always berhajud and read dhikr. This behavior shows the picture of a believer in angels.

- a). Gabriel.
- b). Rohman.
- c). Isro'il.
- d). Izrail.
- e). Zabaniyah.

By displaying questions related to problems in everyday life, students are expected to be able to apply learning concepts in class to solve a problem.

### **3. Not routine and carries novelty**

This HOTS question is structured as an effort to foster high-level thinking skills in students.(Asfiah, 2021). HOTS questions cannot be tested repeatedly on students because they result in students remembering and memorizing the questions they have worked on and are no longer a forum for creating high-level thinking skills for students.(Sofyan, 2019). The HOTS questions must be new so the teacher must be creative in compiling the questions.

In the context of 21st century learning, students must learn and master other essential skills, such as thinking creatively, critically and being able to solve problems. (Dinni, 2018) This taxonomy of critical thinking processes is widely referred to in Bloom's taxonomy which has been revised by Anderson and Krathwohl (Surawati., 2019). quoted from the book Astrini Eka Putri. In Bloom's taxonomy, which has been revised, it is divided into 6 levels, namely: remembering, understanding. applying (applying), analyzing (analyzing), evaluating (evaluating), and creating (creating). Anderson and Krathwohl have categorized the ability to analyze, evaluate and create in the process of higher-order thinking or commonly referred to as High Order Thinking Skills (HOTS). 44 So that the application of HOTS-based assessments has a profound impact and influence on students.(I Wayan, 2017).

## **CONCLUSION AND RECOMMENDATION**

The application of HOTS-based assessment to PAI class 7 at SMPN 1 Lebong uses HOTS-based questions as an instrument. At the time of carrying out the assessment, the teacher uses the form of daily tests which are held for each material that has been delivered. The assessment technique chosen was in the form of a written test. The questions used for this daily test are in the form of multiple choice and essay. The application of HOTS-based assessments to grade 7 PAI subjects at SMPN 1 Lebong has positive and negative impacts. The positive impact of applying HOTS-based assessments to PAI subjects is that they broaden students' insights regarding subject matter, can increase student learning motivation, can combine existing material in class with the surrounding environment, can make students think critically and creatively, make them more effective in learning assessment activities and can solve problems that exist in everyday life. While the negative impact is that students sometimes find it

difficult to understand questions and students tend to get emotional when they can't do it.

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