PRAGMATICS TEST ASSESSMENT INNOVATION BASED HOTS IN ARABIC TEXTBOOKS CLASS XII

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DOI : http://dx.doi.org/10.30829/ tar.v31i1.4361

ABSTRACT

The Arabic textbook test for class XII published by the Ministry of Religious Affairs uses a pragmatic approach, but there are still questions that are at the MOTS level and less diverse in the variety of assessment forms, so it is not optimal in developing students' critical thinking skills. This study aims to analyse and develop innovative pragmatic approach tests in class XII Arabic textbooks published by the Ministry of Religious Affairs that are HOTS. This research is a library research. The results of this study show that some pragmatic tests in class XII Arabic textbooks have adopted the HOTS approach, especially in test types such as dictation, writing, storytelling, and interviews. However, it was also found that some tests were still at the MOTS level. This research provides innovations in HOTS-based pragmatics test instruments that are more varied, including dictation, translation, paraphrasing, cloze, and question and answer tests with detailed explanations of their cognitive implementation to improve Arabic language assessment.

Introduction

Evaluation is a fundamental element that plays a crucial role in determining the success of the learning process. Evaluation has an important role in learning, this statement is based on the opinion of experts who state that as a process, learning has three components, namely learning objectives, learning implementation, and learning assessment (Ritonga et al., 2021). Assessment of learning outcomes becomes a benchmark to reflect the extent to which learning objectives have been achieved. More than that, learning outcomes not only measure student achievement, but also assess the effectiveness of teacher teaching in teaching and learning activities (Kholisoh, 2020). In this case, assessment acts as a process of collecting and processing data that provides a comprehensive picture of student achievement (Wei et al., 2021).

With accurate assessment, teachers can systematically interpret students' competencies and provide useful feedback to improve the learning process in the future (Wulansari, 2022).

One of the assessment instruments often used in the learning process is the test. In Arabic language learning, the test acts as an evaluation tool to assess the extent to which students master Arabic language skills as measured through test items (Pangestika et al., 2024). There are at least four approaches used to develop language tests, namely discrete tests, integrative tests, and pragmatic and communicative tests (Yul et al., 2022). Discrete tests focus on isolated language elements, while integrative tests combine various aspects of language, but often pay little attention to the context in which they are used. As a response to the weaknesses of these two approaches, pragmatic tests were developed to measure students' ability to use language effectively in real communication situations, thus reflecting more of an integrated and contextualised language competence (Munip, 2019). By taking context factors into account, students' Arabic language skills can be significantly improved (Iswanto & Qomari, 2023).

A pragmatic approach to learning can be enhanced through the integration of higher order thinking skills (HOTS). This approach plays an important role in developing students' ability to think critically, analyse, evaluate, and produce creative solutions, which in turn improves the quality of their understanding in depth (Damaianti et al., 2020). The application of HOTS not only includes the formulation of learning objectives, but also penetrates into the learning design and planning of a more strategic evaluation system (Reksiana et al., 2020). For optimal results, teaching materials must be accompanied by assessments that are specifically designed to encourage students to face problems that require creativity and innovative application of (Amila Sholiha et al., 2023). HOTS not only focuses on achieving learning outcomes, but also reflects the development of students' understanding comprehensively through appropriately designed tests (Singh et al., 2020). Therefore, the application of HOTS-based questions in learning is essential to strengthen students' higher order thinking skills in a sustainable and effective manner.

The Ministry of Religious Affairs of the Republic of Indonesia, in 2020, has published an Arabic textbook for class XII which is an important reference in the learning process. This book includes various crucial elements, such as learning objectives, core competencies, basic competencies, material explanations, diverse learning activities, and assessments. According to the researcher, The textbook adopts a pragmatic approach which is reflected in the basic competencies that highlight the effective use of speech acts. (Syarofah & Yasin Fatchul B., 2020). However, some of the pragmatic tests presented in the book do not fully fulfil the Higher Order Thinking Skills (HOTS) taxonomy level. This inadequacy has the potential to hinder students' ability to think critically and creatively . In addition, the lack of variety in the types of pragmatic tests can decrease students' learning motivation. As stated by Ali Al-Khuli, textbooks should present diverse tests both in terms of purpose and form (Syukron et al., 2023). Therefore, to face this challenge, innovation in the development of textbooks is very important, considering that developments in the world of education require all components, including aspects of assessment, to be continuously updated (Faizmailiatus Sofa et al., 2023).

The results of the researcher's literature review, found that there is a development and validation of tools to assess HOTS-based Arabic pragmatic approaches. The Egyptian Arabic Pragmatic Language Test (EAPLT) was developed and standardised to evaluate pragmatic skills, functions and factors in Egyptian children (Khodeir et al., 2017). Similarly, the Arabic version of the Pragmatic Language Skills Inventory (A-PLSI) was validated to assess pragmatic language development in preschool children in Saudi Arabia (Alduais et al., 2022). Both tests showed high reliability and validity in detecting pragmatic language impairment. In the context of HOTS-based language assessment, it has been shown to significantly improve students' critical thinking skills (Mustofa et al., 2022). According to Nur Fadhilah, although HOTS has its benefits, its implementation can also trigger frustration in students and lower self-confidence

(Amin et al., 2023). However, the technique of assessing the knowledge aspect of the written technique in the Arabic Language Book published by the Ministry of Religious Affairs 2020 has not yet referred to HOTS completely, there are still some questions that are still under the HOTS category (Fitria & Baroroh, 2023). This finding highlights the importance of innovating HOTS based pragmatic approach test assessment in Arabic textbooks.

The purpose of this study is to analyse and develop innovative pragmatic approach tests in Arabic textbooks for class XII published by the Ministry of Religious Affairs of the Republic of Indonesia based on the HOTS concept. Through this study, it is hoped that a more relevant and effective assessment instrument can be produced in measuring students' pragmatic abilities, especially in the aspects of critical thinking, in-depth analysis, and the application of language competencies that are more contextual in accordance with the demands of modern education.

Literature Review
Pragmatics Approach Test

Pragmatics tests are rooted in the view that language is a means of communication, not simply a system of autonomous linguistic structures. Pragmatics tests are linguistic evaluation methods designed to measure the extent to which learners are able to apply language elements in communication situations that are appropriate to real contexts. This approach emphasises the importance of being able to relate language elements, such as words, phrases and sentences, to relevant extralinguistic contexts (Hermawan, 2021). The extralinguistic context includes various aspects that are beyond the language itself, such as physical, psychological, social conditions, and shared knowledge between the speaker and listener (Sudjalil et al., 2022).

Pragmatics tests include various types of evaluations designed to assess learners' ability to use language effectively in various contexts. According to Abdul Munip (2019), commonly used types of pragmatics tests include:

1. Dictation

Dictation-type tests are pragmatic because they involve more than one skill (Rezaei, 2018). In addition, dictation is even thought to be helpful in correcting grammar and vocabulary errors, focusing on meaning, speaking, extending memory span, and learning disabilities (Chiang, 2019). This test requires the student to focus attention, listen carefully, and copy or rewrite what has been heard into proper written form. The accuracy of this test, requires expertise in recognising and assembling Arabic letters correctly, the ability to understand the structure of sounds and words in Arabic and the ability to understand discourse. There are two types of dictation: standard dictation and partial dictation. Standard dictation is done through several structured steps. Firstly, the text is read or listened to in its entirety to the student. Next, the text is read out section by section, and students are asked to copy back the text. Finally, the text is read or listened to again in its entirety, so that students have the opportunity to check their copy or writing. In partial dictation, the discourse or text is listened to as in standard dictation, but with certain parts or words omitted. Students are then asked to write down the parts or words that have been omitted (Kusmiatun, 2019).

2. Cloze tests

Cloze tests have been popular in reading studies and language assessment, especially as a method to measure text comprehension and language skills. Introduced by Wilson Taylor in 1953, the test involves the omission of some parts of the discourse, and participants are asked to complete the missing parts (Sari, 2020). Words are systematically omitted following a specific pattern, known as the n-th word omission (Kleijn et al., 2019), In order to fill in the missing words, students must be able to understand the context and overall meaning of the text (Abdulridah Dhyaaldian et al., 2022). In the cloze test, there are two scoring approach techniques namely exact words and contextual appropriateness. The exact word technique requires that the

student's answer is exactly the same as the original word that is omitted, while the context appropriateness technique allows answers that are not exactly the same but still fit the context of the discourse. Thus, the cloze test not only serves to assess the readability of the text, but also evaluates students' analytical ability in understanding meaning in a particular context (Chung & Ahn, 2019).

3. Paraphrasing

Paraphrasing is a way of conveying the same meaning as the original sentence using different expressions. Paraphrasing ability reflects one's ability to select expressions that are equivalent in meaning. In addition, paraphrasing helps students understand the proper use of source information and prevents plagiarism, by comparing the paraphrased results with the original text (Tran & Nguyen, 2022). Bailey sets out three criteria for a good paraphrase: the length of the text should be the same as the original, the meaning should be retained, and the vocabulary and grammar should be changed according to the author's style (Ruslan et al., 2020).

4. Question answer

The question-answer test assesses a participant's ability to select the correct answer to an oral question based on a given discourse. It measures comprehension, analysis, and the ability to interpret the role and status of the interlocutor to understand the overall meaning of the communication (Arcara & Bambini, 2016).

5. Interview

The interview is an assessment method that measures speaking ability with pragmatic elements. What is discussed here is of course free, but can be agreed upon as needed (Hermawan, 2021). In practice, there are various interview techniques that can be used. Firstly, participants are tested by answering specific questions about events in pictures or actual situations. Secondly, interviews can involve topics about participants' personal experiences, activities and aspirations. Therefore, the interview evaluates not only their speaking ability, but also their proficiency in understanding and responding effectively to pragmatic contexts.

6. Writing Tests

Writing tests are a component of pragmatic evaluation designed to measure participants' ability to express their ideas, thoughts, emotions, and ideas in writing. To produce effective writing, participants are given certain stimuli. Assessment of writing ability should emphasise and consider the accuracy of language in relation to context and content (Haerazi, 2011).

7. Storytelling

Storytelling is very similar to writing as both are ways to express thoughts, ideas, emotions and opinions orally or in writing. Pragmatic skills can be honed with effective storytelling, as these skills help students manage topics, maintain relevance, and use cohesive language (Jensen De López et al., 2022). A narrative test will emphasise this pragmatic aspect, especially when the narrative is related to the experiences, emotions, thoughts, and appreciations of the person being tested. A narration test can be conducted with the same stimulus as a writing test. For example, the testee can be given one picture or a series of pictures, and then asked to narrate the content of the picture in Arabic orally.

8. Translation Test

The translation test aims to assess participants' ability to transfer ideas, notions and messages from the source language to the target language. This process begins with the analysis of the Bsu text, in which pragmatic discourse analysis plays an important role to ensure the accuracy of the translation. Discourse in translation serves as the translator's 'workspace', which must be well mastered, including its details and characteristics (Harliani, 2019). The important elements in translation include the source language as the language of origin, the target language as the purpose of translation, and the messages and ideas that must remain intact during the language transfer process. The selection of appropriate word equivalents maintains the balance

between the original and the new language, while context is a key element in determining the appropriateness of the translation (Shalihah, 2017).

HOTS Assesment

Higher Order Thinking Skills (HOTS) are advanced cognitive thinking processes that students acquire through various cognitive ideas and methodologies. According to Bloom's Taxonomy, the cognitive domain is a framework that categorises cognitive skills into various levels (Mahendra et al., 2020). This taxonomy was originally introduced by Benjamin Bloom in 1956, then revised by Anderson and Krathwohl in 2001. This revision resulted in six levels of thinking power, namely: remembering, understanding, applying, analysing, evaluating, and creating (Syafryadin et al., 2021). The six levels are categorised into three main levels: Lower Order Thinking Skills (LOTS), Middle Order Thinking Skills (MOTS), and Higher Order Thinking Skills (HOTS). LOTS includes remembering (c1) and understanding (c2), MOTS includes applying (c3), while HOTS includes analysing (c4), evaluating (c5), and creating (c6) (Amila Sholiha et al., 2023). Each of these categories is a core competency, and each of its elements is identified as a basic competency. These basic competencies are further elaborated through specific indicators expressed in operational verbs.

HOTS based assessment means assessment that uses higher-order thinking skills, which requires teacher creativity in developing questions that are in accordance with basic competencies and learning objectives. Teachers must be able to develop assessments that are not only relevant to the learning material, but also adapted to the characteristics and learning styles of students (El-Sabagh, 2021). Researchers argue that HOTS questions fall under the umbrella of 21st century skills, which consist of essential skills that young people need to prepare for the future (Lu et al., 2021). One of the key abilities in 21st century skills is creative, critical and problem-solving (Eliyasni et al., 2019)

Metode Penelitian

This research uses a type of library research with a descriptive qualitative approach (Sugiyono, 2013). Data was collected through documentation techniques by exploring relevant books and scientific articles related to the research topic (Cohen et al., 2017). Primary data in this study comes from Arabic textbooks for class XII published by the Ministry of Religious Affairs of the Republic of Indonesia. While secondary data is obtained from various references, such as literature, journals, articles, books, or other sources that support the completeness of research data. The stages carried out by the researcher in this study include data collection and processing, which were then used to analyse the test instruments containing pragmatic approaches with HOTS elements and interpret the results of the analysis in the form of a narrative. After analysing the questions, the researcher innovated the questions by incorporating elements of the HOTS based pragmatic approach.

The data analysis technique used the Miles and Huberman model which consists of four main stages: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion drawing (Miles & Huberman, 1994). Data were collected through documentation of Arabic textbooks for class XII, then reduced through a process of selection, simplification, and organisation to make it more systematic. Irrelevant data were eliminated, while the main data were categorised based on the research theme. Furthermore, the data that has been reduced is presented in descriptive form to provide a clearer picture of the practice tests in Arabic textbooks class XII. In the final stage, conclusions were drawn through data interpretation.

Findings and Discussion
Test of Pragmatic Approach in Textbooks for Grade XII

The Indonesian Ministry of Religious Affairs, as the institution responsible for religious education in Indonesia, published an Arabic textbook for class XII in 2020. This book is designed as an official teaching material for students in the educational environment under its auspices. The existence of this textbook reflects the government's efforts to improve the quality of Arabic language learning at the secondary education level. The cover of the Arabic textbook for grade XII that is part of this material can be seen in Figure 1 below:
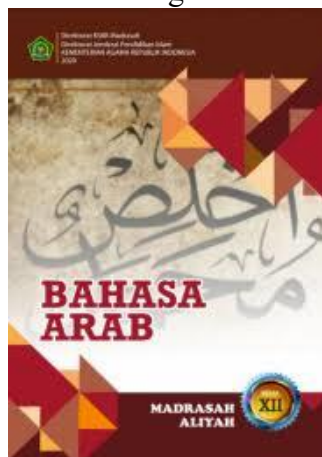

Figure 1. The cover of the Arabic textbook for class XII

This Class XII Arabic textbook directs language learning with a pragmatic approach, as reflected in the basic competencies that emphasise students' ability to use Arabic speech acts in accordance with the context. In addition, some of the tests in this book are designed in the form of pragmatic tests to measure students' communication skills more functionally. However, it is necessary to further analyse the tests, especially in terms of their cognitive level, to ensure that the assessment not only measures pragmatic aspects, but also reflects the depth of students' thinking. The results of the analysis of the cognitive levels in the tests can be seen in Table 1 below:

Table 1. Test of pragmatic approach in class XII textbooks

No.	Question	Page	Model	Level
1.	انظر واستمع واكتب	3	Dicatition	C2
2.	استمع الى الحوار، ثم املأ الفرغات بالكلمات المناسبة	5	Dicatition	C3
3.	تبادل الحوار مع زميلك عن العبارات التالية	14, 50	Interview	C4
4.	تبادل السؤال و الجواب أَمامَ زَميْلِكَ كما في المثال	42	Interview	C3
5.	تبادل الحوار مع زميلك عن الموضوعات التالية	59, 72	Interview	C4
6.	اخْتَر مَوْضُوعًا من المَوْضُوعات التَّالِيَة، ثُمَّ اكْتُبْهُ مُشْتَمِلًا عَلَى عَنَاصِرَ النَّصَ	13	Writing Test	C6
7.	اكْتُبْ فَقَرَةً عَنِ الشعر العربي" مُسْتَعِيْنَا بِالْمَوْضُوعَاتِ الآتِيَةِ.	41	Writing Test	C6
8.	اكْتُب فَقَرَةً عَن أَهَمِيَّةِ التَّعْلِيمِ الجَامِعِي" لا تَقِلُّ عَنْ ١٠٠ كَلِمَة مُسْتَعِيْنَا بِالْمَوْضُوعَاتِ الآتِيَةِ	71	Writing Test	C6
9.	اخْتَر مَوْضُوعَاتٍ مِن الصُّور التَّالِيَة، ثُمَّ عَبِّر عَنْهَا	15	Storytelling	C6
10.	اختر مَوْضُوعاً مِنَ المَوْضُوعَاتِ التَّالِيَةَ، ثُمَّ تَكَلَّمْ عَنْهُ أَمَامَ زَميْلِكَ	15, 29	Storytelling	C6
11.	اختر عبارة من العبارات التالية، ثم تكلم عنها زملائك	29	Storytelling	C6

12.	تكلم عَنْ حُبَ رَسُولِ اللهِ" أَمَامَ زُمَلائِكَ مُسْتَعِيْنَا بِالمَوْضُوعَاتِ الآتِيَةِ	42	Storytelling	C6
13.	اختر صورة من الصور التالية، ثم تكلم عنها مع زملائك	59	Storytelling	C6
14.	اختر صُورَةً مِن الصُّورِ الثَّالِيَةِ، ثُمَّ عَبَرَ عَنْ أَهَمِيِّتِهَا أَمَامَ زُمَلائِكَ	72	Storytelling	C6

In table 1, Test instruments number 1 and 2 are both forms of dictation tests, but differ in cognitive taxonomy levels. Test number 1 tests learners' ability to write based on what they see and hear, belonging to the pragmatics of dictation test at the LOTS level at C2 level, where learners are only expected to understand and interpret the basic context without demands for in-depth analysis or evaluation. In contrast, test number 2 is at the MOTS level at the C3 level, which requires learners to apply their understanding of the dialogue heard by filling in the blanks with appropriate words. Although both utilise the dictation method, there is a significant difference in the level of cognitive demand, with test 2 requiring more active information processing than test 1.

Test instruments number 3, 4, and 5 use the interview models, but differ in the level of taxonomy. Test instrument 3 requires participants to discuss and analyse the given statement, make sense of it, and exchange ideas with their peers. This test belongs to HOTS at the C4 level, where test takers must process information deeply and produce meaningful dialogue through analysis and reflection. Furthermore, in test instrument number 4, participants are required to apply communication skills through the exchange of questions and answers. This test is at the MOTS level at the C3 level, which requires participants to actively use knowledge in the context of interaction by applying appropriate pragmatic understanding. Meanwhile, test instrument number 5, similar to test number 3, emphasises discussion between participants on the given topic, and also falls under HOTS at the C3 level. Here, students are expected not only to understand the information, but also to analyse and recast it in the form of deeper and more meaningful conversations, demanding a more complex level of thinking.

Test instruments number 5, 6 and 7 are writing tests with the same taxonomy level, HOTS at level C6, which emphasises creation skills. Test instrument number 5 requires participants to choose a topic and write a text containing certain elements, where participants are required to create new works by combining existing ideas and knowledge in accordance with the specified text elements. Test instrument number 6 asks students to write a paragraph about an Arabic poem by integrating a specific topic, which requires creativity in organising and presenting information in writing according to the context of the poem, reflecting the skill of creating. Similarly, test instrument number 7 requires students to write a paragraph conveying their views on the importance of university education, utilising a given topic. In this test, students are required to compose their writing in a coherent and structured manner, which is an important aspect of the C6 level of creating skills, where they not only understand but also produce new ideas through meaningful and in depth writing.

Test instruments number 9 to 14 are a series of storytelling tests at the C6 level of the HOTS taxonomy, all of which require the skill of creation. Test number 9 requires participants to select a topic from a picture and express their opinions creatively, involving the ability to generate new ideas and express them meaningfully. Furthermore, Test number 10 asks participants to select a topic and deliver it in the form of an oral presentation in front of their peers, emphasising the organisation of ideas and original expression as part of the skill of creating. In test number 11, students select a statement and develop it in a relevant context for oral discussion, demonstrating creative thinking and spontaneous speaking skills. Test instrument number 12 asks students to compose and deliver an oral presentation on the love of

the Messenger of Allah, linking the topic with creative ideas that describe their feelings, a concrete example of inventing skills. Test number 13 involves selecting a picture and telling a story based on it, encouraging creativity in developing ideas and delivering them orally. Finally, test number 14 requires students to convey the significance of the chosen picture orally in front of their peers, which demands the ability to organise and convey ideas effectively, demonstrating the hallmarks of C6-level inventing skills. All of these tests encouraged participants to think critically, creatively and communicatively in developing and communicating their ideas.

HOTS-based pragmatic test innovation in Textbooks for Class XII

In an effort to develop the Arabic language skills of class XII students, researchers provide innovations in the form of HOTS-based pragmatic test recommendations. This innovation presents several variations of pragmatic test types, namely dictation, translation, paraphrase, cloze test, and question answering, which are designed to further improve students' ability to understand and use Arabic contextually.

This dictation test innovation aims to change the assessment approach from MOTS to HOTS, which focuses on high-level analytical skills. For example, the instruction " انظر واستمع واكتب بتحليل أفعال الكلام " introduces a new stage in the dictation test that involves speech act analysis. Firstly, students are asked to observe pictures relevant to the context of the conversation. Next, they listen carefully to the dictated conversation. After that, students have to rewrite the text of the conversation accurately. In the final stage, students are asked to analyse the speech acts contained in the conversation. Thus, this instruction not only tests students' ability to rewrite the text, but also involves the analysis of pragmatic elements and speech acts, which are the core of HOTS at the C4 level.

This HOTS-based translation test innovation is a new form of pragmatics test designed to test students' abilities at a deeper level of analysis. One of the sample instructions is " ترجم النص الحواري التالي من اللغة العربية إلى اللغة الإندونيسية مع مراعاة جانب أفعال الكلام " which requires students to translate a conversational text from Arabic to Indonesian by paying attention to speech act aspects. This test not only measures basic translation skills, but also evaluates students' understanding of the meaning and context behind words, as well as how pragmatic elements such as speech acts are translated appropriately. Thus, this test is at the HOTS C4 level, where test takers are expected to be able to conduct in-depth analyses and understand the nuances of language in the translation process.

This HOTS-based paraphrasing test innovation is designed to train students' skills in understanding and reprocessing the given information. The instruction " اقرأ الفقرة التالية ثم أعد صياغتها بكلماتك الخاصة مع التركيز على نفس الفكرة الرئيسية " requires students to not only deeply understand the text, but also analyse and rephrase it according to Analysis (C4) skills. Students are expected to dissect the structure of the original text, understand the message conveyed, and re-express it in their own words without losing the main meaning. This process requires the ability to break down the main ideas in the text and reconnect the important elements, so that students can paraphrase the text while maintaining the integrity of the meaning contained in the original text.

The cloze test is also a new innovation in HOTS-based pragmatic assessment. This test is designed to test students' ability in context analysis and in-depth application of knowledge. In the class XII textbook there is a sports chapter, the relevant cloze test examples are as follows:

الرياضةُ هِيَ النَّشاطُ البَدَنِيُّ المُسْتَمِرُّ أَوْ _____ (1) الْبَدَنِيَّةُ الْمُسْتَمِرَةُ لِتَحْسِينْ _____ (2)، وَالرِّيَاضَةُ مِنْ أُسُسِ (3) الصِّحَّةِ والمُحَافَظَةِ عَلَيْهَا، وَلَا بُدَّ مِنْ _____ (4) بِهَا مُبَكِّرًا. الرِّيَاضَةُ نَوْعَانِ، هُمَا: الرِّيَاضَةُ الْفَرْدِيَّةُ، وَالرِّيَاضَةُ _____ (5)، وَلِكُلِّ مِنْهُمَا _____ (6) كَثِيرَةٌ. الرِّيَاضَةُ الْفَرْدِيَّةُ هِيَ الرِّيَاضَةُ الَّتِي يَقُومُ بِهَا الشَّخْصُ بِنَفْسِهِ _____ (7)، مِثْل _____ (8) والرِّمَايَة وَالسَّبَاحَة والفُرُوسِيَّة وَغَيْر ذَلِك. وَأَمَّا الرِّيَاضَةُ الْجَمَاعِيَةُ فَهِيَ الرِّيَاضَةُ الَّتِي يَشْتَرِكُ فِي القِيَامِ بها _____ (9) أَوْ أَكْثَر، مِثْل: كُرَة القَدَم والكرة _____ (10)، وكُرَة الْرَيْشَة وَكُرَة الطَّاوِلَّة وَكُرَة السَّلَّة وَغَيْر ذَلِكَ.

The Cloze test with the sports theme above is designed at C4 level to test students' ability in context analysis and in-depth application of knowledge. The main sentences in the text must be understood as a whole so that students can identify the relationship of the missing words to the theme of sports. In addition, students must apply their knowledge of different types of sports and their benefits to complete the blanks. Thus, this test not only tests students' ability to recall information, but also their ability to think critically and connect existing knowledge to new contexts, in accordance with the HOTS approach.

The last innovation is a pragmatics test with the type of HOTS-based Answering Question. This test asks students to listen to a dialogue between two people and then answer questions by choosing the most appropriate answer. An example in a test is as follows:

إستمع الحوار بين شخصين، ثم أجب الأسئلة بوضع دائرة حوالى الحرف المناسب:

صوت ١: هل تعتقد أنَّ التفاؤل مهمٌّ للشباب في هذه الحياة؟

صوت ٢: نعم، أعتقد أنَّ الشاب المُتفائل يستطيع مواجهة التحديات وحل المشكلات بشكل أفضل. صوت ١: كيف يمكن للشباب أن يكونوا متفائلين؟

صوت ٢: من خلال اتباع النصائح مثل الصبر، الشكر، والثقة بالنفس.

السؤال: بناءً على الحوار، إذا كان الشاب يواجه تحديات في حياته، ما هي النصيحة الأكثر فعالية لتحقيق التفاؤل استنادًا إلى ما قيل في الحوار؟

أ. الاستسلام للتحديات كوسيلة للتعلم والتكيف

ب. استخدام الثقة بالنفس كأداة للتعامل مع الصعوبات

ج. تجاهل النصائح وإتباع نهج مختلف

د. التركيز على المشكلات بدلاً من البحث عن الحلول

The test is level 4 HOTS, which requires students to analyse the context of the conversation, understand the purpose behind the speaker's words, and then make suggestions to help young people remain optimistic when facing challenges. The correct answer (B: الثقة بالنفس) is chosen because pragmatically and analytically, self-confidence is the most powerful tool to overcome difficulties and achieve optimism.

Discussion

Class XII Arabic textbooks published by the Indonesian Ministry of Religious Affairs have implemented a pragmatic approach, as seen from the formulation of basic competencies that emphasise the use of speech acts in real communication. Analysis of the instruments in this book also shows a tendency to use a pragmatic approach. However, the challenge lies in the form of pragmatic tests that are still less varied, so they have not fully honed students' pragmatic competence optimally. This problem is not new in the world of language education. Many previous studies have shown that language textbooks tend to emphasise grammatical accuracy more than communicative competence. Jaya & Ismail (2022), revealed that many textbooks used in learning are still monotonous and less varied, so they are unable to adapt to the diverse learning styles of students. Similarly, Pamessangi (2022) added that some textbooks are also not fully relevant to learners' communication needs, which in turn does not support the development of authentic language skills. Several studies have highlighted the importance of variation in pragmatics tests to improve students' communication skills. Alduais et al. (2022) asserted that pragmatic tests enable students to apply language rules in social interactions effectively. Meanwhile, Arcara & Bambini (2016) emphasised that varied pragmatics tests play a crucial role in communication effectiveness, as they help students overcome verbal barriers and adjust to various social contexts. Therefore, innovations in pragmatics test design are needed so that Arabic language learning can be more contextualised and applicable, in line with real-world communication needs.

In addition, in class XII Arabic textbooks, pragmatic tests based on Lower Order Thinking Skills (LOTS) are still found without challenging students to think more critically. This approach

certainly has an impact on students' cognitive development, especially in language learning which requires deeper understanding. Bloom's taxonomy asserts that effective learning does not only focus on memorisation, but should also include the skills of analysing, synthesising and evaluating (Wiyaka et al., 2020). Therefore, a pedagogical shift towards more cognitively challenging test innovations is needed, so that evaluation in language learning does not only measure memory, but also tests critical thinking, problem solving, and the application of language skills in real contexts. In the 21st century era of globalisation and technological development, this approach is becoming increasingly relevant as communication demands not only grammatical accuracy, but also flexibility in understanding meaning in various social situations. By integrating pragmatic tests based on Higher Order Thinking Skills (HOTS), students can be better trained to communicate effectively in various social and cultural contexts. This is in line with the findings of Anggreni (2023), who emphasised that innovation in language assessment is essential to develop language skills that are contextualised, and in line with modern communication needs.

Despite its contribution, this study has some limitations. Firstly, this study only focuses on analysing the content of the textbook without directly measuring the effectiveness of the pragmatics test in a classroom setting. Future research should include empirical studies involving students' performance and teachers' perspectives to provide a more comprehensive evaluation. In addition, the scope of this study is limited to one textbook; future research could analyse several textbooks to determine whether similar patterns are also found in various other educational materials. Addressing these limitations may result in a deeper understanding of how pragmatic competence can be effectively developed through assessment design.

Conclusion

This study emphasises the importance of HOTS-based pragmatic test assessment innovation in the Arabic textbook for class XII published by the Ministry of Religious Affairs of the Republic of Indonesia. Although the pragmatic test approach in the book has implemented various types of tests, such as dictation, writing, storytelling, and interviews, there are still some components that are at the MOTS level. Therefore, this study recommends innovation in the form of HOTS-based dictation, translation, paraphrasing, cloze test, and question and answer tests to optimise students' ability to understand and use Arabic contextually. The implementation of HOTS-based assessment plays a significant role in honing students' critical thinking and problem-solving skills, which in turn strengthens their ability to communicate in various social situations. This innovation is crucial to ensure students have language skills that are holistic, relevant, and in line with the demands of the 21st century, which demands higher-order thinking skills.

Acknowledge

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