



ARABIC LEARNING BASED ON HIGHER ORDER THINKING SKILLS (HOTS) IN THE 21st CENTURY

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Abstract: In the 21st century, Indonesia is faced with the swift current of globalization which is a process of order that is owned by people globally without knowing boundaries. This has happened in all areas of life, one of which is education. Education in Indonesia is considered to be the cause of the nation's deterioration because our education does not produce competent human resources so that Indonesia is unable to compete with workers in the ASEAN countries because Indonesia is only ogled as unskilled laborers, not skilled workers. To overcome this need a change in learning is no exception in the process of learning Arabic by having a number of abilities needed in the 21st century, namely changing the mindset of students from low-level thinking into high so that students are accustomed to learning "The 4cs" Critical Thinking, Creativity, Communication, Collaboration. This research aims to improve human resources in learning Arabic to compete in the 21st century. The research is, qualitative research with literature study methods reviewing books and journals which will produce Arabic learning concepts in the 21st century.

Keywords: Arabic Learning, Hinger Order Thinking Skills, 21st Century

Introduction

21st Century learning is a national focus in advancing education in Indonesia. The growth and development of education in this

century is very rapid, it characterized by the ease of accessing information quickly using available information technology. 21st Century is known as the age of knowledge (knowledge age), namely the fulfillment of human needs based on knowledge.

Some educational studies indicate that the skills of students from basic and high levels are still very lacking incompetence, this is seen with the level of critical thinking, communicating and working in teams that are rarely applied. Judging from the results of trilling and Fadel studies that high school, diploma, and college graduates are still lacking competence in the following matters [1]; 1) oral and written communication, 2) critical thinking and problem-solving, 3) teamwork and collaboration, 4) work in different groups, 5) work ethics and professionalism, and 6) use technology. The ASEAN Business Outlook survey in 2014 reported Education in Indonesia considered to be the cause of the nation's downturn because our education did not produce competent human resources so that Indonesia was unable to compete with workers in the ASEAN

countries because Indonesia was only looked at as unskilled laborers rather than experts. The Indonesian people will not be able to compete and will lose good job opportunities, if not supported by a program that produces highly skilled graduates. This is a challenge that must address properly.

The Ministry of Education and Culture applies a revised 2013 curriculum in which it still emphasizes the importance of 21st-century skills. Along with the implementation of the 2013 curriculum, paradigm changes are expected in the implementation of learning. Learning that was initially centered on teachers (teacher-centered) turned into student-centered (student-centered) [2]. The Ministry of Education and Culture also formulates that the 21st-century learning paradigm emphasizes the ability of students to find information from various sources, formulate problems, think analytically and collaborate and collaborate in problem-solving, which known in the 21st century, namely 4C skills (Communication, Critical Thinking, Creativity and Creativity Collaboration) [3].

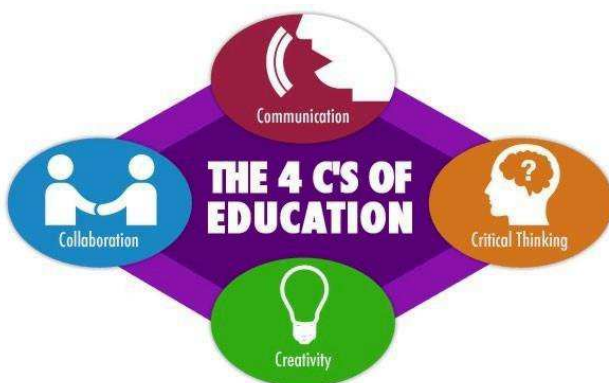


Figure 1. 4 skill 21 century

In addition to the 4C skills, the Ministry of Education and Culture also develops learning programs that are oriented to higher-order thinking skills, namely as an effort by the government to improve the quality of learning which will ultimately improve the quality of students' graduation.

According to Edwards & Briers refers to bloom's taxonomy stating that hots show intellectual functions at a more complex level including analyzing, evaluating, creating so that: 1) able to think critically (critical thinking); 2) able to solve problems quickly and precisely (problem-solving); 3) able to make decisions quickly and accurately (discussion making) and be able to create new suati based on what has been learned (creating) [4].



Figure 2. Hots Definition

Some research results say that in the Arabic learning process that is applied, hots-based learning indirectly shows that the emphasis on four skills in language namely listening, speaking, reading and writing goes hand in hand with the tasks given by the teacher in groups. With the hots-based learning skill process, it can produce the four skills



of the 21st century taught and trained. The impact obtained from the emphasis of the four skills is that students follow the Arabic learning process with fun and do not feel the burden of learning so that learning objectives can be achieved maximum [5] [6]

The application of HOTS high-level thinking in 2013 curriculum learning if it done by the school will be an opportunity for a student to have 4C skills (Communication, Critical Thinking, Creativity and Collaboration) so that if implemented in Arabic language learning will have a profound impact extraordinary for the next generation to face the challenges of life in the 21st century [7].

Method

This type of research is a qualitative study using library research methods. According to Sukardi, a literature study is conducted by researchers with the main objective of finding a foundation or foundation to obtain and build a theoretical foundation, framework of thinking and determining suspicion while or often referred to as hypothesis research, so that researchers can understand, search, arrange, and then use variations in the field library. literature sources used by researchers are national journals, relevant books, seminar results, scientific articles, and others [8].

DISCUSSION

Substance learning is a teaching activity carried out optimally by a teacher so that the students he teaches certain material do learning activities well. In other words, learning is an effort made by the teacher in creating certain material learning activities that are conducive to achieving goals [9]. Thus, learning Arabic is a teaching activity carried out optimally by a teacher so that the students he teaches in certain Arabic languages carry out learning activities well so that it is conducive to achieving the goal of learning Arabic.

Language learning is needed so that someone can communicate properly and correctly with others and their environment, both orally and in writing. The purpose of learning Arabic is to master a language and Arabic-based skills, such as Muthola'ah, Muhadatsah, Insha ', Nahwu and Sharaf. To obtain language proficiency which includes four aspects of proficiency, namely: (1) listening skills (Maharoh Istima '), (2) speaking skills (Maharoh kalam), (3) reading skills (Maharoh Qiro'ah), and writing skills (Maharoh Qur' ah) Kitabah [10].

Language skills are not the same as language skills, language skills can be obtained by habituation by showing fluency in using the language that is mastered by the level of ability. While language skills have standards based on the level of language difficulties ranging from basic to high levels.



Thus the purpose of language learning is not only to be skilled, but the level of thinking ability needs to be targeted so that the ability of the new measured to the Lower order thinking skills (LOTS), middle order thinking skills (MOTS) or higher-order thinking skills (HOTS) [9].

Higher-order thinking skills commonly known as Higher Order Thinking Skills (HOTS) are triggered by four conditions [11].

1. A particular learning situation that requires a specific learning strategy and cannot be used in other learning situations.
2. Intelligence which is no longer seen as an ability that can not be changed, but the unity of knowledge that is influenced by various factors consisting of the learning environment, strategies and awareness in learning.
3. Understanding views that have shifted from unidimensional, linear, hierarchical or spiral towards understanding views to multidimensional and interactive.
4. More specific higher-order thinking skills such as reasoning, ability analysis, problem solving, and critical and creative thinking skills.

According to some experts, the definition of higher order thinking skills, one of them from Resnick (Afifah et al, 2019) is a complex thought process in breaking down

material, making conclusions, building representations, analyzing, and building relationships by involving the most basic mental activities. This skill is also used to underline various high-level processes according to Bloom's taxonomic level. The dimension of the thought process in Bloom's Taxonomy as perfected by Anderson & Krathwohl, consists of the ability to: know (knowing C1), understand (understanding-C2), apply (aplying-C3), analyze (analyze-C4), evaluate (evaluate-C5), and creating (creating-C6) [13].

Table 1. Dimensions The Process of Higher Order Thinking Skills Hots

HIGHER ORDER THINKING SKILLS (HOTS)	
Create	<input type="checkbox"/> Creating ideas / ideas themselves <input type="checkbox"/> Operational verbs: construct, design, create, develop, write, formulate. Example: The ability to distinguish is an important part of daily life. To achieve this ability, examples of activities that can be applied in learning Arabic, including: students can distinguish categories of categories, files, and maf'ul in a reading or conversation text Organizing: With the ability to organize, students can create schemes, charts, and various organizing charts. To achieve this ability, examples of activities that can be applied in learning Arabic, include: students describe the contents of the text / conversation by using mind mapping or concept maps.
Evaluate	<input type="checkbox"/> Make your own decisions <input type="checkbox"/> Operational verbs: evaluation evaluates, refutes, decides,



	<p>chooses, checks</p> <p>Example of Criticism. To achieve this ability, examples of activities that can be applied in learning Arabic, including: students are invited to "get acquainted" with figures who can change the world. "Acquaintance" is meant not just to know the place and date of birth, achievements, and the like, but to the deep level that is to know the character. From the various figures found, students can be invited to make criteria, which figures can be made real friends</p> <p>Checking: checking is a process to find inconsistencies or errors in a process or product. To achieve this ability, examples of activities that can be applied in learning Arabic, include: students are asked to determine errors in the use of vocabulary or grammar in a sentence or reading text.</p>
Analyze	<ul style="list-style-type: none"> □ Specifying aspects / elements □ Operational verbs: comparing, checking, criticizing, testing. <p>Example Producing: or constructing is a follow-up of planning something. To achieve this ability, examples of activities that can be applied in learning Arabic, include: (1) students are asked to make a theater performance script and asked to perform the script in front of other class students, (2) students are asked to make or produce documentaries and are asked to hold watching together the film.</p> <p>Formulating: a form of creative thinking to explore a variety of imagination, ideas, ideas or new perspectives to overcome a problem. To achieve this ability, examples of activities that can be applied in learning Arabic,</p>

	include: students are asked to change the reading text material (qiroah) to the form of conversation material (hiwar) or vice versa
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21st Century learning also uses a term known as 4C (critical thinking, creativity, collaboration, dan communication), which are four skills that have been identified as 21st century skills (P21) as very important skills and are needed to improve higher order thinking skills 21st century [14].

The author reiterates the importance of the operational stage of implementing the 4C in schools so that it is possible to apply. Also, the Ministry of Education and Culture needs to conduct ongoing assistance and then supervision related to the implementation of active student learning that equips students with the 4C. With these clear steps, 21st Century Skills can truly be possessed by students including Arabic subjects and will not be limited in good concepts. Following is an example of learning Arabic by applying 4C with the theme huwiyah (identity).

Table 2. Examples of 4C In Arabic Learning

4C	Indicators of Competence Achievement
Creativity	Students are asked to express their identities using their language by the structure of the text and elements of language as a group.



Critical thinking	Students are required to look up the meaning of Arabic vocabulary through dictionaries, the internet and technology to be using discussion in groups
Communication	Students correct the identity of the group presented by group discussion.
Collaboration	students present their corrected results from their respective groups

To train students high-level thinking skills in learning, it is very necessary that creative teachers can modify learning which from the beginning was monotonously transformed into active learning that leads students to think more critically. In using higher order thinking skills based learning teachers can use operational verbs in learning as from the table and examples above.

CONCLUSION

Preparing students for work, being good citizens and being able to face life in the 21st century is a struggle. To answer the challenges of the 21st century the government has prepared some programs to be applied in learning, one of which is a learning program based on higher order thinking skills. HOTS is a learning activity that can produce 4 student skills, critical thinking, creative, communication and collaboration. It is undeniable that the role of a teacher is very influential in implementing these programs in learning so that it can be carried out

effectively, especially in learning Arabic, it really requires the existence of a professional teacher so that a learning environment is formed that can improve the ability of students and make students able to compete in the 21st century.

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