JURNAL UPI

MIMBAR PENDIDIKAN:
Jurnal Indonesia untuk Kajian Pendidikan
Journal homepage: https://ejournal.upi.edu/index.php/mimbardik

ANALYSIS OF HOTS-BASED INDONESIAN LANGUAGE EXAMINATION QUESTIONS IN CLASS X KANSAI VOCATIONAL SCHOOL

Erindi Aisyahara[1], Desi Sukenti[2]

Universitas Islam Riau. Pekanbaru, Indonesia[12]
Correspondence Email: erindiaisyahara@student.uir.ac.id

ABSTRACT

The implementation of exam questions based on Higher Order Thinking Skills (HOTS) is crucial to enhance students' critical and creative thinking abilities; however, its use in Indonesian language learning remains limited. This study aims to analyze the application of HOTS-based questions for grade X students at SMK Kansai Pekanbaru. The research employs a descriptive qualitative method, with data collected through interviews and document studies. Data analysis follows the Miles and Huberman model, encompassing data reduction, data presentation, and conclusion drawing. Out of 35 questions analyzed (consisting of 25 multiple-choice questions, 5 essays, and 5 short-answer questions), only 8 questions (23%) fall into the HOTS category, 11 questions (32%) into the medium-level thinking skills (MOTS) category, and 16 questions (45%) into the low-level thinking skills (LOTS) category. The findings reveal that most questions need revision, particularly regarding difficulty level and distinguishing power, to enhance the effectiveness of assessing students' thinking skills. The application of HOTS questions is useful for measuring students' critical and creative thinking abilities in accordance with curriculum requirements and learning objectives. This will help students not only master basic knowledge, but also develop higher skills that are relevant to real life.

ARTICLE INFO

Article History:
Submitted/Received 18 Jan 2025
First Revised 27 Feb 2025
Accepted 05 Feb 2025
First Available online 01 Mar 2025
Publication Date 01 Mar 2025

Kata Kunci:
Analysis Of Hots-Based; Indonesian Language Examination Questions.

1. INTRODUCTION

The 21st century curriculum is the curriculum for the demands of the future world which requires students to have the ability to solve problems, the ability to think critically, the ability to collaborate with other students. Where the developed curriculum guides schools to change their learning approach from teacher centered to student centered. This is in accordance with future demands where students must have thinking and learning skills, the ability to communicate and collaborate well with other students, and have the ability to be creative (Hanipah et al., 2023).

Teachers have an important role in preparing quality human resources to face a future where competition is increasingly fierce and increasingly sophisticated. Teachers are tasked with understanding students, guiding students and mastering the material they present, but teachers must also pay attention to and develop their students' abilities to prepare for the future with the lesson skills they have taught their students (Wibowo et al., 2021).

In this case, the teacher can evaluate how advanced and developed the students are after carrying out learning activities during the learning period. The evaluation results obtained are then used to improve students' learning methods or fill out report cards. This also determines whether students are suitable to advance to the next level or not (Febriana, 2019)

Thinking skills also have levels ranging from low, medium and high. This is an effort made to create quality graduates. One way to improve the quality of students is through quality learning that is oriented towards high order thinking skills (HOTS) (Kemendikbud, 2019)

Thinking skills are divided into three, namely, LOTS (Lower Order Thinking Skill), MOTS (Middle Order Thinking Skill), and HOTS (High Order Thinking Skill). High-level thinking ability is a thinking process that requires students to manipulate the information and ideas they obtain in a certain way so that it can provide them with new understanding and implications (Ariyana et al., 2018).

The government hopes that students can achieve various competencies by implementing HOTS or high-level thinking skills. These competencies include: critical thinking, creative and innovative, communication skills, collaboration and self-confidence. These five things are the targets of student character in the UN evaluation system and are also skills in the 21st century (Purnasari et al., 2021).

The Program For International Student Assessment (PISA) still places the Higher Level Thinking Skills (HOTS) of students, especially secondary level in Indonesia, at a lower level, while Trends In International Mathematics And Science Study (TIMSS) in 2015 for class IV elementary school, Indonesia was ranked in the bottom 4 of the 43 countries that took part in TIMSS. Around 75% of the items tested in TIMSS have been taught in class IV elementary schools (Intan, Kuntarto and Alirmansyah, 2020). So the Indonesian government, in this case the National

Examination (UN) standards, must be improved to catch up based on research conducted by TIMSS (Purnasari, et al., 2021).

Based on the results of observations, teachers at Vocational High Schools (SMK) only implement learning that hones students' abilities to communicate and collaborate. Nowadays, teachers should also hone students' abilities to be creative and think critically so that students are able to think critically in solving problems. Critical thinking skills are very important in the 21st century, namely the era of information and technology where various information must be equipped with flexible intellectual skills, able to analyze and evaluate various information to solve the problems faced (Hanipah et al., 2023).

Critical thinking skills are an indicator of high thinking skills where critical thinking is a high level thinking process in students' conceptual formation (Hamidah and Wulandari, 2021). An educator should have the advantage of understanding his functions and duties by participating in educating the nation's children. In the 2013 curriculum there is an assessment that must be carried out in the learning process, which is called assessment. This assessment includes aspects of spiritual assessment, aspects of assessing social attitudes, aspects of assessing knowledge, and aspects of assessing skills which are the basis for assessing students (Lubis and Azizan, 2019).

High Order Thinking Skill is a student's thinking process at a higher cognitive level which is developed from various cognitive concepts and methods and learning taxonomies such as problem solving methods, Bloom's taxonomy, and learning, teaching and assessment taxonomies. Bloom divides the cognitive domain into six levels of thinking, namely, (1) knowledge or knowledge about recalling information that has been studied, (2) comprehension or understanding the meaning of the material, (3) application, using knowledge in new situations and situations that have never been experienced before or applying rules or principles, (4) analysis, identifying and understanding parts of the material or the whole material, (5) synthesis, combining elements to form a new whole, and (6) evaluation, checking or judging carefully based on several criteria (Tyassmadi et al., 2020).

However, researchers found that the cognitive domain only uses two levels, namely the first level (conledge) and the second level (comprehension). The general principles in HOTS assessment proposed by Tyassmadi et al., (2020) are as follows:

a) Determine clearly and precisely what will be assessed
b) Design assignments or test instruments that require students to demonstrate the desired knowledge or skills
c) Guidelines used as evidence of the extent to which students demonstrate the desired knowledge or skills

Basically, it can be seen that knowledge of high thinking skills is in accordance with the dimensions of students' knowledge. Therefore, the results of preparing HOTS-based assessments can be used as a reference in measuring students' thinking skills, especially in this research in class X at KANSAI Vocational School. This research

DOI: https://doi.org/10.17509/mimbardik.v10i1
p- ISSN 2527-3868 e- ISSN 2503-457X

focuses on analyzing students' abilities in processing higher order thinking skills (HOTS). As in research conducted by Taubah (2019) which describes the HOTS Assessment and its Application in SD MI. with the field research method, Taubah explained further that in its application, it requires a teacher who is creative in knowing global issues so as to produce strong abilities in preparing the questions used in carrying out assessments carried out by a teacher.

HOTS is needed to train students' thinking skills so that students are used to and capable when faced with HOTS-based questions (Rifana, Burhanudin and Septiyanti, 2021). Improving the quality of education is not an easy task, and this requires cooperation between the government, schools, teachers and the community. Educational reform, developing a more relevant curriculum, and changes in teaching methods are some of the steps that can be taken to improve the quality of education (Pardede et al., 2020).

This research aims to analyze how effective the HOTS-based learning evaluation users are and how capable students are in working on Indonesian language subject exam questions in class X of KANSAI Vocational School. This research examines and analyzes students' thinking skills in solving HOTS-based Indonesian language evaluation questions.

2. RESEARCH METHODS

This research uses a qualitative descriptive method with data collection techniques in the form of interviews and documentation studies. According to Darwin et al. (2021), the qualitative method is a philosophy-based approach that focuses on the meaning of analyzing phenomena through social activities, attitudes and perceptions of individuals and groups. This research data comes from primary data obtained through direct interviews with one of the Indonesian language teachers at Kansai Vocational School, Pekanbaru. The interview aims to get a general idea of HOTS-based exam questions for class X students. Data collection is carried out through interviews and documentation studies, where documentation is used to access records of relevant events (Darwin et al., 2021).

According to Miles and Huberman in Sari (2023), there are three models of data analysis in qualitative research, namely data reduction, data presentation, and drawing conclusions. Data reduction is carried out by summarizing, classifying and filtering data to obtain information that is relevant to the research context. In this research, data reduction was carried out by analyzing the results of interviews with Indonesian language teachers at Kansai Vocational School, Pekanbaru, which were then made into transcripts and the core information regarding HOTS-based exam questions for class The data presented allows for a more in-depth analysis of the validity and relevance of the HOTS questions. The final stage is drawing conclusions, where the results of the analysis are reviewed to answer the problem formulation. The conclusion of this research aims to provide a clear picture of the characteristics of

HOTS questions and their relevance in learning at Kansai Vocational School Pekanbaru).

3. RESULTS AND DISCUSSION

Based on research conducted through interviews and documentation studies, the researcher will present the results of research regarding Analysis of Student Exam Questions in Indonesian Language Subjects Even Semester 2023 at Kansai Vocational School Class X based on HOTS. This research was conducted by gathering information from Mrs. E.R., S.Pd., as an Indonesian language teacher at Kansai Vocational School who teaches classes X and XI. The results of interviews with informants revealed that in creating exam questions, Mrs. ER used the HOTS (High Order Thinking Skills) method. He explained that this method aims to train students to think deeply and critically. By implementing HOTS-based questions, it is hoped that students' analytical and problem-solving abilities can develop significantly, so that the quality of their thinking will be better. Based on this interview, the researcher concluded that Mrs. Elvira consistently created HOTS-based Indonesian language exam questions as an effort to improve the critical power and quality of thinking of class X and XI students at Kansai Vocational School.

In the next interview, the informant explained in more detail about the cognitive domain applied to the class X Indonesian language exam questions at Kansai Vocational School. This cognitive domain is an important part in compiling HOTS-based questions. The informant stated, *"For the cognitive domain, it is divided into six levels. However, in the class X exam questions, I only applied two levels, namely knowledge and comprehension. Why is that? Because in my opinion, this is very suitable to be implemented considering the psychological aspects of class X students who have just entered the early teenage phase. At this stage, their mindset is still in the process of changing, so these two levels are enough to train their critical powers."*

Based on these interviews, the researcher concluded that the application of the cognitive domain in class X exam questions only uses two levels, namely knowledge and comprehension. This is based on considering the psychological aspects of students who are at an early stage of development, so that the application of just two levels is considered relevant for training the critical thinking skills of class X students at Kansai Vocational School. For class XI exam questions, the informant explained that the cognitive domain level applied was increased to three levels, namely knowledge, comprehension, and application. The informant stated, *"For class XI, I added one more level, namely application. This is done because there must be development in students' thinking. In this way, they can train their critical powers and improve the quality of their thinking."*

Based on these interviews, the researchers concluded that the cognitive domain applied to class XI exam questions was more complex than class X. Apart from interviews, the researcher also conducted an analysis of the HOTS-based

DOI: https://doi.org/10.17509/mimbardik.v10i1
p- ISSN 2527-3868 e- ISSN 2503-457X

Indonesian language exam questions used at Kansai Vocational School. The results of this analysis provide an in-depth overview of the question structure and application of the cognitive domain which is tailored to the learning needs at each grade level. Thus, this research makes an important contribution in understanding how HOTS-based questions can train students' critical thinking skills and improve the quality of learning at Kansai Vocational School. Then, researchers obtained data and analyzed the HOTS-based class X Kansai Vocational School exam questions. The class X exam questions are categorized as follows.

Table 1. Class X Question Categories at Kansai Vocational School

Kansai Vocational School Class X and XI Exam Questions			
NO	Type	Cognitive Domain	Question Category
1	Multiple choice	C3 Determine	MOTS
2	Multiple choice	C4 Analyze	HOTS
3	Multiple choice	C3 Determine	MOTS
4	Multiple choice	C3 Determine	MOTS
5	Multiple choice	C4 Analyze	HOTS
6	Multiple choice	C3 Determine	MOTS
7	Multiple choice	C3 Determine	MOTS
8	Multiple choice	C3 Determine	MOTS
9	Multiple choice	C3 Determine	MOTS
10	Multiple choice	C1 Mentions	LOTS
11	Multiple choice	C3 Determine	MOTS
12	Multiple choice	C1 Memorize	LOTS
13	Multiple choice	C4 Analyze	HOTS
14	Multiple choice	C1 Memorize	LOTS
15	Multiple choice	C4 Analyze	HOTS
16	Multiple choice	C4 Analyze	HOTS
17	Multiple choice	C1 Memorize	LOTS
18	Multiple choice	C3 Determine	MOTS
19	Multiple choice	C1 Memorize	LOTS
20	Multiple choice	C4 Analyze	HOTS
21	Multiple choice	C1 Memorize	LOTS

22	Multiple choice	C3 Determine	MOTS
23	Multiple choice	C3 Determine	MOTS
24	Multiple choice	C1 Memorize	LOTS
25	Multiple choice	C1 Memorize	LOTS
26	Essays	C1 Mentions	LOTS
27	Essays	C1 Naming	LOTS
28	Essays	C1 Mentions	LOTS
29	Essays	C1 Memorize	LOTS
30	Essays	C1 Mentions	LOTS
31	Description	C1 Writing	LOTS
32	Description	C4 Analyze	HOTS
33	Description	C1 Mentions	LOTS
34	Description	C2 Explain	LOTS
35	Description	C4 Analyze	HOTS

Anderson and Krathwohl (2001) above are arranged from the lowest level to the highest level, namely level 1 LOTS consists of knowing/remembering (C1), MOTS consists of understanding and applying (C2 and C3) while HOTS consists of applying, evaluating and creating (C4, C5 and C6) (Ridwan, 2019:2-3). Based on the HOTS-based class X exam question category table, the questions classified as HOTS are item numbers 2, 5, 13, 15, 16, 20, 32, and 35.

Description of question number 2

Pay attention to the following news text excerpt!

News Text 1

Three PLN workers are worried. The cooling system was contaminated with high doses of radiation. They became victims when restoring electrical power to reactor number three. Two of them had to be treated in two hospitals. This is information from the Safety Agency, Friday (23/4).

News Text 2

Tap water in the capital was detected to contain radioactivity. The ingredients exceed the safe limit for babies. The Jakarta government emphasized that babies are not allowed to drink from the tap. As reported by AFP on Thursday (22/4). The government recommends avoiding using tap water to make drinks for babies.

DOI: https://doi.org/10.17509/mimbardik.v10i1
p- ISSN 2527-3868 e- ISSN 2503-457X

The difference in presentation of the two texts begins with the news element...

1. Text 1: How
   Text 2: Why
2. Text 1: Who
   Text 2: what
3. Text 1: How
   Text 2: what
4. Text 1: where
   Text 2: When

Answer key and discussion: C

Answer C is correct because the difference in presentation in the two texts lies in the "How" element in Text 1 and "What" in Text 2. The question above is categorized as a HOTS (Higher Order Thinking Skills) question because this question tests students' analytical skills to compare and contrast the presentation of two news texts that have different contexts. At level C4 (Analysis) in Bloom's taxonomy, students are asked to identify differences in the news elements presented in the two texts. This question requires the ability to analyze information, not just remember or understand the information in the text.

Description of question number 5

1) I never cared about my father who really cared about me. (2) When my fingers move, my brain instructs my fingers to form the sentence "I love my mother." (3) "I never thanked my father or anything like that." (4) My father loves me very much

Evidence of the egoistic character of the character in the short story above is illustrated in the number...

1. 1 and 3
2. 1 and 2
3. 2 and 3
4. 2 and 4

Answer key and discussion: A

Answers A (1 and 3) were chosen because these two sentences describe the character's selfish attitude. The question above is included in the HOTS (Higher Order Thinking Skills) category because it requires students to analyze the content of the short story and determine the evidence that supports the selfish character of the characters in the story. At level C3 (Analyzing), students are asked to assess and look for evidence in the text that matches the selfish character depicted in the story.

Description of question number 13

Pay attention to the following rhyme!

Equivalent to Sekupang Frankincense Buyers

One Papaya Buyer

Jumping Into the Exam

Lifetime Unbelievable

The correct illustration for this verse is...

1. Ani, Budi, sorry, I can't bring an example of a review. Yesterday I had to take my mother to my relative's house, so I just joined in the discussion.
2. Hey, Eli, sorry, I can't return your book yet. I haven't finished reading yet. Another day yeah. Tomorrow we will write a review together. So, I'll try to summarize it. My part, right?
3. Oh Cici, I'm really unlucky. Even though I was only helping Dedi, after that he asked me. But yes... the risk of telling or asking is the same as the consequences. Considered violating the test.
4. Good afternoon ma'am! Sorry ma'am! Yesterday I couldn't attend the test because I had diarrhea. So, I was forced to give the news by telephone because no one could provide information to the school. I ask that you give me the opportunity to do a follow-up examination.

Answer key and discussion: D

The question above is included in the HOTS category because it tests students' analytical skills at level C4 in Bloom's taxonomy, namely the ability to analyze and identify relationships between the information provided. In this question, students are asked to look closely at a rhyme and choose the appropriate illustration based on their understanding of the meaning contained in the rhyme. The pantun describes a situation where someone who has committed an action is considered no longer trustworthy, even though their intentions may be good. The correct answer is option D, because this option describes the situation of someone who apologizes and explains the reasons for his absence with a rational explanation, in line with the meaning of the pantun which implies that actions must be trustworthy and justified.

Description of question number 15

Pay attention to the following paragraph!

The Governor of DKI Jakarta changed his strategy in building the LRT. The initial stage is to entrust the private sector to manage the two corridors. After that, the DKI

DOI: https://doi.org/10.17509/mimbardik.v10i1
p- ISSN 2527-3868 e- ISSN 2503-457X

Jakarta Provincial Government will continue construction of the next corridor from the profits from the first two corridors. If profitable, the five corridors will be self-financed.

The sentences in italics in the paragraph are incorrect because...

1. Inaccuracy in the placement of predicate sentence elements
2. Incomplete sentence element in the form of a subject
3. Excessive use of sentence elements
4. Incompleteness of sentences

Answer key and discussion: b

This question is included in the HOTS category because it tests students' ability to evaluate correct sentence structures in more complex contexts. This question requires students to analyze and assess the clarity and completeness of sentences, which is included in the cognitive domain C6 (Evaluating) according to Bloom's Taxonomy. The correct answer is b because the italicized sentence "will continue" does not have a clear and complete subject, so the sentence is structurally incomplete. The incompleteness of a sentence element in the form of a subject results in the meaning of the sentence being ambiguous and unclear.

Description of question number 16

What type of text focuses on explaining or describing a phenomenon?

1. Exposition
2. Description
3. Narrative
4. Argumentation

Answer key and discussion: a

The question above is included in the HOTS category because this question tests students' analytical skills, which are in the C4 cognitive domain according to Bloom's taxonomy. Students are asked to analyze types of text based on their function, namely to explain or describe a phenomenon. In this question, students are not only asked to remember or understand information, but also to evaluate the existing options and choose the one that best suits the purpose of the text being explained. The correct answer is a (Exposition), because exposition texts aim to explain or describe a phenomenon in detail and objectively.

Description of question number 20

Pay attention to the closing sentence of the job application letter below!

For your attention, I thank you. The closing of the letter is not correct because

1. The use of commas (,) is incorrect
2. The ending in the letter refers to the meaning of having
3. Writing thank you should be combined
4. the use of pronouns is inappropriate, you should use polite words

Answer Key and Discussion: D

The question above is included in the HOTS category because it tests students' ability to analyze errors in the use of language in the closing sentence of a job application letter, which falls into the cognitive domain C4 (analyzing) according to Bloom's taxonomy. This question not only tests students' ability to remember correct writing rules, but also involves a critical thinking process in evaluating and analyzing errors in writing. The correct answer is D, because the use of more polite pronouns is necessary in the context of a job application letter. The word "I" should be replaced with a more formal and polite expression, such as "I thank you for your attention."

Description of question number 32

Read the following poetry excerpt:

"I walk down a lonely alley,

Where my shadow no longer accompanies me. Only silence continues to sing,

Accompanying the steps without stopping."

Question: Analyze the symbolism in the poem! What is the meaning of "deserted alley" and "my shadow no longer accompanies me" in the context of human life?

Answers and Discussion:

This question is included in the HOTS category because it tests students' ability to analyze the deeper meaning of symbolism in poetry, not just remembering information or explaining literal meaning. This question requires students to think critically, relate poetic symbols to the context of human life, and provide logical interpretations. "Desolate alley" can be interpreted as a symbol of loneliness or a life journey full of challenges, while "my shadow no longer accompanies me" can describe feelings of loss or alienation. This meaning reflects the human experience of facing loneliness and searching for the meaning of life, which requires a deeper understanding of a person's psychological and emotional condition.

Description of question number 35

Read the following poem:

"The dry leaves are falling,

DOI: https://doi.org/10.17509/mimbardik.v10i1
p- ISSN 2527-3868 e- ISSN 2503-457X

The wind carries messages across the seas."

Question: Write two further lines of poetry that still match the theme and atmosphere described in the poetry quote! Explain the reasons behind your choice of words.

Answers and Discussion:

This question is included in the HOTS (Higher Order Thinking Skills) category because it tests students' ability to think creatively and develop ideas based on the themes and atmosphere in the poem. Students are not only asked to remember or understand the content of the poem, but also to continue by composing two lines of poetry that are consistent with the atmosphere that has been set, namely a melancholy atmosphere and a quiet nature. This process involves critical thinking skills and the ability to create expressions appropriate to the given context.

Analysis of Exam Questions Based on Level of Difficulty and Differentiating Power of Questions

Higher Order Thinking Skills (HOTS) are abilities that require students to think critically, creatively, and be able to solve problems based on the knowledge they have. Assessment of high-level thinking skills starts from the ability to analyze (C4), evaluate (C5), and create (C6) (Intan, Kuntarto, and Alirmansyah, 2020). Higher order thinking skills are not only improved in the cognitive aspect, but also involve affective and psychomotor aspects. One application is by providing HOTS-based questions which aim to measure the extent of students' abilities in solving problems and understanding the questions presented.

High-level thinking skills are the ability to think in the highest cognitive domain, which is not only focused on understanding, but also on the ability to create based on the objects of study that have been studied. This is in accordance with Mulyadi's statement which states that these high-level thinking skills are expected to realize students' participation in creating, evaluating and analyzing. In this way, students can find pure forms of communication, estimate, give suggestions, create and solve problems that are relevant to everyday life (Jumiati, 2016).

Question analysis is carried out on HOTS-based questions and other questions to ensure that the resulting questions have a level of difficulty and differentiating power that meets the criteria. Question item analysis is a systematic procedure that provides very detailed information related to the quality of the questions that have been prepared (Muluki, 2020).

After analyzing the items on the multiple choice questions, 25 questions were obtained. For item analysis, sampling was carried out on student rankings in class X, by taking a sample of 7 students for each ranking. The total sample analyzed was 14 students from the total number of class X Kansai Vocational Schools. From the results of the multiple choice question analysis, only 6 questions had an acceptable level of

difficulty, while the other 19 questions needed to be revised because the difficulty level was too high. Thus, around 76% of the resulting multiple choice questions had to be revised.

In the essay questions, there are 5 questions, all of which have a relatively easy difficulty level. This indicates that the essay questions need to be revised to ensure a balance of difficulty levels. To create essay questions, it is best to cover various levels of difficulty, namely easy, medium and difficult, to get ideal questions by calculating a balanced average score for difficulty levels.

Furthermore, in the description questions, which consisted of 5 questions, it was found that 3 questions were classified as easy, while 2 questions were classified as medium. Therefore, these questions need to be revised so that they are more balanced in terms of difficulty level. A balance between the difficulty categories of each question item is very important to produce good and perfect questions.

The differentiating power of questions is also analyzed in multiple choice questions. Of the 25 questions analyzed, the results of the analysis showed variations in the differentiating power of the questions. The distinguishing power in the excellent category is 3 questions, the good category is 2 questions, the fair category is 9 questions, and the poor category is 11 questions. A total of 18 multiple choice questions need revision in terms of their differentiating power, while 7 questions do not need to be revised.

Analysis of questions from material, language, construction and cognitive aspects

The language aspect in exam questions refers to the use of language that is clear, precise and easy to understand by students. The language used in exam questions must be in accordance with correct Indonesian language rules so that students can understand the questions well without any confusion. Based on the analysis of multiple choice questions consisting of 25 questions, most of the questions fulfill good language aspects. However, there are 3 questions (numbers 8, 14, and 15) that do not meet these criteria, so improvements need to be made in the use of language to make it more appropriate and easier for students to understand.

The material aspect relates to the suitability of the material presented in the exam questions with the applicable curriculum and the learning objectives that have been set. Exam questions must include material that meets the expected competency standards and basic competencies. Of the 25 multiple choice questions analyzed, all questions fulfilled the material aspects well. The material presented is relevant to the learning objectives, ensuring that the questions tested can measure students' abilities in accordance with the specified curriculum.

The question construction aspect refers to how the questions are arranged logically and structured so that they can measure students' abilities effectively. A good question must have a clear structure, with answer choices that are unambiguous and can be understood by students. Based on the analysis, 23 questions out of 25 multiple choice questions met good construction aspects.

DOI: https://doi.org/10.17509/mimbardik.v10i1
p- ISSN 2527-3868 e- ISSN 2503-457X

However, there are 2 questions, namely numbers 1 and 22, which do not meet the criteria for good construction, so revisions need to be made to these questions to ensure a clearer and more logical question structure.

The cognitive aspect is related to the level of thinking ability measured by exam questions. Exam questions can measure various levels of students' thinking abilities, starting from low order thinking skills (LOTS) to higher order thinking skills (HOTS). Based on the analysis of 35 questions consisting of 25 multiple choice questions, 5 essay questions, and 5 description questions, it was found that 8 questions (23%) were HOTS based, 11 questions (32%) were based on middle level thinking skills (MOTS), and 16 questions (45%) were LOTS based. The application of two levels of cognitive domains in the Indonesian language exam questions for class.

Exam questions that must be corrected according to HOTS

The results of the item analysis show that most of the questions are not HOTS based. Of the 35 questions, 27 questions need to be revised to fit the criteria for higher order thinking skills (HOTS). The details are 19 multiple choice questions, 5 essay questions, and 3 description questions. The questions that need to be corrected are in question numbers 1, 3, 4, 6, 7, 8, 9, 11, 12, 14, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, and 34.

4. CONCLUSION

Based on an analysis of 35 exam questions consisting of multiple choice questions, essays and descriptions, it was found that the majority of the questions tested did not meet the criteria for higher order thinking skills (HOTS). Only 8 questions are included in the HOTS category, namely 6 multiple choice questions and 2 description questions. This shows that the majority of questions prepared are still more directed at measuring low-level (LOTS) and middle-level (MOTS) thinking skills, which are less able to measure critical, creative thinking abilities and more complex problem solving.

Apart from that, the results of the analysis also indicate that the majority of questions, whether multiple choice, essay, or essay, require improvement in various aspects, such as level of difficulty, distinguishing power, and question construction. As many as 76% of the multiple choice questions needed to be revised because the difficulty level was too high, while the essay and essay questions also needed adjustments to achieve a balanced level of difficulty. In terms of distinguishing power, most of the questions also require improvement to improve the overall quality of the exam questions.

It is important for the development of exam questions in the future to pay more attention to the implementation of HOTS, in order to measure students' abilities to think critically and creatively in accordance with curriculum demands and learning objectives. This will help students to not only master basic knowledge, but also develop higher skills that are relevant to real life.

5. REFERENCES

Ariyana, Y. (2018) 'Keterampilan Berpikir Tingkat Tinggi', pp. 65–80.

Brookhart, S. M. (2010) How to Assess Higher-Order Thinking Skills in Your Classroom, Journal of Education. doi: 10.1177/002205741808801819.

Darwin, M. (2021) Metode Penelitian Pendekatan Kuantitatif Kualitatif. Edited by T. S. Tambunan. Bandung: Penerbit Media Sains Indonesia.

Febriana, R. (2019). Evaluasi Pembelajaran. Jakarta: Bumi Aksara.

Hamidah, M. H. and Wulandari, S. S. (2021) 'Pengembangan Instrumen Penilaian Berbasis Hots Menggunakan Aplikasi "Quizizz"', Efisiensi : Kajian Ilmu Administrasi, 18(1), pp. 105–124. doi: 10.21831/efisiensi.v18i1.36997.

Hanipah, S. (2023). Analisis kurikulum merdeka belajar dalam memfasilitasi pembelajaran abad ke-21 pada siswa menengah atas. Jurnal Bintang Pendidikan Indonesia, 1(2), 264-275.

Intan, F. M., Kuntarto, E. and Alirmansyah, A. (2020). Kemampuan Siswa dalam Mengerjakan Soal HOTS (Higher Order Thinking Skills) pada Pembelajaran Matematika di Kelas V Sekolah Dasar. JPDI (Jurnal Pendidikan Dasar Indonesia), 5(1), 6. doi: 10.26737/jpdi.v5i1.1666.

Jumiati. (2016). IPA dan Pembelajaran Berpikir Tingkat Tinggi (Telaah Buku Siswa MI/SD Kelas VI Tema 1, Karya Afriki, dkk). Jurnal Madrasah Ibtidaiyah, 2(1), pp. 17–26.

Kemendikbud. (2019). Buku Penilaian Berorentasi Higher Order Thinking Skills. Jakarta: Gramedia Pustaka.

Lubis, M. A. and Azizan, N. (2019). Pembelajaran Tematik SD/MI. Edited by Alviana. Yogyakarta: Samudra Biru.

Muluki, A. (2020). Analisis Kualitas Butir Tes Semester Ganjil Mata Pelajaran IPA Kelas IV Mi Radhiatul Adawiyah. Jurnal Ilmiah Sekolah Dasar,4(1), 86. doi: 10.23887/jisd.v4i1.23335.

Pardede, O. B., Sinaga, E. A., Depari, A. W. B., & Gultom, R. J. B. (2020). Analisis kemampuan berpikir kritis (critical thingking) siswa melalui penggunaan soal HOTS dalam pembelajaran Bahasa Indonesia. Kode: Jurnal Bahasa, 9(4), 24-41.

Purnasari, P. D., Silvester, S. and Lumbantobing, W. L. (2021). Pengembangan Instrumen Asesmen Higher Order Thingking Skills (Hots) Ditinjau Dari Gaya Belajar Siswa. Sebatik, 25(2), 571–580. doi: 10.46984/sebatik.v25i2.1607.

Rifana, R., Burhanudin, D. and Septiyanti, E. (2021). Analisis Soal Higher Order Thinking Skill (Hots) Bahasa Indonesia Dalam Ujian Sekolah Smp Negeri 4 Dumai. Jurnal Ilmiah Bina Edukasi, 14(2), 121–129. doi: 10.33557/jedukasi.v14i2.1582.

Taubah, M. (2019). Penilaian HOTS dan Penerapannya di SD/MI. ELEMENTARY: Islamic Teacher Journal, 7(2), 197-200. doi: 10.21043/elementary.v7i2.6368.

DOI: https://doi.org/10.17509/mimbardik.v10i1
p- ISSN 2527-3868 e- ISSN 2503-457X

Tyassmadi, A. T., Avianti, R. A., Cahyaningsih, A., Alvaritsi, M., & Kevin, M. (2020). Peningkatan mutu pembelajaran melalui pelatihan penyusunan instrumen higher order tihinking skill (HOTS) bagi guru produktif SMK Negeri di Jakarta Timur', Prosiding Seminar Nasional Pengabdian kepada Masyarakat, 2020, pp. 31–43. Available at: http://journal.unj.ac.id/unj/index.php/snppm/article/view/19623.

Wibowo, A., Safi, I. and Ibrahim, N. (2021). Keragaman Alat Evaluasi dalam Buku Teks Bahasa Indonesia Ditinjau dari Aspek HOTS Jurnal Pendidikan Bahasa dan Sastra Indonesia. Jurnal Pendidikan Bahasa dan Sastra Indonesia, 6(1), 21–26.