



Tracking The Cognitive Spectrum of Arabic Learning Textbook Based on Curriculum Integration: HOTS, MOTS or LOTS? / Melacak Spektrum Unsur Kognitif Pada Buku Teks Pembelajaran Bahasa Arab Berbasis Integrasi Kurikulum: HOTS, MOTS atau LOTS?

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Article Information:

Received : 21 September 2025

Revised : 9 Desember 2025

Accepted : 10 Desember 2025

Keywords:

Arabic Textbook;

Curriculum Integration;

Taxonomy Bloom

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Abstract: This study aims to analyze the leveling of textbook based on Bloom's Taxonomy theory which includes the categories of high-order thinking skills (HOTS), medium-order thinking skills (MOTS), and low-order thinking skills (LOTS). This study used a qualitative approach with a case study method. Data were collected through interviews, observations, and documentation; then analyzed using the Miles & Huberman method and content analysis. The results of this study indicate that the Ministry of Religious Affairs textbook for grade XII shows the LOTS category which is characterized by a more dominant percentage of exercises including category C2. This is indicated by the percentage of exercises as much as 18% in category C1 (knowing), 30% in category C2 (Understanding), 22% in category C3 (applying), 3% in category C4 (analyzing) and 0% in category C5 (evaluating) and 27% in category C6 (creating). Meanwhile, 4 textbooks in the Diniyyah Arabic Center curriculum are still classified as LOTS (Lower Order Thinking Skills) which is characterized by the distribution of operational verbs in the four books belonging to the memorizing and mentioning categories, not yet reaching the creating level. The DAC teaching materials show a 52% MOTS level, while C1 remains at 4%. C2 has a 30% percentage, and C4 shows 14%. Based on this, the DAC textbook remains at the Middle Order Thinking Skills level. This study also compares two curricula (KMA and DAC) simultaneously.

Abstrak: Penelitian ini bertujuan untuk menganalisis penjenjangan buku teks pelajaran berdasarkan teori Taksonomi Bloom yang meliputi kategori keterampilan berpikir tingkat tinggi (HOTS), keterampilan berpikir tingkat sedang (MOTS), dan keterampilan berpikir tingkat rendah (LOTS). Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi; kemudian dianalisis menggunakan metode Miles & Huberman dan analisis isi. Hasil penelitian ini menunjukkan bahwa buku teks pelajaran Kementerian Agama untuk kelas XII menunjukkan kategori LOTS yang ditandai dengan persentase latihan yang lebih dominan termasuk kategori C2. Hal ini ditunjukkan dengan persentase latihan sebanyak 18% pada kategori C1 (mengetahui), 30% pada kategori C2 (Memahami), 22% pada kategori C3 (menerapkan), 3% pada kategori C4 (menganalisis) dan 0% pada kategori C5 (mengevaluasi) dan 27% pada kategori C6 (mencipta). Sementara itu, 4 buku teks dalam kurikulum Diniyyah Arabic Center masih tergolong LOTS (Lower Order Thinking Skills) yang ditandai dengan distribusi kata kerja operasional pada keempat buku yang termasuk dalam kategori menghafal dan menyebutkan, belum mencapai tingkat mencipta. Bahan ajar DAC menunjukkan tingkat MOTS sebesar 52%, sementara C1 tetap 4%. C2 memiliki persentase 30%, dan C4 menunjukkan 14%. Berdasarkan hal ini, buku teks DAC masih berada pada tingkat Middle Order Thinking Skills. Penelitian ini juga membandingkan dua kurikulum (KMA dan DAC) secara bersamaan.



Introduction

The learning curriculum is a crucial element in the implementation of education. One component is teaching materials, which contain learning materials.¹ The content contained in these materials is also assessed in the implementation of learning.² This is due to the limited learning time for formal Arabic language subjects in Madrasah Aliyah (Islamic Senior High School), which is only 2 x 45 minutes, equivalent to 90 minutes per week. This situation does not provide sufficient time for developing students' Arabic language skills. Therefore, local curricula such as the Diniyyah Arabic Center (DAC) provide greater flexibility to support students' Arabic language development in the Madrasah environment.

For example, one educational institution with a history of over a century, the Diniyyah Puteri Padang Panjang College, has implemented an integrated curriculum system. The implementation of this integrated curriculum is under the auspices of the Minister of Religious Affairs Curriculum (KMA) Numbers 183 and 184 of 2019 and the Diniyyah Arabic Center (DAC) Curriculum. These two curricula produce maximum learning outcomes and opportunities for students. As evidence, Madrasah Aliyah graduates can choose study programs at Al-Azhar University in Cairo, Egypt, without taking a series of tests.

Based on initial observations, data obtained showed that several teaching materials used were issued by the Directorate General of Curriculum, Facilities, Institutions, and Student Affairs (KSKK) of the Ministry of Religious Affairs in 2019, as well as teaching materials under the auspices of the Diniyyah Arabic Center curriculum, such as the Arabic Camp textbook, the "Tahadduts bil-'Arabiyyah" textbook, the practical Arabic language rules book, and the "Ahsin Lughatak" book. Through the diverse teaching materials used in these Madrasahs, their use has the potential to improve students' critical thinking skills. However, in-depth studies of this phenomenon based on Bloom's Taxonomy theory are still needed.

¹ Eka Fitria Fidayani and Farikh Marzuki Ammar, "The Use of Azhari Curriculum in Arabic Language Learning at Islamic Boarding School" *Nazhruna: Jurnal Pendidikan Islam*. 6.1 (2023): 25–45.

² M Abdul Hamid, Danial Hilmi, and Syaiful Mustofa, "Pengembangan Bahan Ajar Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa" *Journal Imla*. 4.1 (2019): 100–114.

According to Barari³, Benjamin Bloom created six elements: knowledge, understanding, application, analysis, synthesis, and evaluation. These six elements are called the cognitive domain taxonomy to categorize levels of understanding in educational settings. Bloom's Taxonomy was revised by Krathwol and Anderson. This revision incorporates types of knowledge and learning processes.⁴ Therefore, to reflect synthesis, the term "knowledge" was changed to "remember," and "understanding" to "understand." This change generalizes the taxonomy, making it useful as a planning tool across all subject areas. Furthermore, Bloom's Taxonomy was designed to provide a taxonomy of cognitive understanding and is one of the most recognized and respected for identifying levels of critical thinking.⁵

Helen Crompton further explains⁶ that in Bloom's Taxonomy, the cognitive domains, from lowest to highest in the order of thinking skills, are remembering; namely the ability to remember information as well as dates, events, places, ideas, definitions and formulas. Second, understanding; namely the ability to grasp the meaning of information, express it in your own words and/or provide examples. Third, application; the ability to apply knowledge or skills to new situations, using information and knowledge to solve problems, answer questions, or perform other tasks. Fourth, analysis; the ability to break knowledge into parts and show and explain each part. Fifth, evaluation; namely the ability to assess materials and methods for a specific purpose. Sixth, creation, namely the ability to combine parts of peripheral knowledge.

Various forms of teaching material evaluation have been conducted, such as evaluation of teaching materials at the Madrasah Ibtidaiyyah level⁷ competency analysis of teaching materials⁸; and the development of Arabic language teaching materials based

³ Nori Barari et al., "Designing and validating educational standards for E-teaching in virtual learning environments (VLEs), based on revised Bloom's taxonomy" *Interactive Learning Environments*. 30.9 (2022): 1640–1652.

⁴ Shazia Kanwal, "Preferences of the Teachers in Employing Revised Blooms Taxonomy in their Instructions" 3.2 (2020): 258–266.

⁵ Arthur James Swart and Marllene Daneti, "Analyzing Learning Outcomes for Electronic Fundamentals Using Bloom's Taxonomy" in *IEEE Global Engineering Education Conference (EDUCON)*. , vols., 2019, 39–44.

⁶ Helen Crompton, Diane Burke, and Yi Ching Lin, "Mobile learning and student cognition: A systematic review of PK-12 research using Bloom's Taxonomy" *British Journal of Educational Technology*. 50.2 (2019): 684–701.

⁷ Ilya Husna et al., "The Analysis of Arabic Language Textbook for Class II Elementary School" *Lectura*. 13.2 (2022): 234–245.

⁸ Ali Mufti and Mudrofin Mudrofin, "Analisis Kesesuaian Kompetensi Dasar dengan Bahan Ajar Bahasa Arab MTs Kelas IX Karya Yushi M. Mahmudah" *Alsina : Journal of Arabic Studies*. 3.1 (2022): 81–102.

on local wisdom.⁹ Previous research has not analyzed the integration of the KMA and DAC curriculum through the perspective of Bloom's taxonomy in the context of strengthening HOTS-based teaching materials. Therefore, this study aims to analyze teaching materials based on Curriculum Integration (KMA) 183 and 184 of 2019 and (DAC) using Bloom's Taxonomy theory. Therefore, an in-depth study is needed to analyze the teaching materials implemented by Diniyyah Puteri Padang Panjang as an example and reference for the development of integrated Arabic language teaching materials under the auspices of the national and local curricula.

Several previous studies have revealed the content alignment of the teaching materials with the Minister of Religious Affairs Curriculum No. 183 of 2019, indicating that the competencies contained in this book align with the core competencies, such as spirituality, social skills, knowledge, and skills, outlined in the Minister of Religious Affairs Curriculum No. 183 and 184 of 2019 through the content of qira'ah (recitation) and hiwar (recitation) as well as the development of grammatical material structure.¹⁰ In addition, the findings of a comparison of teaching materials who analyzed the comparative quality of textbooks published by the Ministry of Religious Affairs and Erlangga showed that the Ministry of Religious Affairs textbooks have high standards both in terms of selection and assessment.¹¹ While the quality is very good in terms of repetition and presentation. The analysis of other teaching materials is also discussed with the title "Gender representation in the Arabic language textbook for the ninth grade approved by the Ministry of Education for use in schools in the United Arab Emirates (UAE)". He stated that the purpose of this study was to investigate gender representation in Arabic language textbooks for ninth grade in the United Arab Emirates.¹²

Based on previous research, an in-depth study of the analysis of Arabic language teaching materials through curriculum integration with Bloom's Taxonomy theory is still needed. Previous research also has not analyzed the integration of the KMA and DAC curriculum through the perspective of Bloom's taxonomy in the context of strengthening

⁹ Nur Shabrina Reznani, Nurhayati Nurhayati, and Sungkowo Soetopo, "Pengembangan Bahan Ajar Mata Kuliah Menyenak Berbasis Kearifan Lokal" *Jurnal Pendidikan Bahasa dan Sastra*. 21.1 (2021): 79–94.

¹⁰ Hasan Syaiful Rizal and Ulfatul Chasanah, "Analisis Konten Buku Ajar Bahasa Arab MTs Kelas VII Kurikulum KMA No. 183 2019" *Jurnal Mu'allim*. 5.1 (2023): 132–146.

¹¹ Ikrima Ikrima, Asep Sunarko, and Luluk Alawiyah, "Analisis Perbandingan Kualitas Buku Teks Bahasa Arab Kelas VI Terbitan Kemenag dan Erlangga" *Edu Journal Innovation in Learning and Education*. 2.1 (2024): 40–51.

HOTS-based teaching materials. Given various global demands such as critical, creative, collaborative, and communicative thinking skills, Arabic language learning should facilitate student development through the learning process in and outside the classroom.¹³ Therefore, an in-depth evaluation is needed to provide a roadmap for quality Arabic language teaching materials that can achieve levels of critical and creative thinking. Therefore, this study aims to analyze the use of Arabic language teaching materials based on the integration of the KMA and DAC curriculum at Diniyyah Puteri Padang Panjang using Bloom's Taxonomy theory.

Method

This research adopts a qualitative approach to analyze the implementation of HOTS, MOTS, or LOTS-based Arabic language teaching materials at Diniyyah Puteri Padang Panjang in grade XII, under the auspices of the integration of the national and local curricula. The implementation of the integrated curriculum, based on Minister of Religious Affairs Decree No. 183 of 2019, and the Diniyyah Arabic Center curriculum, is a crucial element in achieving optimal teaching outcomes. The researcher will examine the phenomena at the research site holistically and describe them descriptively using words and language in context. This research uses a case study design at Diniyyah Puteri Padang Panjang School, a Madrasah Aliyah (Islamic Senior High School).

The first stage of interviews was conducted with several informants, including teachers from grade XII Arabic and Arabic teachers in the Diniyyah Arabic Center curriculum, as well as the principal of Madrasah Aliyah at Diniyyah Puteri Padang Panjang and the principal of the Diniyyah Arabic Center. The purpose of this interview was to obtain data related to the planning and implementation of Arabic language learning for the designated research subjects. Structured interviews were adopted in this study, with questions designed to address the various data needs.

Observations were conducted to capture concrete phenomena in the field during grade XII KMA Arabic language learning activities. This included analyzing Arabic language teaching materials based on HOTS, MOTS, or LOTS through the integrated

¹² Sami Sulieman Al-Qatawneh et al., "The representation of multiple intelligences in an intermediate Arabic-language textbook, and teachers' awareness of them in Jordanian schools" *Heliyon*. 7.5 (2021): 1, Available: <https://doi.org/10.1016/j.heliyon.2021.e07004>.

¹³ Sang Ayu Diah Febrianti, I Wayan Widiyana, and Kadek Yudi Ana, "Higher-Order Thinking Skill (HOTS) Instrument-Based Cognitive Evaluation in Grade V Elementary School Students" *Thinking Skills and Creativity Journal*. 4.2 (2021): 48.

implementation of the Ministry of Religious Affairs and the Diniyyah Arabic Center curriculum. Researchers visited several locations for observations, including the Diniyyah Arabic Center office and the learning process inside and outside the classroom to directly observe the use of textbooks within the curriculum integration framework.

Documentation was one of the necessary data sources. The documents to be studied are in the form of lesson plans, the Arabic language learning curriculum for class XII at the Diniyyah Arabic Center and the Minister of Religion's curriculum Number 183 of 2019 as well as the teaching materials for both curricula consisting of one main textbook published by the KSKK Ministry of Religion of the Republic of Indonesia and six additional books from the Diniyyah Arabic Center consisting of the books *Ahsin Lughatak*, *Tahadduts bil-Arabiyyah*, *Practical Principles of Arabic Language*, *At-Tarkiib An-Nahwi*, *Al-Mukhayyam Al-Arabiyy*, and the *Pocket Book of Mukhayyam Al-Arabiyy*.

The data analysis technique adopted the theory of Miles Huberman and Saldana (2014) and was supported by content analysis to examine the Arabic textbooks used. The data analysis involved several stages, which can be described in the following figure.

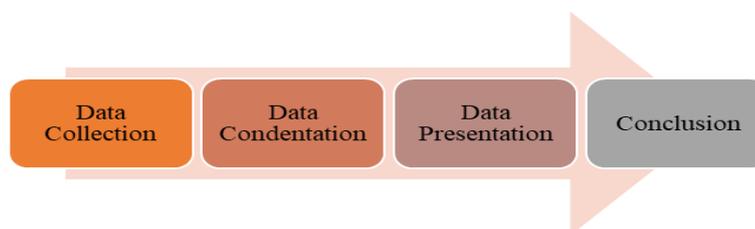


Figure 2. Data Analysis Technique

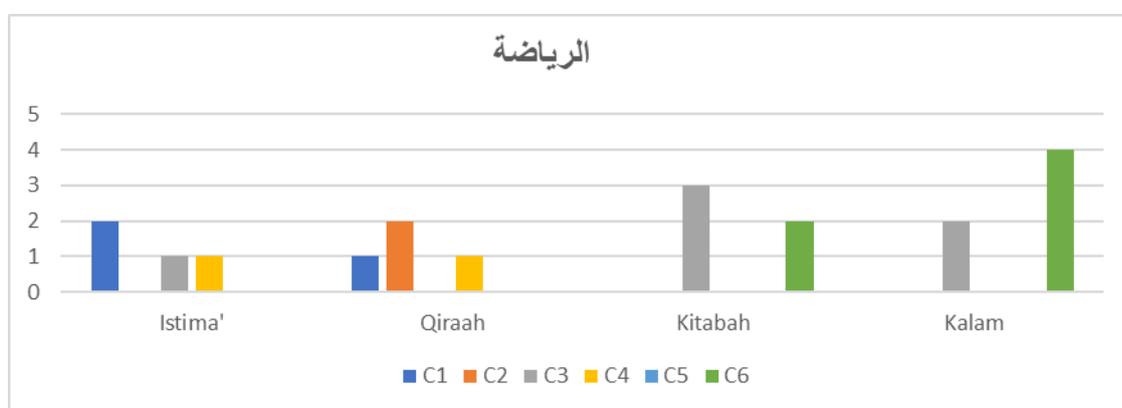
The data analysis stages in Figure 2 illustrate: First, the researcher documented the facts in accordance with the problem formulation in the form of field notes. The interview results were transcribed verbatim. Second, the researcher checked for conformity with the problem formulation requirements using codification techniques. Third, the data that had been coded was described. Fourth, the data obtained were analyzed, resulting in research findings and a research report.

Furthermore, the researcher used content analysis techniques to critically examine the Arabic language teaching materials used under the 2019 Minister of Religious Affairs Decree Curriculum and several teaching materials under the Diniyyah Arabic Center Curriculum for grade 12. The collected data were critically analyzed to determine the level of Arabic language teaching materials in the Diniyyah Arabic Center Curriculum at Diniyyah Puteri Padang Panjang: HOTS, MOTS, or LOTS.

Result and Discussions

The Grade XII teaching materials consist of 5 chapters divided into two semesters. Each chapter can be seen through the following categories: *Ar-Riyadhah*, *As-Syabab*, *Asy-Syi'ru al-Arabiy*, *Al-Hadharah al-Islamiyah*, *Ad-dirasaat fil Jaami'ah*. Each chapter consists of language skills exercises. Therefore, each skill is categorized in Bloom's taxonomy classification by identifying its Operational Verbs (KKO). Language skills practice data is also analyzed based on Bloom's Taxonomy theory, with categories C1 and C2 (LOTS/Lower Order Thinking Skills), C3 and C4 (MOTS/Middle Order Thinking Skills), C5 and C6 (HOTS/Higher Order Thinking Skills). Based on this analysis, the researcher classifies based on the themes contained in the textbook as follows:

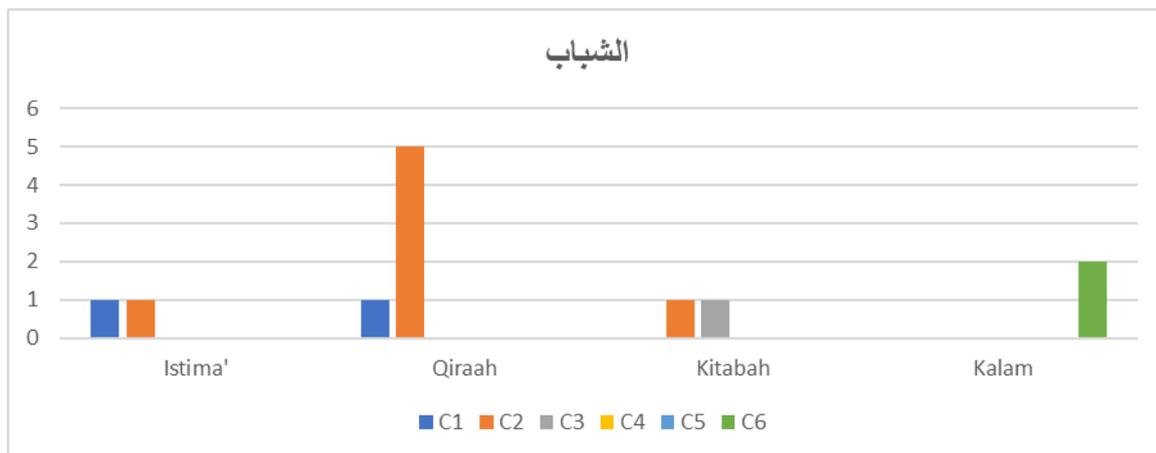
A. The First Chapter (الرياضه)



The Graph 1. The First Theme

The graph above shows that the first theme has a wide variety of training content levels. For receptive skills, namely *Istima'* and *Qira'ah*, the training levels range from C1 to C4 (LOTS – MOTS). For productive skills, namely *Kitabah* and *Kalam*, the training levels are only at C3 and C6. This is because there are no exercises that require analysis and evaluation in these aspects of *Kitabah* and *Kalam*. However, none of the exercises fall into the C5 classification for this first theme.

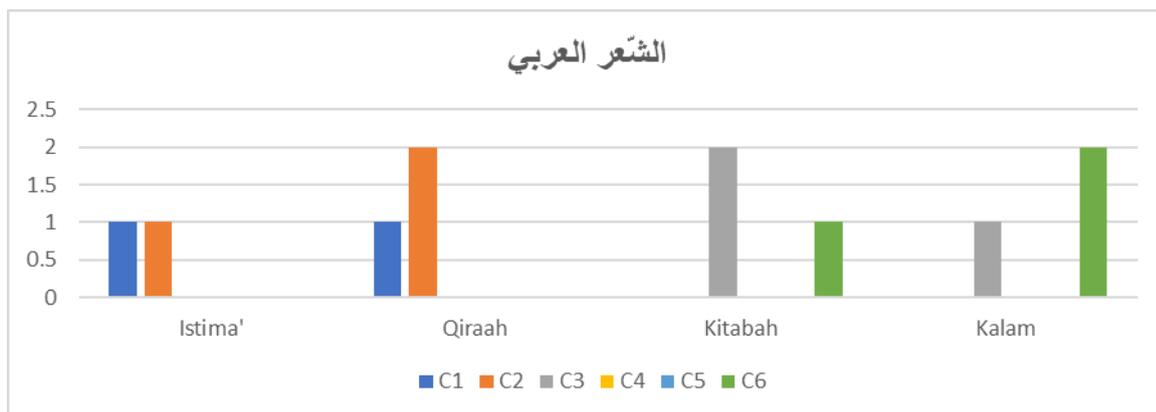
A. The Second Chapter (الشباب)



The Graph 2. The Second Theme

The graph above shows that in the second theme, the exercise content is mostly at levels C1 to C3. For the receptive skills of Istima' and Qiraah, the questions are at levels C1 to C2 (LOTS). For the productive skills of Kitabah and Kalam, they are at levels C2, C3, and C6. This theme does not contain exercises that require analysis and evaluation. Therefore, there are no exercises classified as C4 or C5 in this first theme.

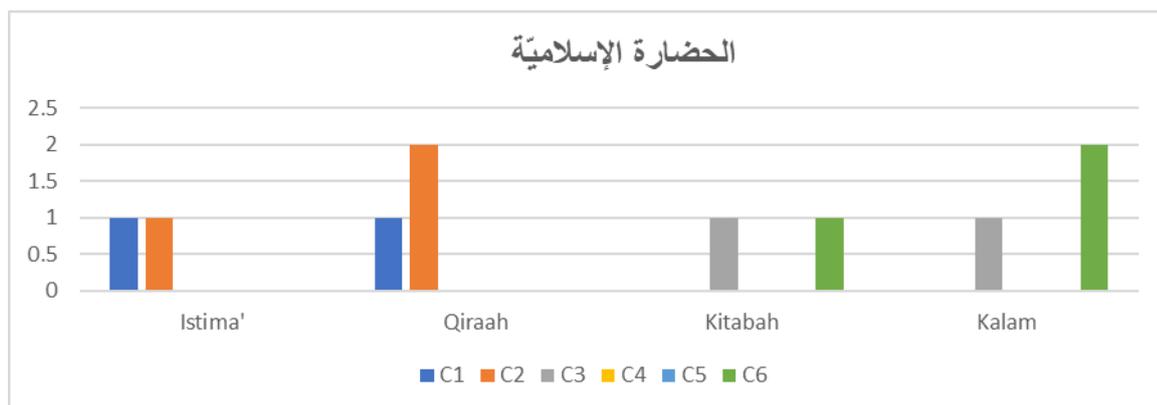
B. The Third Chapter (الشعر العربي)



The Graph 2. The Third Theme

Based on the graph above, in this third theme, the training content is divided into three levels: LOTS, MOTS, and HOTS. The C1 and C2 (LOTS) categories are for the receptive skills exercises, namely Istima' and Qira'ah. For the productive skills, namely Kitabah and Kalam, the exercises are included in the C3 (MOTS) and C6 (HOTS) categories. There are no exercises in the C4 (analyzing) and C5 (evaluating) categories in this theme.

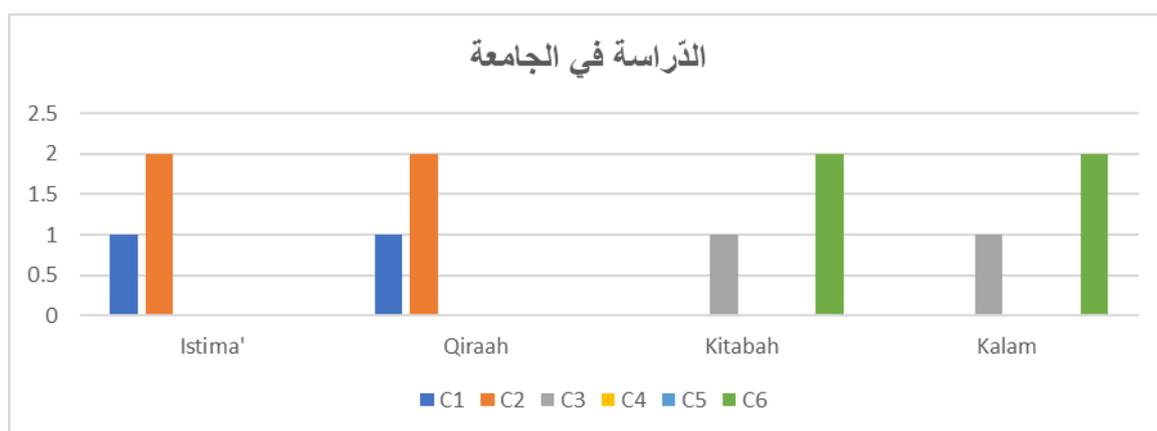
C. The Fourth Chapter (الحضارة الإسلامية)



Graph 4. The Four Theme

Based on the graph above, the fourth theme has three levels of training content: LOTS, MOTS, and HOTS. C1 and C2 (LOTS) are for the receptive category exercises, namely Istima' and Qira'ah. For the productive skills, namely Kitabah and Kalam, the exercises fall into the C3 (MOTS) and C6 (HOTS) categories. This theme, like the third theme, also lacks exercises in the C4 (analyzing) and C5 (evaluating) categories.

D. The Fifth Chapter (الدّراسة في الجامعة)



Graph 5. The Fifth Theme

Based on the graph above, the fifth theme has three levels of training content: LOTS, MOTS, and HOTS. C1 and C2 (LOTS) are for the receptive category exercises, namely Istima' and Qira'ah. For the productive skills, namely Kitabah and Kalam, the exercises fall into the C3 (MOTS) and C6 (HOTS) categories. There are also no exercises in the C4 (analyzing) and C5 (evaluating) categories in this theme.

Based on an analysis of the five themes in the KSKK book of the Directorate of the Ministry of Religious Affairs, it appears that the exercises in this book fall predominantly into categories C1, C2, C3, and C6. For receptive skills, the exercises are predominantly in categories C1 and C2 (LOTS). These exercises require more comprehension of the information received and are repeated in the form of questions. For productive skills, the exercises are predominantly in categories C3 and C6. These exercises require more application and creation of new creations from acquired knowledge.

Based on this, the Ministry of Religion's textbooks fall into the LOTS category. Each theme covers four Arabic language skills, complete with exercises, as follows:

1. *Ar-Riyaadhah*

<i>Element</i>	<i>Excercise Form</i>	<i>Quantity</i>
<i>Istima'</i>	Classify similar vocabulary	10 grains
	Fill in the blanks with the answers provided	5 grains
	Listen and write	6 grains
<i>Qira'ah</i>	Identify dissimilar words	5 grains
	Determine true or false and correct any errors	6 grains
	Answer questions based on the text	5 grains
<i>Kitabah</i>	Compose correct sentences	5 grains
	Write sentences from the listed vocabulary	5 grains
	Create a text from one of the listed vocabularies	5 grains
<i>Kalam</i>	Create a short dialogue from the specified words according to the example	3 grains
	Create a dialogue from the sentences provided	4 grains
	Explain one of the pictures	3 grains
	Present a conversation with one of the listed themes	3 grains

2. *Asy-Syabaab*

<i>Elemen</i>	<i>Excercise Form</i>	<i>Quantity</i>
<i>Istima'</i>	Listening and writing	28 grains
	Answering questions based on the conversation	3 grains

<i>Qira'ah</i>	Answering questions based on the text	3 grains
	Determining whether something is true or false and correcting what is wrong	5 grains
<i>Kitabah</i>	Filling in missing sentences with the provided answers	10 grains
	Answering questions based on the text	5 grains
	Matching vocabulary and sentences	5 grains
<i>Kalam</i>	Matching two vocabulary words	7 grains
	Constructing a correct sentence	5 grains
<i>Kalam</i>	Explaining a theme	3 grains
	Explaining a picture	3 grains

3. *Asy-Syi'r al-Arabiy*

<i>Elemen</i>	<i>Excercise Form</i>	<i>Quantity</i>
<i>Istima'</i>	Determine what is right or wrong and correct what is wrong	5 grains
	Answer questions based on the conversation	5 grains
<i>Qira'ah</i>	Determine what is right or wrong and correct what is wrong	5 grains
	Answer questions based on the text	5 grains
<i>Kitabah</i>	Construct correct sentences	5 grains
	Write paragraphs	4 grains
<i>Kalam</i>	Create short dialogues from given words based on examples	3 grains
	Speak about given themes	3 grains

4. *Al-Hadharah al-Islamiyyah*

<i>Elemen</i>	<i>Excercise Form</i>	<i>Quantity</i>
<i>Istima'</i>	Determine whether something is true or false and correct what is wrong	5 grains
	Answer questions based on the text	5 grains
<i>Qiraah</i>	Determine whether something is true or false and correct what is wrong	5 grains
	Answer questions based on the text	5 grains
<i>Kitabah</i>	Match words and make sentences	6 grains
<i>Kalam</i>	Create short dialogues from the given words	5 grains

Talk about one of the pictures	4 grains
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5. *Ad-Diraasah fil-Jaami'ah*

<i>Elemen</i>	<i>Excercises</i>	<i>Quantity</i>
<i>Istima'</i>	Determine whether something is true or false and correct what is wrong	5 grains
	Answer questions based on the text	5 grains
<i>Qira'ah</i>	Determine whether something is true or false and correct what is wrong	5 grains
	Answer questions based on the text	5 grains
<i>Kitabah</i>	Match words and make sentences	6 grains
	Write paragraphs on a given theme	4 grains
<i>Kalam</i>	Create short dialogues using given words	3 grains
	Talk about one of the pictures	4 grains

Based on the table above, it is clear that the distribution of exercises, including Operational Verbs (KKO) for the four language skills and sentence structure elements, varies in number. The variety of questions in the teaching materials, as outlined in Table 3, provides varying assessment guidelines for each language skill and sentence structure. This is tailored to the desired assessment objectives. The questions, which focus on understanding and measuring students' creativity and thinking skills, are guided by the test items' indicators in Bloom's Taxonomy.

The focus for developing Arabic language skills is more on oral language development through expressing opinions; while writing skills are directed toward paragraph creation, enabling students to generate ideas creatively and enhance critical thinking skills. Overall, the classification of exercises based on Bloom's Taxonomy Theory can be seen in the following diagram.

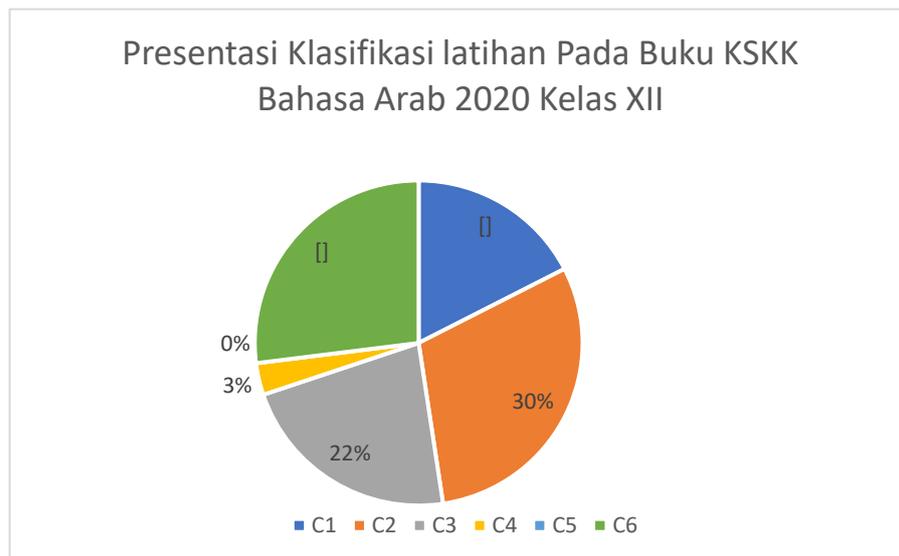


Figure 1. Classification of Exercises from KSKK Textbook

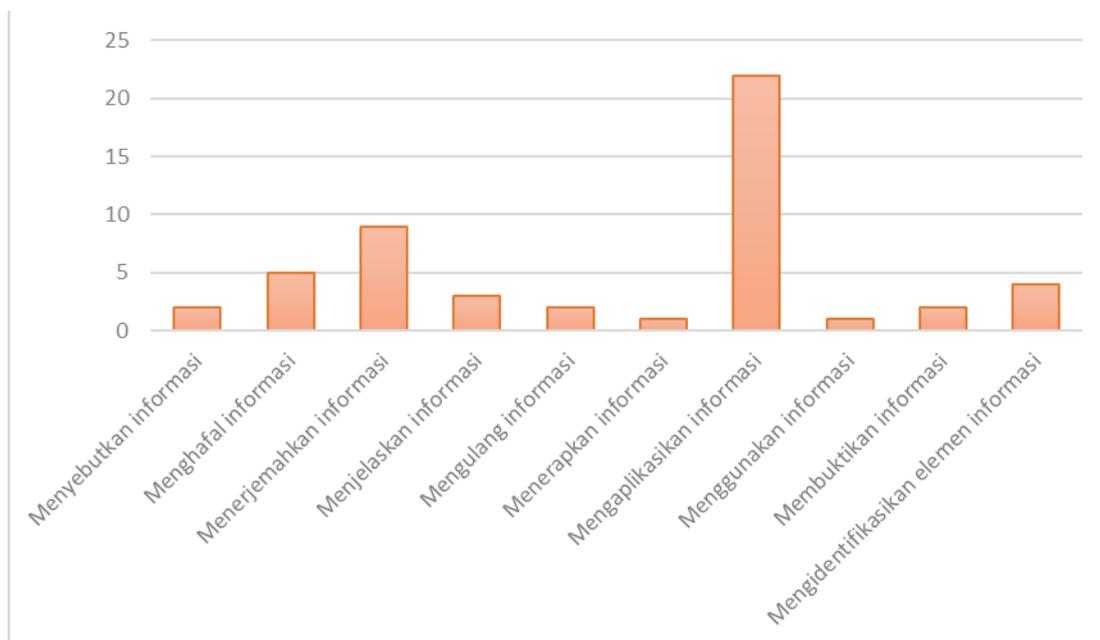
From the diagram above, it can be concluded that the exercise categories in the 2020 Arabic Language Skills (KSKK) textbook for Grade XII are predominantly in the C2 (LOTS) category. This is indicated by the percentage of exercises: 30% in the C2 (Understanding) category, 27% in the C6 (Creating) category, 22% in the C3 (Applying) category, 18% in the C1 (Knowing) category, 3% in the C4 (Analyzing) category, and 0% in the C5 (Evaluating) category. As one informant explained:

The teaching material is still at the level of memorization, explanation, and understanding. This is due to the varied backgrounds of the students. Therefore, the teaching materials used are tailored to their needs. For example, regarding understanding the *fi'il madhi* (inflected verbs) in the national curriculum, reinforcement is also provided in the DAC teaching materials, which include exercises and varied examples of *fi'il madhi* (inflected verbs). (Sulasmi)

Based on the data obtained, the researchers classified the assessment distribution into four categories: listening skills, reading skills, speaking skills, and writing skills. Each category is analyzed based on Bloom's Taxonomy theory which identifies C1, C2 (HOTS), C3, and C4 as categories (MOTS), C5 and C6 as categories (LOTS).

1. Textbooks of Diniyyah Arabic Center Curriculum

Mukhayyam Arabiy's book consists of 45 forms of exercise that can be classified based on Bloom's taxonomy theory. The distribution of each learning objective can be seen in the following chart.

Graph 6. Distribution of Exercises in the *Mukhayyam Arabiy* Book

This classification is based on the use of operational verbs contained in this book, as shown in the following data.

Table 1. The Classification Table Based on Bloom's Taxonomy

No	Category	Form Exercise	Quantity
1	C1	Write the following Hijaiyah letters (p. 4)	1 grains
		Name the letters that can be connected and not connected (p. 4)	1 grains
2	C2	Translate the following words into Arabic (p. 18, 20, 23, 24, 29, 31, 34, 35, 41)	9 grains
		What is an isim (p. 12)	1 grains
		What is meant by the isim Mudzakkar and Muannats with examples (p. 12)	1 grains
		Explain the division of Isim (p. 12)	1 grains
		Memorize all pronouns and their meanings (p. 13, 27)	1 grains
3	C3	Write examples in the Qur'an of writing the Hijaiyah letters at the front, middle, and back. (p. 4)	1 grains
		Fill in the changes in the form of the word "Pronoun" (p. 17, 17, 19, 19, 20, 22, 22, 24, 24, 26, 27, 28, 28, 30, 30, 31, 32, 33, 34, 35).	22 grains
		Look up the dictionary for the spelling of the Hijaiyyah letters (p. 4).	1 grains
		Match the letters in the dictionary for the long and short forms (p. 6, 8).	2 grains
		Fill in the blanks for the changes in the verb "fi'il mudhari" with the dhomir "perlaku" (p. 37, 37, 38, 38).	4 grains

4	C4	Look up the dictionary for the spelling of the Hijaiyyah letters (p. 4).	1 grains
		Match the dictionary for the long and short forms (p. 6, 8).	2 grains
		Fill in the blanks for the changes in the verb "fi'il mudhari" with the dhomir "perlaku" (p. 37, 37, 38, 38).	4 grains
5	C5		0
6	C6		0
<i>Total</i>			45 grains

Based on the table above, the percentage of exercises in the Diniyyah Arabic Center textbook remains in the C3 (Application) category. This component is the most abundant among the other cognitive elements. This distribution can be compared in the following diagram.

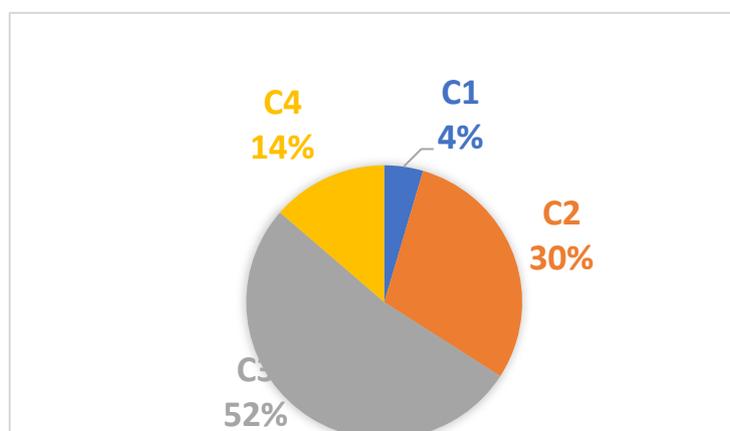


Diagram 2. Total of Exercises based on Bloom's Taxonomy

The diagram above shows that the distribution of teaching materials at the Diniyyah Arabic Center remains in the MOTS (C3) category, with a percentage of 52%. Meanwhile, C1 remains at 4%. C2 has a percentage of 30%, and C4 represents 14%. Therefore, the DAC textbook remains at the Middle Order Thinking Skills level, marking the largest number among the other components.

Based on the review, the Ministry of Religious Affairs' teaching materials are still at the LOTS (Lower Order Thinking Skills) level, while the DAC teaching materials are at the MOTS (Middle Order Thinking Skills) level. Both play a significant

role in internalizing the theoretical and practical foundations of Arabic language knowledge. In the National Curriculum, the teaching materials developed are still at the basic explanation level and have not yet reached the level of critical or creative thinking. The DAC textbook encourages students to apply Arabic theory to language skills through a variety of language exercises. On that basis, critical thinking skills can be improved through teaching materials that contain varying quantities of operational verbs in the students' language practice process.¹⁴

A deeper analysis of the cognitive levels shows that the KSKK teaching materials focus on C1 to C3, with a predominance of C2 (understanding). This aligns with the deductive approach to language learning, which emphasizes text comprehension and basic language structures. The advantage of this approach is that it provides a strong and systematic foundation of knowledge, but its weakness is the low cognitive challenge in the areas of analysis (C4) and evaluation (C5), which are essential for developing critical thinking skills.

In contrast, DAC shows a higher proportion of C3 and C4 categories, leading to MOTS. The book *Mukhayyam al-Arabiyy*, for example, requires students to perform word analysis, apply them in sentences, and recognize patterns in context. This demonstrates an inductive and applicative approach, which indirectly encourages students to think tactically and problem-solving. However, evaluative (C5) and creative (C6) exercises are still limited, indicating that DAC books also need to be developed towards full HOTS.

Both approaches—KSKK, which focuses on identifying or recognizing, and DAC, which focuses on analysis and application—can be a strategic combination. In the context of 21st-century competency-based Arabic language learning, both should be directed toward integrative abilities in more complex aspects of language and cognitive skills. This is crucial to foster student achievement in problem-solving, creative expression, and reflective thinking in Arabic language use.

A more in-depth examination of the skills aspect reveals that the exercises in the KSKK textbook predominantly focus on receptive skills such as *istima'* and *qira'ah* at levels C1 and C2. This aligns with the textbook's tendency to prioritize text comprehension and information identification. The lack of exercise components

¹⁴ R D Nira and Y Fauziyah, "Development of Arabic Curriculum in Improving Pedagogic Competence of Lecturer Ma'had Umar Bin Al-Khattab" *Nazhruna: Jurnal Pendidikan Islam*. 4.2 (2021): 294–309,

addressing C5 (evaluation) and C6 (creation) indicates that the exercises provided are not yet very effective in measuring student abilities. This weakness can be addressed by the DAC textbook, which includes contextual and applicative practice-based exercises in categories C3 and C4.

Meanwhile, data from the DAC textbook shows the largest distribution of exercises in C3 (application) to C4 (analysis), particularly on the use of *dhamir*, *fi'il madhi* and *mudhari*, as well as exercises in sentence construction and filling in gaps. Although not reaching C6, this trend indicates that DAC teaching materials are stronger in promoting practical language skills. Weaknesses in C5 and C6 can still be addressed by adding mini-projects such as writing articles, creating creative dialogues, or compiling Arabic presentations. By integrating the cognitive levels of both types of textbooks, students have a greater opportunity to develop holistically from LOTS to HOTS in a gradual and structured manner.

The varied distribution of exercises provides students with hands-on experience. They are not only able to memorize vocabulary but also translate, apply, and analyze it across a range of language skills, including listening, speaking, reading, and writing in Arabic. As Kafi & Ilma suggest that exercises in teaching materials provide the foundation for training students in higher-order thinking, a tool for reasoning that aligns with current educational needs.¹⁵

The researchers' review of the five textbooks used found that they were still at the LOTS to MOTS level. This is due to the diverse backgrounds of the students at this school. Therefore, the Diniyyah Arabic Center curriculum is used to help students learn Arabic to achieve formal learning objectives within the national curriculum. Previous research also suggests that curriculum development begins with an analysis of student needs.¹⁶ This, in turn, impacts the teaching materials developed for students.¹⁷

The analysis revealed that several textbooks used in the Diniyyah Arabic Center curriculum do not meet standards. Therefore, teaching materials should include *syakal*

Available: <https://e-journal.ikhac.ac.id/index.php/NAZHRUNA/article/view/1480>.

¹⁵ Fina Aunul Kafi and Zidni Ilma, "Analisis Soal Tematik Bahasa Arab berbasis HOTS pada Kelas XII MAN 3 Jember" *Al-Fusha: Arabic Language Education Journal*. 4.1 (2022): 1–9, Available: <http://ejournal.inaifas.ac.id/index.php/alfusha/article/view/729>.

¹⁶ Arifka Mahmudi, "Challenges facing Arabic language teachers in applying higher-order thinking skills in teaching speaking skills in public secondary schools in Malang" UIN Maulana Malik Ibrahim Malang, 2020, Available: <http://etheses.uin-malang.ac.id/15846/>.

¹⁷ Muhammad Rifai et al., "Analisis Modul Pembelajaran Bahasa Arab Madrasah Aliyah Kelas XII DIY Tahun 2023" *Ihtimam: Jurnal Pendidikan Bahasa Arab*. 08 (2025): 140–151.

(songs) or *harakat* (voices), include engaging images as stimuli in book exercises, and include topics relevant to the learner's needs. A table of contents and user guide should facilitate teaching based on the exercises provided.¹⁸ Yet, language learning oriented toward developing higher-order thinking skills is crucial in today's era.¹⁹

Previous research also revealed that various HOTS indicators can be seen through operational verbs that indicate a higher level of thinking (Azzahra and Baroroh). The textbooks used by Diniyyah Puteri show a range of LOTS to MOTS skill requirements. The quantity at the HOTS level does not show significant significance. Therefore, the learning demands at this school, through the teaching materials used, remain at an intermediate level. This is based on the diverse backgrounds of students, who come from both public and religious schools.

The analysis of Arabic language textbooks also shows that the exercises used are still dominated by translation and sentence construction. The dominance of translation questions hinders the development of students' higher-order thinking skills.²⁰ The distribution of translation exercises also makes up the majority of the exercises in the teaching materials. Therefore, innovative exercises are still needed to improve Arabic language skills that meet HOTS standards in Arabic language textbooks. Furthermore, the distribution of rote exercises also makes students less prepared to face more complex communication challenges.

These facts hinder students' language skills. This can be seen in the percentage of exercises, which is 18% in the C1 (Knowing) category and 30% in the C2 (Understanding) category. The teaching materials in the DAC curriculum demonstrate the MOTS level, indicated by a percentage of 52% in the C3 category. Meanwhile, C1 remains at 4%. C2 has a percentage of 30% and C4 shows 14%. Based on this, the DAC textbook remains at the Middle Order Thinking Skills level, which marks the highest number of items among the other components.

Based on a critical review of the teaching materials used, cognitive enhancement is needed in the exercises provided in the textbook. This requires innovation in the

¹⁸ Siti Maisaroh, Moh Badruddin Amin, and Khomisantul Fajriyah, "Bahan Ajar Keterampilan Menulis Berbasis Higher Order Thinking Skills (HOTS) di PBA IAIN Madura" *Fondatia Jurnal Pendidikan Dasar*. 9.2 (2022): 155–165.

¹⁹ Novika Dwi Anjani, Hikmah, and Masrun, "Penerapan HOTS dalam Soal Buku Bahasa Arab di MTS Miftahul Hidayah" *Pediaqu: Jurnal Pendidikan Sosial dan Humaniora*. 3.2 (2024): 1445–1455.

development of teaching materials, so that students' cognitive level extends beyond memorization and translation to application and analysis, and even to the level of developing ideas in the use of Arabic.²¹ This statement also aligns with previous research that revealed the need for interconnected critical thinking skills across the cognitive, affective, and psychomotor domains in teaching materials.²²

By using Bloom's Taxonomy theory in Arabic language teaching materials, learning outcomes are expected to significantly impact Arabic language skills. This framework aligns with the need to develop students who are not only cognitively intelligent but also possess affective and psychomotor skills that are in line with the demands of the times.²³ In a global context, Bloom's Taxonomy is also relevant for preparing students to face the challenges of the workplace in the Industrial Revolution 4.0 era, which requires students to think critically, creatively, collaborate, and communicate.²⁴

The findings of this study reveal that curriculum integration is expected to internalize HOTS through teaching materials. However, the results of this research indicate that the integration of teaching materials based on the national and local curricula still requires quality improvement in various aspects, particularly in each language skills exercise and linguistic element. Therefore, the goals and demands of 21st-century skills can be realized through internalization in Arabic teaching materials.

Conclusion

The results of the study show that the Ministry of Religious Affairs textbook for grade XII shows the LOTS category which is characterized by a more dominant percentage of exercises including the C2 (LOTS) category. This is indicated by the

²⁰ Dian Soraya Eldara and R Umi Baroroh, "Inovasi Instrumen Penilaian Mahârah al-Kitâbah Berbasis HOTS pada Buku Teks Bahasa Arab" *ARABI*. 10.1 (2025): 110–120.

²¹ Refiyana Yolanda et al., "Analisis Bahan Ajar ' Hayya Nata'allam al-Arabiyah' Kelas XII SMA/SMK Perspektif Teori Abdullah Al-Gali dan Abdul Hamid Abdullah" *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*. 5.2 (2024): 257–272, Available: <https://journal.iaiddipolman.ac.id/index.php/loghat/index>.

²² M Rizki Hi Aman, Sugirma, and Zulaeha, "Innovation in Maharah Kitabah Assessment with Bloom's Taxonomy Approach in Arabic Language Learning Books for Class X Published by the Ministry of Religion in 2020" *Loghat Arabi*. 5.2 (2024): 273.

²³ Rahmawati, Suci Ramadhanti Febriani, and Shofia Nailatul Haq, "Increasing the Pedagogical Competency of Arabic Teachers Through HOTS-Based Modules" *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*. 4.2 (2023): 282, Available: <https://journal.iaiddipolman.ac.id/index.php/loghat/index>.

²⁴ Rica Wijayanti, Buaddin Hasan, and Rishi Kumar Loganathan, "Media comic math berbasis whiteboard animation dalam pelajaran matematika" *Jurnal Riset Pendidikan Matematika*. 5.1 (2018): 53.

percentage of exercises as much as 18% in the C1 (knowing) category, 30% in the C2 (understanding) category, 22% in the C3 (applying) category, 3% in the C4 (analyzing) category and 0% in the C5 (evaluating) category and 27% in the C6 (creating) category. Meanwhile, 4 textbooks in the Diniyyah Arabic Center curriculum are still classified as MOTS (Middle Order Thinking Skills) which is characterized by the distribution of operational verbs in the four books belonging to the categories of memorizing and mentioning, applying and not yet reaching the level of analyzing to creating. As for the DAC teaching materials, they show the MOTS level which is characterized by a percentage of 52% (C3). While for C1 it is still at 4%. As for C2, it has a percentage of 30% and C4 shows 14%. Based on this, the DAC textbook is still at the Middle Order Thinking Skills level, which marks the largest number among the other components. This research can contribute to strengthening the integration of HOTS-based standardized curriculum teaching materials. This research is still limited to the study of teaching materials, so the researcher recommends further research to test the effectiveness of teaching materials based on quantitative research.

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