

Innovation In Assessment Instruments For The Hots-Based Maharah Qiraah Oral Exam At Madrasah Aliyah Al-Islam Nganjuk

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ABSTRACT

This study aims to develop innovations in assessment instruments for Maharah Qiraah oral exams based on HOTS (Higher Order Thinking Skills) at Madrasah Aliyah Aliyah Al-Islam Nganjuk. Along with the development of the educational curriculum that demands critical, analytical, and creative thinking skills, an assessment is needed that not only measures memorization aspects but also the ability of students to understand, analyze, and apply Qiraah knowledge. This study uses a research and development (R&D) approach with the ADDIE model in compiling HOTS-based assessment instruments. However, this study only covers the instrument development stage without involving the trial stage. The results of this study are expected to provide guidance for teachers in improving the quality of Maharah Qiraah oral exams, as well as improving students' high-level thinking skills in studying the Qur'an. In addition, this study is expected to contribute to improving the quality of education at Madrasah Aliyah Al-Islam Nganjuk

Keywords: *Innovation, HOTS, Maharah Qira'ah*

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan inovasi dalam alat penilaian ujian lisan Maharah Qiraah berdasarkan HOTS (Higher Order Thinking Skills) di Madrasah Aliyah Al-Islam Nganjuk. Seiring dengan pengembangan kurikulum pendidikan yang menuntut keterampilan berpikir kritis, analitis, dan kreatif, diperlukan penilaian yang tidak hanya mengukur aspek hafalan tetapi juga kemampuan siswa untuk memahami, menganalisis, dan menerapkan pengetahuan Qiraah. Penelitian ini menggunakan pendekatan penelitian dan pengembangan (R&D) dengan model ADDIE dalam menyusun instrumen penilaian berbasis HOTS. Namun, penelitian ini hanya mencakup tahap pengembangan instrumen tanpa melibatkan tahap uji coba. Hasil penelitian ini diharapkan dapat memberikan panduan bagi guru dalam meningkatkan kualitas ujian lisan Maharah Qiraah, serta meningkatkan keterampilan berpikir tingkat tinggi siswa dalam mempelajari Al-Qur'an. Selain itu, penelitian ini diharapkan dapat berkontribusi dalam meningkatkan kualitas pendidikan di Madrasah Aliyah Al-Islam Nganjuk.

Kata Kunci: *Inovasi, HOTS, Maharah Qira'ah*

INTRODUCTION

Oral examinations in Arabic language learning are an important evaluation method in the Islamic boarding school environment, where students are tested on their ability to speak and understand Arabic directly. (Maharani, Y, and Arifin 2016). Oral exam or syafahi exam is a form of test conducted through direct questions and answers between the examiner and the students taking the exam. In the context of learning Arabic, this exam not only tests grammar knowledge, but also the students' ability to communicate and explain various topics in Arabic. (Izzah and Ma'sum 2021). This test aims to assess the extent to which students can use Arabic in real situations. They are asked to answer questions, explain concepts, or discuss certain issues in Arabic. (Apri Wardana Ritonga 2020).

Reading ability (Maharah Qiro'ah) is one of the important skills in learning Arabic. This Maharah does not only include the ability to pronounce Arabic letters correctly, but also a deep understanding of the contents of the text or reading. (Wijaya and Hikmah 2023). Maharah Qiro'ah not only includes the ability to pronounce Arabic letters correctly, but also involves a deep understanding of the contents of the text or reading. An effective reading process requires skills to identify the meaning of words, sentence structure, and the context of the reading. Thus, students are expected to be able to analyze and conclude the information contained in the text well. Mastery of Maharah Qiro'ah has broad implications in Arabic language learning. Students who are proficient in reading will find it easier to understand other subject matter, such as grammar and vocabulary. In addition, this ability also helps students to develop critical and analytical thinking skills, which are very important in the overall learning process. Therefore, teaching Maharah Qiro'ah must be a priority in the Arabic language learning curriculum. At Madrasah Aliyah Al-Islam Nganjuk, reading skills are one of the main focuses to support learning based on Islamic values that are integrated with various disciplines. However, the assessment methods used in oral exams still tend to be traditional and do not provide enough space for students to think analytically in accordance with the demands of Higher Order Thinking Skills (HOTS).

Several studies have reviewed the innovation of assessment in Maharah Qiro'ah as conducted by Nurul Aulia Damogalad et al in 2024 with a study entitled "Design and Development of Maharah Qiro'ah Test Using The Kahoot Application" in developing the Maharah Qiro'ah test using the Kahoot application, resulting in 30 questions tested, 19 valid questions and 11 invalid questions, so some questions need to be revised. The reliability test using the Spearman-Brown formula produced a reliability level of 0.88, which indicates a high level of reliability. Analysis of the level of difficulty shows that 7 questions are categorized as very easy, 5 easy questions, 16 moderate questions, and 2 difficult questions. Meanwhile, the discrimination power of the questions shows that

most of the questions have good discrimination power.(Damogalad, Hula, and Pakaya 2024).

Then in the research conducted by Yuli Imawan, R Umi Baroroh and Qiya Khaira Hikmatillah with the title "Innovation of the Form of Arabic Receptive Competence Tests in the Book Al-'Arabiyyah Lin Nasyi'in Volume 1". In the study, the receptive competence test in the book Al-'Arabiyyah Lin Nasyi'in Volume 1 is in the form of an objective test that includes an assessment of listening skills consisting of sound imitation tests and essay tests. While reading skills consist of pronunciation tests, choosing answers and essay tests. The innovations in the form of listening skills tests include tests for choosing answers with true-false, multiple choice, matching and filling in the blanks. And in reading skills, the test for choosing answers can be completed by arranging words or sentences and filling in the blanks with words or numbers(Imawan, Baroroh, and Hikmatillah 2023).

Innovation in the form of skills tests, such as listening and reading, is an important step in improving the quality of learning evaluation in educational environments. By introducing various test formats, such as true-false, multiple-choice, matching, and fill-in-the-blank tests, educators can create more comprehensive evaluations. This approach not only measures students' basic understanding but also provides them with the opportunity to demonstrate critical and analytical thinking skills. Thus, this innovation contributes to improving the overall quality of education.

Overall, innovation in learning evaluation through skills tests plays a central role in supporting the success of the education process. By utilizing various question formats, educators can create a more dynamic and responsive learning atmosphere to students' needs. This is in line with the goals of modern education which emphasize the development of critical and creative thinking skills, so that students are not only ready to face exams but also challenges in the real world. Through this approach, the quality of education can be significantly improved, producing individuals who are better prepared to contribute to society. However, innovation in test formats alone is not enough if it is not accompanied by an approach that encourages the development of higher order thinking skills (HOTS). In the context of modern education, evaluation instruments need to be designed to assess not only mechanical aspects, such as pronunciation or fluency, but also analytical and problem-solving aspects.(Nissa 2022). Thus, a paradigm shift in evaluation is needed, especially in practices such as oral examinations, to be more relevant to the needs of the 21st century.

In the context of modern education, Higher Order Thinking Skills (HOTS) is an important key to equip students to face the challenges of the 21st century. These skills include critical, creative, analytical, and evaluative thinking skills that are more complex than conventional thinking skills. By developing HOTS, students are expected to be able

to analyze information, solve problems, and make the right decisions in complex situations. However, at Madrasah Aliyah Al-Islam Nganjuk, the implementation of oral exams is still focused on mechanical aspects such as pronunciation and fluency, which are not enough to prepare them to face real challenges in the world. This was confirmed by an Arabic language teacher who stated, "If the oral exam is here, what is considered to be the pronunciation is as fluent as speaking. But when it comes to the content of the conversation or connecting it to real situations, it's still rare." Such an approach tends to measure surface-level speaking ability rather than deeper communicative competence, leaving students less prepared to apply their language skills in authentic, real-world interactions

The implementation of oral examinations that only emphasize pronunciation and fluency shows that there are shortcomings in the assessment approach used.(Randy Rahma Putra, Umi Fauziah, Ulil Albab, Annisa 'Ainurrahmatin Najiyah 2024). Aspects such as analytical comprehension and text-based problem-solving skills are often neglected. This creates a gap between the skills assessed and the skills students actually need to function effectively in society. Therefore, innovation in assessment instruments is needed to ensure that students are not only able to speak well but also understand and analyze the material in depth. To overcome this problem, it is important for educators at Madrasah Aliyah Al-Islam Nganjuk to design a curriculum and teaching methods that place more emphasis on the development of HOTS.(Erlangga et al. 2023). This can be done by implementing a learning model that is oriented towards inquiry and problem-solving, where students are invited to think critically and creatively in their learning process. Thus, students do not only learn to memorize or recite information, but also to understand the context and application of the knowledge they gain.

Finally, a comprehensive evaluation needs to be implemented to measure the HOTS development of students effectively. The assessment approach should include cognitive aspects as well as their thinking processes, so that it can provide a more accurate picture of students' analytical and problem-solving abilities.(Ali 2019). By reforming the oral exam assessment and overall learning approach, Madrasah Aliyah Al-Islam Nganjuk can better prepare students to face global challenges in the 21st century. The development of an assessment instrument based on Higher Order Thinking Skills (HOTS) aims to measure students' ability to think critically and creatively. In the maharah Qiraah oral exam, students are not only able to read and understand Arabic texts, but also able to analyze meaning, provide interpretations, and convey their opinions clearly.(Sihabuddin 2023). With the assessment based on Higher Order Thinking Skills (HOTS), it is expected to increase the motivation to learn in students. By providing more complex challenges in the form of questions that require deep thinking.(Al Usman et al. 2023). This is in line with the educational goals that want students to become individuals who not only have knowledge, but are also able to think critically and creatively in answering questions.

The implementation of assessment instruments based on Higher Order Thinking Skills (HOTS) is also in line with the vision of national education which is oriented towards the development of 21st century competencies. In this era of globalization, students are not only required to master Arabic technically but also to be able to think critically, creatively, and innovatively. Therefore, this innovation not only has an impact on the quality of learning at Madrasah Aliyah Al-Islam Nganjuk but also supports the improvement of the quality of education more widely.

METHOD

In this research, the method used is the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model which is focused on the development stage (Ade Rahayu 2025). The Analysis stage is carried out to identify the needs of assessment instruments through interviews and document studies at MA Al-Islam Nganjuk. The Design stage involves designing an initial draft of a HOTS-based instrument, including indicators and assessment rubrics. At the Development stage, the designed instrument is validated by Arabic language and education experts to assess its feasibility and relevance, followed by revisions based on the input obtained (Sari and Sunyono 2019). The final result of the study is a HOTS-based maharah Qiraah assessment instrument product that is ready to be implemented in the learning process. Data is analyzed descriptively to ensure the validity and feasibility of the instrument

RESULT AND DISCUSSION

A. Assessment of the Maharah Qiraah Oral Examination at Madrasah Aliyah Al-Islam Nganjuk

The Arabic oral exam at Madrasah Aliyah Al-Islam Nganjuk is designed to evaluate the students' ability to use Arabic actively. This exam aims to measure speaking skills (maharah kalam), understanding texts (maharah qiraah), and the ability to answer questions orally (Elmi et al. 2024). Through this exam, students are expected to be able to demonstrate their mastery of Arabic not only in theory, but also in the practice of daily communication. The oral exam material covers various topics, such as reading Arabic texts, answering questions related to the text, and having a dialogue with the examiner in Arabic. Students are also challenged to understand texts with relevant themes, such as Islamic values, social issues, or daily life. This approach aims to train students to be able to use Arabic contextually and applicatively. (Habibie 2019). The oral exam is conducted individually, with students reading a prepared text, explaining its content, and answering both prepared and spontaneous questions. This format assesses fluency, eloquence, and critical thinking in Arabic, in a supportive environment that encourages confidence and optimal performance.

The oral exam assessment at Madrasah Aliyah Al Islam Nganjuk is carried out with an objective approach through the use of a structured assessment rubric. This rubric is designed to evaluate various important aspects of students' speaking ability including pronunciation accuracy (*makhorijul huruf*), intonation, text comprehension, and the ability to answer questions. With clear and structured criteria, teachers can provide fairer and more in-depth assessments and minimize subjectivity in the evaluation process. The aspect of fluency in speaking is one of the main focuses in the assessment where students are expected to be able to convey opinions or information fluently without many pauses or mistakes. Accuracy of pronunciation is also very important, especially in the context of learning Arabic where the *makhorijul huruf* must be considered so that the meaning conveyed does not change. In addition, the right intonation can help convey the emotions and meaning of the text being read, so that better understanding can be achieved by the listener.

Arabic oral exams provide significant benefits for students, especially in improving their language skills. This activity not only serves as an evaluation, but also as a means to hone communication skills in Arabic. Through this exam, students can measure the extent to which they have understood and mastered the language they are learning. One of the main advantages of oral exams is their ability to help students understand Arabic texts better. By practicing explaining the contents of the text orally, students learn to analyze and organize information in a logical and coherent manner. This is very important because a deep understanding of the text is the key to mastering the language as a whole (Rahmadani 2024).

The oral exam also serves as an effective speaking practice, where students can hone their speaking skills in real situations. This process trains their courage and confidence when communicating in Arabic. By practicing speaking frequently, students will feel more comfortable and confident when they have to use the language in front of others. With an applied approach, the oral exam helps students not only master Arabic theoretically but also prepares them to use it in everyday life. Students are taught to apply vocabulary and sentence structures in relevant contexts, so that they can communicate more effectively. This approach makes learning more interesting and useful. In addition, good Arabic language skills are essential in future professional contexts. The oral exam provides an opportunity for students to familiarize themselves with communication situations that they may face in the workplace. Thus, students are not only ready to face academic challenges but also ready to compete in an increasingly global professional environment (Fauzi and Rahmawati 2025).

The oral exam on the *qiraah maharah* at Madrasah Aliyah Al-Islam Nganjuk aims to evaluate the students' reading ability as a whole. This assessment does not only focus on the technical ability to read Arabic texts, but also involves understanding, intonation, and appreciation of the contents of the text. This approach is important to ensure that students truly understand the texts they read.

Tabel 1
The Indicators of *Maharah Qiraah* Oral Exam Assessment at
Madrasah Aliyah Al-Islam Nganjuk

Hots	Mots	Lots	Non Test	Test	Integrative	Pragmatic	Material
		v		v		v	المفردات من منظمة الطلبة
		v		v		v	المفردات المطالعة الاضافية (عمار بن ياسر)
		v		v		v	اللغة الاندونسية الى اللغة العربية
		v		v		v	اللغة العربية الى اللغة الاندونيسة
		v		v		v	من احاديث رسول الله صلى الله عليه وسلم المعروف الرصافي، خطبة اكثم الصيفي، المحمود سامي باشي البارودي
		v		v		v	المفردات من المحفوظات ايات الوفاء، ما جزاء الولد من ولده

Hots	Mots	Lots	Non Test	Test	Integrative	Pragmatic	Material
		v		v		v	المفردات من المطالعة
							اسناد الافعال الصحيحة والمعتل الى الضمائر البارزة ، المستثنى بالآ
		v		v		v	القاعدة السابعة - القاعدة التاسعة
		v		v		v	المعلقات - نموذج كتابة الرسائل والدواوين
		v		v		v	المفردات من تاريخ ادب اللغة

B. Assessment Instrument for the Maharah Qiraah Oral Examination at Madrasah Aliyah Al-Islam Nganjuk

Higher Order Thinking Skills (HOTS)-based assessment instruments on maharah qiraah (reading ability) encourage students to develop text analysis skills. Students not only read to understand the literal meaning, but are also trained to evaluate the content, analyze the structure of the text, and understand the contextual meaning. This is important to improve critical reading skills in Arabic. HOTS-based assessments allow teachers to evaluate the extent to which students understand the text in depth. Students can be asked to identify the main theme, interpret implied messages, or explain the implications of the text content. Thus, this assessment provides a more accurate picture of students' reading abilities (Haniefah 2022).

In addition, evaluating the arguments presented in the text is also an important part of this approach. Students can be asked to assess the strengths and weaknesses of the

arguments presented, and provide personal opinions based on their analysis. This activity teaches students to think logically and objectively, and develops their ability to build solid arguments. Thus, they become not only consumers of information, but also producers of critical thinking.

Table 2
The Assessment Criteria of the Maharah Qiraah Oral Examination at
Madrasah Aliyah Al-Islam Nganjuk

No.	The Purpose of Qiraah	Assessment Techniques	Assessment Instrument	Question
1.	Students are able to pronounce symbols written in Arabic script by pronouncing them correctly and in a way that is acceptable to Arabic language users.	oral test	Students are asked to read Arabic letters, words and sentences with complete vowels out loud.	أَقْرَأُ الكلمات التالية بصوتٍ عَالٍ مع الانتباه للحركات
2.	Students <i>are able to</i> read Arabic texts out loud and with correct pronunciation and intonation.	oral test	Students are asked to read Arabic texts with complete vowels, loudly and with correct intonation.	أَقْرَأُ الجمل التالية بصوتٍ عَالٍ، مع الانتباه للحركات والتشكيل
3.	Students are able to obtain global meaning (information) directly from the text they read and are able to understand changes in meaning due to changes in structure (tarkib).	oral test	<p>1. Students are asked to read silently (Qiraah shamitah) a simple text with complete vowels, then asked to answer general questions about the text</p> <p>2. Students are asked to show key vocabulary in the text and</p>	لَوْ كُنْتُ مَسْرَحِيًّا، كَيْفَ سَتُمَثِّلُ هَذِهِ الْقِصَّةَ؟ صِفْ دَوْرَكَ فِي الْحِوَارِ بَيْنَ النَّبِيِّ ﷺ وَالْأَبِ وَالْإِبْنِ

No.	The Purpose of Qiraah	Assessment Techniques	Assessment Instrument	Question
			explain its contextual meaning.	
4.	Students are able to understand the difference between the meaning of vocabulary lexically and contextually and understand the difference between vocabulary used in spoken and written language.	oral test	1. Students are asked to silently read (Qiraah shamitah) an Arabic text without harakat, then asked to answer questions about the meaning of the vocabulary in the text. 2. Students are asked to show key vocabulary in the text and explain its contextual meaning.	هَلْ كَانَ سُلوٰكُ الوَلَدِ بُجَاهَ أَبِيهِ مُبَرَّرًا؟ مَاذَا تَقْتَرِحُ لِتَحْسِينِ الْعَلَاَقَةِ؟
5.	Students understand the meaning of the sentences used in the paragraph and the relationship between their meanings to each other.	oral test	1. Students are asked to silently read (Qiraah shamitah) an Arabic text without harakat and then asked to state the meaning of the main sentence in the text. 2. Students are asked to translate the text into Indonesian. 3. Students are asked to summarize the contents of the text	هَلْ تَرَى أَنَّ عَمَلَ النَّبِيِّ ﷺ فِي هَذِهِ الْقِصَّةِ كَانَ عَادِلًا؟ لِمَاذَا؟
6.	Students are able to read with a general understanding of the	oral test	1. Students are asked to silently read (Qiraah	أُحْكِ الْقِصَّةَ

No.	The Purpose of Qiraah	Assessment Techniques	Assessment Instrument	Question
	text without being struck by qawaid problems		shamitah) an Arabic text without harakat, then asked to state the meaning of the main sentence in the text. 2. Students are asked to translate the text into Indonesian.	بَيْنَ الْوَالِدِ وَابْنِهِ بِالْفَاطِكِ الْحَاصَّةِ. مَا الرِّسَالَةُ الرَّئِيسِيَّةُ مِنْ هَذِهِ الْقِصَّةِ؟
7.	Students are able to understand explanatory thoughts and find their connection with the main thoughts in the paragraph.	oral test	1. Students are asked to summarize the contents of the text 2. Students are asked to mention the main ideas and explanations in the paragraph.	لِمَاذَا طَلَبَ النَّبِيُّ ﷺ مِنْ الْوَالِدِ أَنْ يُوضِّحَ مَا قَالَهُ فِي نَفْسِهِ؟ مَاذَا يُعَلِّمُنَا هَذَا التَّصَرُّفُ عَنْ الْحِكْمَةِ؟
8.	Students understand the existence of punctuation marks and their functions	oral test	Students are asked to read the text with the correct intonation.	إِذْكَرْ جُمْلَةً أَوْ عِبَارَةً تُعَبِّرُ عَنْ شُكْرِكَ لِوَالِدَيْكَ
9.	Students are able to understand Arabic texts without needing a dictionary or collection of translated vocabulary.	oral test	1. Students are asked to summarize the contents of the text 2. Students are asked to mention the main ideas and explanations in the paragraph.	تَحَيَّنْ أَنَّكَ فِي مَكَانِ الْوَلَدِ. مَاذَا سَتَقُولُ لِوَالِدِكَ لِتَصْلِيحِ الْعَلَاقَةِ؟

No.	The Purpose of Qiraah	Assessment Techniques	Assessment Instrument	Question
			3. Students are able to translate text	
10.	Students are able to read extensively in various fields of information, such as newspapers, literature, history, science, and other current events.	oral test	1. Students are asked to summarize the contents of the text 2. Students are asked to mention the main ideas and explanations in the paragraph. 3. Students are able to translate text	كَيْفَ تَسْتَطِيعُ تَطْبِيقَ الْقِيَمِ الَّتِي تَضَمَّنَتْهَا الْقِصَّةُ فِي الْعَلَاقَةِ مَعَ وَالِدَيْكَ؟

أُحْكِ الْقِصَّةَ بَيْنَ الْوَالِدِ وَابْنِهِ بِالْفَاظِ الْخَاصَّةِ. مَا الرِّسَالَةُ الرَّئِيسِيَّةُ مِنْ هَذِهِ الْقِصَّةِ؟ "

These questions develop students' analytical, comprehension, and language skills by requiring them to retell the story in their own words and identify its main moral message. This process trains them to synthesize information, evaluate character actions and their moral implications, and connect the story's values to personal experiences, fostering deeper understanding beyond mere memorization.

"لِمَاذَا طَلَبَ النَّبِيُّ ﷺ مِنَ الْوَالِدِ أَنْ يُوضِّحَ مَا قَالَهُ فِي نَفْسِهِ؟ مَاذَا يُعَلِّمُنَا هَذَا التَّصَرُّفُ عَنِ الْحِكْمَةِ؟"

This question develops students' skills in analyzing and evaluating the Prophet Muhammad's ﷺ actions, focusing on his gentle and wise approach to conflict resolution. Students assess the reasoning behind his decision, relate it to the concept of hikmah (wisdom), and connect it to values of leadership, justice, empathy, and effective communication linking Islamic teachings to practical applications in everyday life.

تَخَيَّلْ أَنَّكَ فِي مَكَانِ الْوَلَدِ. مَاذَا سَتَقُولُ لَوَالِدِكَ لِتَصْلِحَ الْعَلَاقَةَ؟ "

These questions train students to apply moral values creatively in problem solving by empathizing with the child in the story and imagining ways to improve his relationship with his father. They also develop reflection, empathy, respectful communication, and moral decision-making, helping students connect Islamic values to real-life situations.

"كَيْفَ تَسْتَطِيعُ تَطْبِيقَ الْقِيَمِ الَّتِي تَضَمَّنَتْهَا الْقِصَّةُ فِي الْعَلَاقَةِ مَعَ وَالِدَيْكَ؟ "

These questions assess students' ability to connect the story's moral values with their personal experiences, analyzing themes such as gratitude, respect, and responsibility toward parents. Students are encouraged to apply these values in daily life through reflective thinking, creative solutions, and respectful actions, thereby deepening their understanding of Islamic teachings while developing practical skills to strengthen family relationships.

"هَلْ تَرَى أَنَّ عَمَلَ النَّبِيِّ ﷺ فِي هَذِهِ الْقِصَّةِ كَانَ عَادِلًا؟ لِمَاذَا؟ "

These questions challenge students to critically evaluate the Prophet's ﷺ actions in the story, examining his approach to justice, the perspectives of both father and son, and the impact of his decision. Students are encouraged to support their views with logical arguments grounded in moral values, social context, and Islamic principles, fostering analytical, argumentative, and reflective thinking while deepening their understanding of justice in Islam.

"هَلْ كَانَ سُلُوكُ الْوَلَدِ نُجَاهًا أَبِيهِ مُبَرَّرًا؟ مَاذَا تَقْتَرِحُ لِتَحْسِينِ الْعَلَاقَةِ؟ "

These questions develop students' skills in analyzing behavior, evaluating situations, and offering creative solutions by assessing the child's actions in the story through emotional, moral, and religious perspectives. Students are encouraged to think critically about the reasons and consequences of these actions, propose practical advice to improve the father-son relationship, and connect the story's values to real-life situations strengthening empathy, communication, and moral problem-solving skills.

"إِذْكُرْ جُمْلَةً أَوْ عِبَارَةً تُعَبِّرُ عَنْ شُكْرِكَ لَوَالِدَيْكَ "

These questions develop students' reflective, creative, and expressive thinking by guiding them to understand gratitude toward parents as both a religious duty and appreciation for their sacrifices. Through expressing gratitude in words, students connect moral values with personal experiences, enhance emotional bonds, and practice articulating feelings integrating spiritual, emotional, and practical aspects to strengthen moral awareness and harmonious family relationships.

لَوْ كُنْتَ مَسْرُحِيًّا، كَيْفَ سَتُمَثِّلُ هَذِهِ الْقِصَّةَ؟ صِفْ دَوْرَكَ فِي الْحَوَارِ بَيْنَ النَّبِيِّ ﷺ وَالْأَبِ
وَالْأَبْنِ

These questions engage students in creative, analytical, and applied thinking by imagining themselves as a character in the story, requiring them to grasp its core, character relationships, and moral messages. Through interpreting roles, delivering dialogue, and expressing emotions effectively, students practice decision-making, communication, and perspective-taking—integrating cognitive, affective, and creative learning to deepen moral understanding.

CONCLUSION

This study is able to develop an innovative assessment instrument for HOTS-based *Maharah Qiraah* oral exams at Madrasah Aliyah Al-Islam Nganjuk using the ADDIE model. The process of developing this instrument involves identifying competencies that must be mastered by students in the *Qiraah* aspect and the application of high-level thinking principles that include analysis, evaluation, and creativity. The resulting assessment instrument is expected to replace conventional assessment methods that only focus on memorization, so that it can measure students' abilities more comprehensively. Although this study only covers the development stage without a trial, the resulting instrument is expected to be the first step in improving the quality of *Maharah Qiraah* oral exams. This innovation is also expected to improve students' critical and creative thinking skills and have a positive impact on the quality of education at Madrasah Aliyah Al-Islam Nganjuk.

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