

Application of Hots-Based Cognitive Evaluation to Improve Students' Analytical Thinking Skills in Islamic Religious Education

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Abstract

The implementation of PAI learning is currently aimed at improving students' critical thinking skills at the HOTS level in understanding PAI material, which is also supported by a HOTS-based learning evaluation process. This study aims to determine the concept of HOTS-based cognitive evaluation in PAI material and the application of HOTS-based cognitive evaluation in improving students' thinking skills. This study uses a descriptive qualitative approach. Data collection was conducted using observation and interview methods. Data analysis techniques employed the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that the concept of HOTS-based cognitive evaluation in PAI material includes analyzing learning outcomes, compiling question grids, creating questions and assessment rubrics, covering the cognitive aspects of C4 analyzing, C5 evaluating, and C6 creating, so that the implementation of HOTS-based cognitive evaluation successfully improves students' critical thinking skills and mastery of PAI material.

Keywords: Critical Thinking, Cognitive Evaluation, HOTS, PAI



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Introduction

The evaluation system is implemented to determine the learning outcomes of students, covering aspects of knowledge and its application. Evaluation is one of the tasks of teachers in the learning process, through the collection of data related to student capabilities, in order to understand the causes and effects of learning outcomes that can enhance students' learning abilities (Henry & Weber, 2016). This is stated in Law No. 20 of 2003 concerning the National Education System, Chapter XVI, Article 58, which states that learning evaluation is carried out by educators to monitor the process, progress, and improvement of students' learning on an ongoing basis (Depdiknas, 2003). In line with the demands of technological development and human capabilities, the evaluation conducted by teachers is directed at improving students' thinking skills.

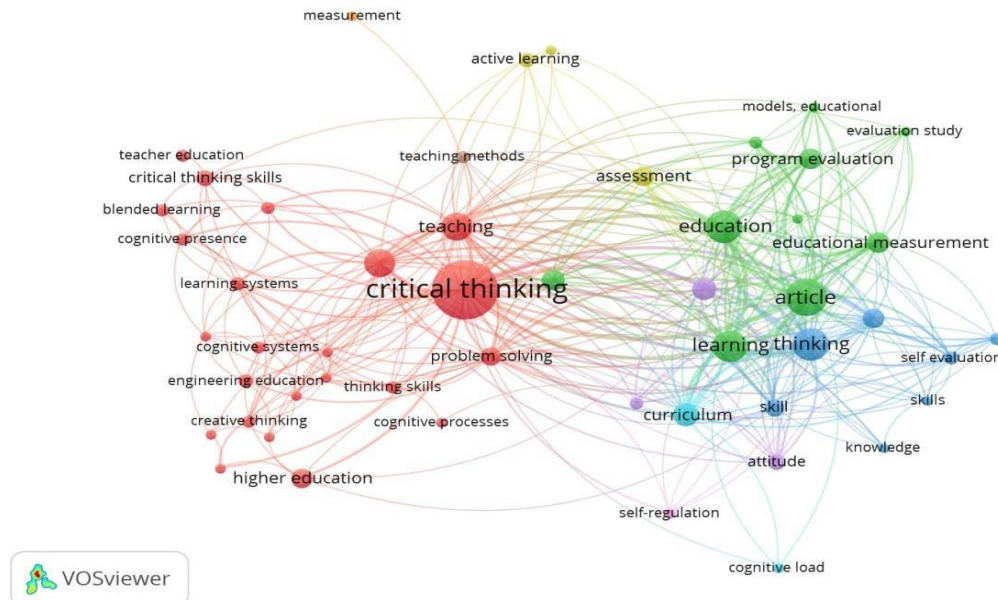
Teachers in conducting student learning outcome evaluations are directed toward creating HOTS-based tests that are tailored to learning objectives and contemporary needs in order to foster a generation of skilled and highly dedicated individuals. Efforts to implement HOTS-based evaluations are undertaken to prevent a decline in students' knowledge and learning abilities caused by disruptions in the learning process (Mulyana & Maylawati, 2024). Effective evaluation should encompass various aspects, from students' conceptual understanding to practical application in real-life situations that reflect their thinking processes (Akhyar et al., 2024). HOTS-based evaluation in learning needs to be conducted to assess the level of critical thinking and optimize students' analytical skills, aligned with assessment instruments referencing operational verbs in the learning assessment domain (Nurfadhilah, Sari, et al., 2024). In this study, the discussion on learning evaluation is more focused on the knowledge (cognitive) aspects possessed by students.

The implementation of HOTS-based evaluation is in line with the values in Q.S. An-Nahl verse 11, which directs humans in the discussion of this research is students to discuss and create understanding through deeper thinking about the teachings of Islam and its application in life. As the word of Allah Swt follows:

يُنَبِّتُ لَكُمْ بِهِ الزَّرْعَ وَالزَّيْتُونَ وَالنَّخِيلَ وَالْأَعْنَابَ وَمِنْ كُلِّ الثَّمَرَاتِ إِنَّ فِي ذَلِكَ لَآيَةً لِّقَوْمٍ يَتَفَكَّرُونَ ۝ ۱۱

Meaning: “With it (rainwater) He grows for you crops, olives, dates, grapes and all kinds of fruits. Indeed, in such is a sign (of Allah's greatness) for those who think” (Q.S. An-Nahl verse 11).

A literature review on the implementation of HOTS-based cognitive evaluation in improving students' thinking and analytical skills in PAI material explains that in Higher Order Thinking Skills (HOTS)-based learning evaluation, Bloom's cognitive taxonomy aspects are at C4, C5, and C6, or analyzing, evaluating, and creating (Jailani & Ismunandar, 2022; Wicaksono, 2021). This aligns with research stating that the urgency of implementing HOTS-based evaluation is aimed at three things: encouraging students to analyze, evaluate, and connect PAI learning concepts with current life; helping students to use PAI learning as a guide in solving everyday problems; and ensuring that PAI learning is not merely memorizing verses related to the context of the material but applying the meaning and implications of the memorized verses in real life (Syafaatunnisa et al., 2024). Through the analysis of cognitive level HOTS evaluation test development, students are expected to be able to generate new ideas and solve problems in life, which is the implementation of PAI learning in facing the advancements of science and technology in the 21st century (Nurfadhilah, Rehani, et al., 2024). This will automatically shape students into religious and critical individuals.



There have been many studies that use the keywords of critical thinking skills and evaluation, but there are still few studies that link the implementation of cognitive evaluation with students' critical thinking and analysis skills. Even related to the implementation of evaluation and its analysis with the application of PAI learning in life has not been found a single document. The analysis of the implementation of HOTS-based cognitive evaluation aims to discuss more specifically the state of the assessment system carried out by teachers as educators. This study is taken based on the current situation that tends to lead to a HOTS-based learning evaluation test assessment system, where currently many evaluation processes are carried out but

are not adjusted to the ultimate goal of implementing the learning and the impact of its implementation in the lives of students. Therefore, it is necessary to conduct research that discusses the implementation of HOTS-based cognitive evaluation in improving students' thinking and analysis skills.

Method

The research was conducted at SMP Negeri 1 Padang Panjang, with informants consisting of four PAI subject teachers. In this study, the researcher used a qualitative approach with a descriptive research type because the data used were descriptions of the implementation of cognitive evaluation conducted by educators as responses to the research problem formulation in the form of presentations based on data observed in the field. The research relates the discussion to the learning evaluation system applied at the school where the research was conducted. As explained by Moleong, descriptive qualitative research is research that describes the nature or characteristics of individuals, situations, and case phenomena within a specific group (Moleong, 2019).

The focus of this research is on the learning evaluation stage in the cognitive aspect, from the planning stage to the follow-up evaluation stage. This research takes a sample related to the PAI learning evaluation system at the junior high school level. In this research, data validity is examined using a triangulation model, where the researcher collects data and checks the accuracy of the data obtained through observation and interviews. Additionally, to strengthen the interpretation of the data findings, the researcher also uses several theories to explain the research findings. The data analysis technique in this study uses Miles and Huberman's interactive analysis, which includes the stages of data reduction, data presentation, and drawing conclusions by relating them to the concept of HOTS-based learning evaluation theory (Miles & Huberman, 2018).

Results and Discussion

Based on the research that has been conducted, the following topics were discussed: First, the concept of HOTS-based cognitive evaluation in PAI material, specifically in SKI material, consisting of learning achievement analysis, question grid compilation, and test item creation. Second, the creation of assessment rubrics, covering the cognitive aspects of C4 analyzing, C5 evaluating, and C6 creating, which are related to the results of HOTS-based assessment implementation.

1. Concept of HOTS-Based Cognitive Evaluation on Islamic Religious Education Materials

Evaluation is a form of educators' efforts to assess and measure the changes desired by the teaching program in the form of increasing cognitive-intellectual, socio-emotional and skill-motor abilities (Slameto, 2001). In this study, the cognitive-intellectual approach is emphasized because it is based on the ability of students to understand and apply the knowledge they acquire in the classroom learning process. Evaluation in learning is carried out through quantitative measurements to produce numbers as student learning outcomes and through qualitative assessments to see the quality of student learning outcomes (Magdalena et al., 2023). Cognitive evaluation carried out by Islamic religious education teachers has a general objective to determine the completeness of Islamic religious education material taught to students, in this case teachers as educators and teachers strive to shape and improve students' critical thinking skills through the preparation of creative and HOTS-based test items. The ability to think critically for students is the main capital fostering a creative and innovative attitude, so that students have the skills to come up with new and original thoughts (Asfiah, 2021).

HOTS-based evaluation categories are seen from the operational verbs (KKO) of the cognitive domain that students aim to master in the learning process. The cognitive levels included in the HOTS category are at C4 analyzing, C5 evaluating and C6 creating. In this case, to be able to create or create in the C6 problem, students must be able to master levels C1 to C5, because the creation stage requires the stages of analyzing and evaluating a problem first (Listiani & Rachmawati, 2022). The stage of analyzing and evaluating requires memory (C1), understanding (C2), and application of knowledge (C3) that has been mastered by students. This is also explained in the research by Listiani and Rachmawati (2022) that the determination of HOTS-based assessment categories must be prepared from the planning stage of learning, which includes the cognitive levels that students must master, so that the development of evaluation tests becomes more focused and clear.

The basic concept in the preparation of HOTS-based evaluation test questions in Islamic religious education learning begins with analyzing learning outcomes (CP) in which there is a level of cognitive dimensions. Based on this cognitive dimension level, Then the indicators that need to be mastered by students can be determined through adjustments to the operational verbs (KKO) of the cognitive domain. This will

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make it easier for teachers to create HOTS-based evaluation test division because not all CPs can be made into HOTS items. The HOTS-based evaluation test questions are intended to direct students in developing their critical thinking. The following is an example of analyzing CP PAI elements of Islamic Cultural History (SKI):

Table 1. Analysis of CP, ITP and TP of PAI Subjects SKI Elements

CP	ITP	TP
3.8 Analyze the history of the Ottoman Turkish Islamic Empire.	3.8.1 Determine who was the founder of the Ottoman Turkish Empire	3.8.1 After discussing and digging up information, students are expected to be able to determine who is the founder of the Ustman Turkish Empire correctly.
Cognitive dimension level Analyzing= C 4 Shape of the knowledge dimension Analyzing = Metacognitive	3.8.2 Identify historical buildings that are relics of the Ottoman Turkish Empire	3.8.2 After discussing and digging up information, students are expected to be able to summarize the process of selecting the khulafaur rasyidin briefly, concisely and clearly.
KKO C 3 = Determine, identify C 4 = Summarizing C5= Comparing	3.8.3 Comparing the achievements of the Ottoman Turkish rulers	3.8.3 After discussing and digging up information, students are expected to be able to compare the achievements of the Ottoman Turkish rulers in detail.
	3.8.4 Summarize the factors of the decline of the Turkish empire	3.8.4 After discussing and digging up information, students are expected to be able to conclude the factors of the decline of the Ottoman Turkish Empire in detail.

Furthermore, the teacher as an educator makes a lattice of evaluation test items according to Islamic learning material. The question grid is a format in evaluation preparation that contains learning outcomes, material, question criteria, question indicators, question levels and question numbers (Yusuf, 2015). The making of this question grid aims to make it easier for teachers to design HOTS-based evaluation test items, so that if a question is found to be ineffective, the teacher can make necessary revisions so that the measurement of students' abilities can be carried out in a directed manner. Therefore, the test question grid must be systematically organized. Categorization in the creation of the test question grid is based on the formulation of the basic competencies that students must master, making the process of designing test questions more straightforward. As in the format of making a lattice of PAI evaluation test questions for the SKI element in table 2 below, it can be seen that this lattice will clearly illustrate the learning outcomes and material related to the questions to be given, and to make it easier to determine the scope of points included in the test, indicators are made that will be more detailed regarding the test questions and the form of test questions to be made, as follows:

Table 2: Format of PAI Cognitive Evaluation Test Grid

CP	Material	Problem Indicator	Cognitive Level	Question no	Form
3.8 Analyze the socio-politics of the Ottoman Turkish	History of the Ottoman Turkish Islamic Empire	Given a narrative, learners can Determine the founder Ottoman Turkish Empire	C3	1	PG
		Learners can identify the historical buildings of the kingdom's heritage Ottoman Turkey	C4	4	Matchmaking
		Presented with a table, learners can categorize the achievement of the ruler Ottoman TurkeyUstmani	C6	2	PG

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CP	Material	Problem Indicator	Cognitive Level	Question no	Form
Islamic empire		Given a narrative, learners can determine the factors that led to the decline of the empire. Ottoman Turkey	C3	5	Matchmaking
		Given a narrative, learners can name new names constantinople	C1	3	PG

Based on the grid that has been designed, the teacher then makes HOTS-based PAI material evaluation test questions. In making test items, teachers can use stimuli in the form of tables, dialogs, cases, or pictures, which function as a medium for students to think critically (Hasnah et al., 2021). The stimulus used by the teacher should be interesting and contextual. Evaluation that is carried out contextually has characteristics, where students are able to process their critical thinking when answering the test questions (Febriana, 2019). In addition, the topics contained in the question narrative have aspects of novelty and are related to current conditions. The following is an example of a PAI test question and its scoring weight:

Table 3. Question Item Forms and Scoring Weights

No	Question	Skor										
1 Objective Question	Take a look at statement below! The Ottoman Turkish Empire was established in 1281 in Asia Minor. The founder of this kingdom was a Turk from the Oghuz tribe named Ustman or better known as Osman 1. Ottoman Turkey was one of the largest Islamic kingdoms after the collapse of several previous Islamic kingdoms such as Umayyah, Abbasid, Fatimiyah, Saljuk, Ayyubiyah, and Mamluk. Based on the narrative statement above, the initial founder of the Ottoman Empire was.... A. Ustman bin Abdul Aziz B. Ustman bin Etugrul C. Ustman bin Harkam D. Ustman bin Suleiman	1										
2 Objective Question	Take a look at narrative below! The period of decline and collapse of the Ottoman Turkish Empire began from 1569-1924 AD. The Ottoman Turkish Empire was declared lost in 1927 AD after Mustafa Kemal Pasha's nationalist group succeeded in overthrowing the dynasty with its political power. Based on the narrative above, we can know that the main factor causing the collapse of the Ottoman Turkish empire was.... A. The existence of the Wattaroqqi ijtiha movement led by Mustafa Kemal Ataturk B. The existence of the Young Turk movement, the Ijtihad Wattaroqqi movement and the political movement led by Mustafa Kemal Pasha (Freemasonry movement) C. Unresolved internal conflicts over power emerged D. Troop attacks from European countries	1										
3 dan 4 matching questions	<table><tr><th>Question</th><th>Jawaban</th></tr><tr><td>Constantinople was founded by the Roman Emperor Constantine I in 324 AD. But in 1453, Sultan Mehmet II of Turkey conquered Constantinople in the fourth crusade and changed the name of Constantinople. What was the new name of Constantinople after it was conquered?</td><td>A. Sultan</td></tr><tr><td>The Ottoman Turkish Empire was one of the largest and most influential Islamic caliphate in Islam. Its supreme ruler wielded political, military and spiritual power and became the spiritual leader of his time</td><td>B. Istanbul</td></tr><tr><td></td><td>C. Caliph</td></tr><tr><td></td><td>D. Edirne</td></tr></table>	Question	Jawaban	Constantinople was founded by the Roman Emperor Constantine I in 324 AD. But in 1453, Sultan Mehmet II of Turkey conquered Constantinople in the fourth crusade and changed the name of Constantinople. What was the new name of Constantinople after it was conquered?	A. Sultan	The Ottoman Turkish Empire was one of the largest and most influential Islamic caliphate in Islam. Its supreme ruler wielded political, military and spiritual power and became the spiritual leader of his time	B. Istanbul		C. Caliph		D. Edirne	1
Question	Jawaban											
Constantinople was founded by the Roman Emperor Constantine I in 324 AD. But in 1453, Sultan Mehmet II of Turkey conquered Constantinople in the fourth crusade and changed the name of Constantinople. What was the new name of Constantinople after it was conquered?	A. Sultan											
The Ottoman Turkish Empire was one of the largest and most influential Islamic caliphate in Islam. Its supreme ruler wielded political, military and spiritual power and became the spiritual leader of his time	B. Istanbul											
	C. Caliph											
	D. Edirne											

The title of the supreme ruler indicated absolute power over government and religion. What was the title used by the supreme ruler in the Ottoman Turkish Empire?

In table 3, it can be seen that in making test questions, it is necessary to pay attention to the relationship between sentences so that the meaning asked of the question is clear and can be answered by students so that there is no misunderstanding. The last stage of the steps in making cognitive evaluation instruments that need to be prepared by educators is to make scoring rubrics and answer keys. Each correct answer is given a score of 1 and for the wrong answer is given a score of 0. This is in accordance with research from Baharsyah and friends (2023) that determining scores in the evaluation stage needs to be considered so that educators can present the standard of completeness of students on each form of test questions. This will make it easier for teachers to determine the difference in scores from each type of test question that is adjusted to the level of difficulty of the test.

2. Results of HOTS-Based Evaluation Implementation

The implications of the application of HOTS-based cognitive evaluation include improving students' critical and creative thinking skills, strengthening their understanding of Islamic concepts learned, and preparing students to better face current intellectual and moral challenges. However, there are some challenges in pursuing HOTS-based evaluation which include the difficulty for teachers to develop HOTS-based evaluation topics and limited resources to support training for teachers on HOTS-based evaluation concepts (Harahap et al., 2024). Therefore, structured guidance is needed for educators to be able to seek HOTS-based cognitive evaluations that are appropriate to the ability level of students.

In addition, it is also necessary to realize that in one class, not all students have a high and critical level of thinking, but there are also students with a low level of thinking. Therefore, for teachers as educators in making evaluation items must be able to include aspects of assessment that cover all cognitive levels, so that there are no questions that are too difficult and questions that are too easy because the basis for making HOTS questions starts from understanding the C1 cognitive level which tests memory about a basic concept. By knowing the level of thinking ability of students, teachers can recognize which points need to be followed up from the implementation of the evaluation according to the knowledge base of students (Alfaizinun & Lilawati, 2023).

The evaluation results that have been obtained by the teacher can be used as feedback in the learning process. Feedback from the results of this evaluation is a warning for students in addressing unfinished material, and becomes a motivation for students to improve their level of learning to be better than before so that the learning outcomes obtained are as expected and can be applied in the lives of students. In addition, high feedback will result in positive perceptions from learners on the teacher's involvement in the learning process that directs learners to think critically and creatively. After the evaluation results are collected and summarized by the educator, students will receive an analysis of the results of the evaluation of the learning they have done in the form of remedial for points that have not been understood and enrichment for points that have been understood to increase students' knowledge through deeper understanding.

Conclusion

The concept of HOTS-based cognitive evaluation in PAI materials includes a discussion of the teacher's procedure as an educator in preparing HOTS-based evaluation test items (High Order Thinking Skill) through analyzing competency achievements (CP) in line with indicators and learning objectives, followed by designing a lattice of HOTS-based test items and making HOTS-based test questions that are clear and in accordance with the level of thinking of students. Based on the research, it can be seen that the implementation of HOTS-based cognitive evaluation in PAI subjects has not been maximized due to the limited ability of educators and resources in conducting HOTS-based evaluation development training, so that the thinking ability of students is not seen. Therefore, more efforts are needed to improve the implementation of HOTS-based evaluation because these higher-order thinking skills need to be present in students, which not only test intellectual abilities in terms of memory (C1, C2, C3) but also to the application of higher-order thinking skills (HOTS) which include problem solving, critical thinking, and creative thinking in the lives of students through the use of KKO analyze, assess and create.

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