

Analysis of higher order thinking skills and lower thinking skill items in summative evaluation of Akidah-Akhlak learning

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ABSTRACT

This research explores the implementation of summative evaluation in Islamic Religious Education (Akidah Akhlak) subjects at SMP Muhammadiyah 4 Yogyakarta, with a focus on implementing Higher Order Thinking Skills (HOTS). Summative evaluation is considered very important in measuring the achievement of the Islamic Religious Education program. High-level critical and creative thinking skills (HOTS) are considered important in solving everyday problems, especially in the era of globalization. This research uses a qualitative descriptive method with document content analysis, especially the final semester assessment questions for Aqidah Akhlak class VII made by the Regional Leadership of Muhammadiyah (PWM) DIY. The findings show that of the 12 final semester assessment questions, 6 questions (15%) meet the HOTS criteria, while 28 questions (70%) fall into the low-level thinking ability (LOTS) category. In addition, 6 items (15%) did not have a correct answer among the available options. These findings underscore the need to increase the integration of HOTS in designing summative evaluation questions for Islamic Religious Education (PAI). This research aims to describe and collect information about the implementation of summative evaluations and assess the results at SMP Muhammadiyah 4 Yogyakarta. Effective summative evaluation is expected to make a significant contribution to improving the quality of Islamic education at the secondary level.

1. INTRODUCTION

One important factor in achieving educational goals is the learning process. Meanwhile, one of the factors for learning effectiveness is the evaluation factor of both learning processes and outcomes. Evaluation can encourage students to study diligently and encourage teachers to improve the quality of learning, both in terms of strategies, methods and media (Widoyoko n.d.). In the teaching and learning process in an educational institution, every educational institution always hopes that students will achieve better learning achievements than before. Aqidah Akhlak education as part of Ismuba education in Muhammadiyah schools can be successful if it is carried out by teachers who are skilled, reliable and capable, in carrying out teaching duties in the learning process (De Porter and Mike 2015). Apart from the skills of an educator, to determine the success of moral Aqidah education, evaluation is needed. Implementing evaluation in education has broad benefits, not just measuring the success of the learning process but can provide benefits in various

other activities for both teachers and students. The benefits of evaluation are as follows: a) Assessing the academic achievement of individual students, b) knowing whether a lesson we are teaching can be continued with new material or whether we have to repeat previous lessons, c) Diagnosing learning difficulties for students individually or all class, d) assessing the effectiveness of educational programs, teaching materials and procedures, e) methods used, f) preparation of learning programs (Ananda and Rafida 2017). Psychologically, evaluation in education has an influence, among others: For students, evaluation can provide guidance and inner guidance to recognize the capacity of one's abilities in the group/class environment. For education, evaluation is a capacity measure of the extent to which one's efforts have been achieved or understood by students.

There is truth in what Ramayulis said that evaluation is very much needed in various activities of daily human life, because whether we realize it or not, evaluations are actually often carried out, both for ourselves and other social activities. This can be seen starting from dressing, after dressing he stands in front of the mirror whether his appearance is normal or not (Ramayulis 2013). In Islamic education, evaluation is one component of the Islamic education system which must be carried out systematically and planned as a tool to measure success or targets to be achieved in the Islamic education and learning process (Marzuki and Hakim 2019).

The definition of evaluation is decision making based on measurement results and standard criteria (Purwanto 2009). The importance of evaluation in Islamic education, especially Summative Evaluation in Aqidah Moral Education, must be planned well so that the evaluation can meet the objectives to be achieved (Ramayulis 2013).

Summative evaluation is carried out after the program ends. The purpose of summative evaluation is to measure program achievements. The function of summative evaluation in learning program evaluation is intended as a means of knowing the individual's position or status within the group. Considering that the target object and implementation time are different between formative and summative evaluations, the scope of the targets evaluated is also different (Ramayulis 2013). So then we will use the steps as the right plan and method to get maximum learning results. Summative evaluation is a basis for appropriateness in an assessment of students which is carried out within a certain period of time by completing all learning programs.

Summative evaluation on each question in Moral Creed Education must be able to hone high-level thinking skills. The importance of high-level thinking skills in the current era of globalization, people are required to be able to think critically, creatively, logically and rationally so they can filter all the information obtained and be able to solve problems in life. High-level thinking skills or Higher Order Thinking Skills (HOTS) are really needed by students in solving problems that arise in everyday life. The abilities included in low-level thinking (LOTS) are remembering, understanding and application (Katuuk 2014).

Cognitive improvement in Bloom's Taxonomy does not just stop at the level of memorization, understanding and application, but also moves to a higher level, namely analysis, evaluation and creation or creativity. Therefore, the application of HOTS-based questions needs to be analyzed on the final semester assessment questions on Aqidah Moral Education which are guided by Bloom's Taxonomy. Analysis is needed to find out whether the application of HOTS in mid-semester assessment questions has been implemented well or not (Economics et al. 2020).

The questions used in summative evaluation are usually in the form of written tests, namely objective test questions. Objective tests are test questions in which the information or answers needed to answer the questions have been provided. Objective tests can be divided into several groups. Generally, the evaluation instruments used are objective tests with multiple choices and objective tests with fill-in forms. According to Mr. WN, the summative evaluation at SMP Muhammadiyah 4 Yogyakarta only uses multiple choices. Multiple Choice is a type of test that consists of question items. The way to solve multiple choice questions is by choosing one answer from several answers paired in each question. The following are Operational Verbs (KKO).

The evaluation measurements carried out at SMP Muhammadiyah 4 Yogyakarta follow a system of rules that have been established by the PWM that during the implementation of Summative evaluations in all SMP/MTs schools under the Primary Education Council and PF PWM Yogyakarta use centralized questions, meaning that the questions are made by the Council Dikdasmen and PF PWM Yogyakarta. The formulation of the problem is How is the summative evaluation of Aqidah Akhlak Education carried out at SMP Muhammadiyah 4 Yogyakarta? What are the results of the summative evaluation of Aqidah Akhlak Education at SMP Muhammadiyah 4 Yogyakarta? The aim is to describe and explore information about the implementation of summative evaluations on Aqidah Akhlak education subjects at SMP Muhammadiyah 4 Yogyakarta. To find out the results of implementing summative evaluations on Aqidah Akhlak education subjects at SMP Muhammadiyah 4 Yogyakarta.

2. METHODS

This research uses a qualitative approach with a case study design. A qualitative approach was chosen because it allows researchers to gain an in-depth understanding of the quality of the items that measure Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) in summative evaluations of Moral Creed learning in Senior High Schools (SMA). Case studies are used to explore this phenomenon in a specific context, namely in one or several high schools that are used as research locations.

The research subjects consisted of Akidah Akhlak teachers who taught at the high school which was the research location. Apart from that, the summative evaluation documents that have been used in these schools have also become the subject of research, especially the items designed to measure HOTS and LOTS. Subject selection was carried out purposively, taking into account

their teaching experience and involvement in the design and implementation of the summative evaluation.

Data was collected through several techniques, namely: Interviews were conducted with Akidah Akhlak teachers to understand the process of designing questions, the challenges faced, and their views regarding the importance of HOTS and LOTS in summative evaluation. The interviews were semi-structured, providing flexibility for the researcher to explore issues that emerged during the interviews. Researchers collected and analyzed documents in the form of Aqidah Akhlak summative exam questions that have been used in high school. This analysis aims to identify and categorize test items based on the level of thinking skills measured (HOTS vs LOTS). Content analysis techniques are used to explore the types of thinking skills measured in these questions.

Observations were made on the evaluation process in the classroom, including how the teacher implemented the evaluation and how students responded to the questions given. These observations help researchers understand the context and implementation of the evaluation directly. The data obtained was analyzed using thematic analysis techniques. Steps in data analysis

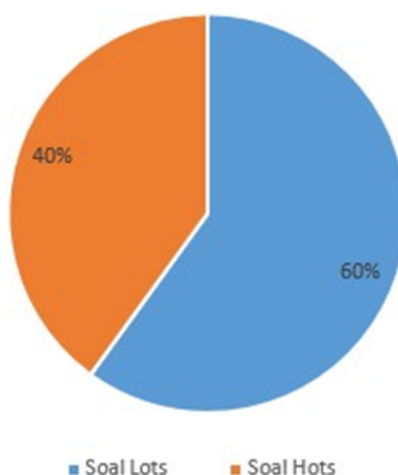
To ensure the validity and reliability of the data, researchers used triangulation techniques, namely combining the results of interviews, document analysis and observation. Apart from that, researchers also carried out member checking by providing interim results to participants to ensure accurate interpretation of the data. This research was conducted in compliance with research ethical principles, including obtaining permission from the school and assent from participants prior to data collection. Information collected is kept confidential, and research results are presented without identifying specific schools or individuals.

3. RESULTS AND DISCUSSION

The final series of an educational process is assessment evaluation. Summative evaluation is carried out to assess the benefits of a program so that from the evaluation results it can be determined whether a particular program will be continued or stopped. Summative evaluation focuses on variables that are considered important for program sponsors and decision makers. Outside evaluators or review teams are often used because internal evaluators may have different interests. The time for carrying out summative evaluation is at the end of program implementation. The information collection strategy will maximize external and internal validity which may be collected over a long period of time (Muryadi 2017).

Summative evaluation raises or asks questions such as whether the product is more effective and more competitive. Summative evaluation is carried out to determine how beneficial the end of the program is and also the effectiveness of the program. The overall analysis results of the 40

questions on Moral Creed Education at SMP Muhammadiyah 4 Yogyakarta showed that 40% of the questions were in the Hots category and 60% of the questions were in the LOTS category.



Source: Documentation of the deputy head of curriculum

Based on the description of the research results, it can be seen that questions with HOTS criteria have been applied to the final semester assessment questions containing the content of Moral Creed Education. Based on Operational Verb (KKO) data. The following will present a list of operational verbs that can be used in the formulation of Competency standards, Basic Competencies. Based on the description of the research results, it can be seen that questions with HOTS criteria have been applied to the final semester assessment questions for the content of Class VII Moral Creed Education at SMP Muhammadiyah 4 Yogyakarta 40 % with a total of 12 items, namely in question items number 2, 4, 9, 13, 18, 20, 21, 28, 29, 31, 32, 33 (C4-C6). Then, you can also see questions with 23 LOTS criteria with cognitive levels of understanding C1-C3 in question items number 1, 3, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 19, 22, 23, 24, 25, 26, 27, 28, 31, 34, 35. The results of this analysis are in accordance with the thinking process in Bloom's Taxonomy.

Planning assessments in summative evaluations has several factors that must be considered, such as formulating assessment objectives, identifying competencies and learning outcomes, and learning outcomes, compiling grids. The following are the objectives of the assessment according to the Learning Outcomes. Apart from planning the summative evaluation in accordance with learning outcomes, what must be considered is the planning for implementing the summative evaluation. As the final result of the summative evaluation at SMP Muhammadiyah 4 Yogyakarta shows good results, the results of the interview with Mr. WN.

That the 7th grade children show a very good enthusiasm for learning, they compete to achieve good results, in this way almost 90% of all children are motivated by their friends. When I teach in class they are very enthusiastic in answering the questions I ask. Even though the answers are sometimes not quite right, building their self-confidence starts with the courage to answer even though it is wrong."

The assessment planning process takes into account learning objectives and competency standards. Identify the competencies or learning objectives to be achieved. These can be cognitive, affective, or psychomotor skills. Competency standards by determining competency standards or expected learning outcomes.

4. KESIMPULAN

The results of research analysis of the application of Higher Order Thinking Skill (HOTS) to 12 final semester assessment questions on mathematics content k can generally be drawn conclusions: 1) The number of questions with HOTS criteria is 6 questions with a percentage of 15% of all questions. 2) There are two categories of questions that do not meet the HOTS criteria, namely the LOTS category and the category that does not have a correct answer in the answer choices. Questions in the LOTS category are more dominant than the total number of questions, namely 28 questions with a percentage of 70% of all questions. Questions in the category of not having a correct answer in the answer choices are 6 questions with a percentage of 15% of all questions.

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