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Analysis of The Question Items in The Sejarah Kebudayaan Islam Book of Class IX MTs

Ghina Fadlilah Sukmara
UIN Sunan Gunung Djati Bandung, Indonesia
ghinafadlilahs13@gmail.com

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Abstract: This study aims to analyze the characteristics of Competency Test questions in the book of Islamic Cultural History (SKI) grade IX Madrasah Tsanawiyah Curriculum 2013 reviewed from a cognitive level based on the revised Bloom taxonomy. This study uses a qualitative approach with a documentation study method. The research data is in the form of all Competency Test questions contained in the SKI class IX book, which consists of 70 multiple-choice questions and 35 description questions spread across seven chapters. The data analysis technique was carried out by classifying each question item into cognitive levels C1–C6, then grouping the questions into the categories of Lower Order Thinking Skills (LOTS), Middle Order Thinking Skills (MOTS), and Higher Order Thinking Skills (HOTS). The results of the study showed that the question items in the SKI class IX book were dominated by questions at the cognitive level C1 (remembering) and C2 (understanding). Some of the questions have reached the HOTS level, especially at the C4 level (analyzing) to C6 (creating), but the number is still relatively limited and not evenly distributed in each chapter. These findings indicate that the quality of the Competency Test questions in the book still needs to be improved, especially in the development of questions that encourage students' high-level thinking skills. Therefore, efforts are needed to improve and enrich the preparation of question items to be more in line with the demands of 21st century learning and to strengthen students' critical thinking skills.

Keywords: question item analysis; revised Bloom taxonomy; HOTS; Islamic Cultural History

INTRODUCTION

Learning is the core of the educational process which aims to develop the potential of students optimally, both in terms of knowledge, skills, and attitudes. The success of learning is not only determined by the process of delivering the material, but also by the quality of the evaluation used to measure the achievement of learning objectives. Learning evaluation functions as a tool to determine the level of mastery of students' material as well as a basis for continuous improvement of the learning process (Miftha Huljannah, 2021).

One form of learning evaluation that is commonly used in schools is competency test questions contained in textbooks. Competency test questions not only function as a tool to measure learning outcomes, but also as a means to train students' thinking skills. Therefore, the quality of the question items needs to be arranged systematically and in harmony with the demands of the curriculum, especially in encouraging high-level thinking skills or *Higher Order Thinking Skills* (HOTS). In the context of the 2013 Curriculum, strengthening HOTS is one of the main focuses to equip students with critical, analytical, reflective, and creative thinking skills (Miftha Huljannah, 2021).

The revised Bloom taxonomy developed by Anderson and Krathwohl classifies cognitive abilities into six levels: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). Based on this classification, learning questions can be grouped into categories *Lower Order Thinking Skills* (LOTS), *Middle Order Thinking Skills* (MOTS), then *Higher Order Thinking Skills* (HOTS). Analysis of the cognitive level of the questions is important to ensure that learning evaluations not only emphasize the memorization aspect, but also encourage students to think more deeply (Idrus L, 2019).

Several previous studies have shown that evaluation questions in textbooks are still dominated by questions with low to medium cognitive levels. Research by Rifani et al. (2021), for example, found that most school exam questions were in the MOTS category and only a small percentage reached the HOTS category. The findings indicate a gap between curriculum demands and the implementation of learning evaluation in the field (Madrasah et al., 2019).

In the context of madrasah education, the subject of Islamic Cultural History (SKI) has a strategic role in shaping students' historical understanding, Islamic values, and reflective thinking skills. However, there is still limited research that specifically analyzes the characteristics of SKI question items, especially at the Madrasah Tsanawiyah level. Therefore, this study has a novelty in the focus of the study, namely analyzing the Competency Test question items in the SKI book class IX Madrasah Tsanawiyah Curriculum 2013 based on the cognitive level of the revised Bloom taxonomy (Idrus L, 2019).

This evaluation can be in the form of an assessment of student learning outcomes and an assessment of the learning process. Evaluation is an important function that needs to be done well along with the learning process in the classroom because with evaluation, teachers obtain valid data about their students' abilities. This data is the basis for teachers to make decisions about learning (Miftha Huljannah, 2021).

Based on this description, this study aims to analyze the cognitive level and thinking categories (LOTS, MOTS, and HOTS) in the Competency Test question items in the SKI class IX book. The results of this study are expected to make a theoretical contribution to the evaluation study of SKI learning and become a practical consideration for teachers and textbook writers in compiling more quality questions oriented towards the development of students' high-level thinking skills.

The *novelty* (novelty) of this research is for MTs with the subject taken, namely the History of Islamic Culture and the questions it examines, namely the Competency Test of each chapter listed in the book. Based on the above explanation, this study aims to analyze the question items contained in the Madrasah Tsanawiyah Islamic Cultural History student book Class IX Curriculum 2013.

METHODOLOGY

In this study, the method used is qualitative. The purpose of qualitative research is to understand contextual situations by guiding a picture of natural situations to describe in detail and depth what is happening on the ground. In the analysis of question items, this method aims to provide understanding by describing in detail each question item.

This study uses a qualitative approach with a documentation study method. The qualitative approach was chosen because this study focuses on content analysis of documents in the form of question items, with the aim of describing the characteristics of the cognitive level of the question in depth based on the revised Bloom taxonomy.

The object of this research is the Competency Test question items contained in the book History of Islamic Culture (SKI) class IX Madrasah Tsanawiyah Curriculum 2013. The source of research data is in the form of one SKI class IX book published by the Directorate of Madrasah KSKK, Ministry of Religion of the Republic of Indonesia in 2020. The unit of analysis in this study is every item of Competency Test questions, both multiple-choice questions and description questions.

The total number of question items analyzed was 105 questions, consisting of 70 multiple-choice questions and 35 description questions spread over seven chapters. All question items were analyzed without sampling, so this study is a population study of the Competency Test questions in the book.

The data collection technique is carried out through a documentation study with the following steps: (1) identifying and inventorying all Competency Test questions in each chapter, (2) recording the characteristics of the questions based on the form of the questions and the material tested, and (3) preparing an analysis format to classify the cognitive level of the questions.

The data analysis technique is carried out through several stages. First, each question item is analyzed and classified into cognitive levels C1 to C6 based on Bloom's taxonomy revised by Anderson and Krathwohl. The determination of the cognitive level is carried out by paying attention to the operational verbs, the thinking demands needed to answer the questions, and the context of the material

presented. Second, the question items that have been classified are then grouped into the categories *of Lower Order Thinking Skills* (LOTS), *Middle Order Thinking Skills* (MOTS), and *Higher Order Thinking Skills* (HOTS). Third, the number and percentage of each category of questions are calculated to provide an overview of the distribution of the cognitive level of the questions in each chapter and as a whole.

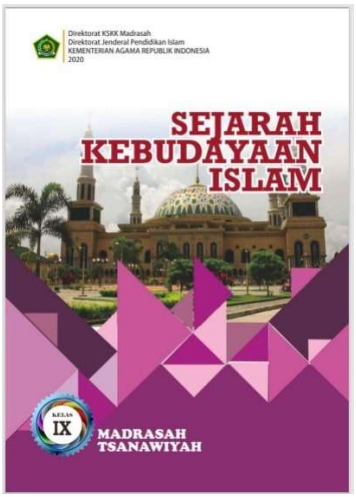
To clarify the results of the analysis, the data is presented in the form of tables and percentage charts. The presentation of this data aims to facilitate the interpretation of the dominance and proportion of each category of questions. Furthermore, the results of the analysis were discussed descriptively by relating the research findings to the demands of the curriculum and the concept of developing HOTS-based questions.

RESULTS AND DISCUSSION

Results

The reference source for the analysis of all Competency Tests in the subject of Islamic Cultural History has the following identities:

Level/Class/Maple Book Identity	**: MTs/IX/Islamic Cultural History (SKI)**
Author	**: M. Kholiluddin**
Editor	**: Hasan Basori**
Publisher	**: Directorate of KSKK Madrasah Directorate General of Islamic Education Ministry of Religion of the Republic of Indonesia Jl. Lapangan Banteng Barat No 3-4 Floor 6-7 Jakarta 10110**
Year of Publication	**: 2020**
Curriculum	**: 2013**
ISBN	: ISBN 978-623-6687-35-2 (complete volume) ISBN 978-623-6687-38-3 (volume 3)
Number of BOWELS	**: 7 CHAPTERS**



Based on the analysis of the Chapter I question items consisting of multiple-choice questions and essays above, 6 LOTS-based questions, 3 MOTS-based questions and 5 HOTS-based questions were obtained, so that they can be classified in the form of the following pie diagram:

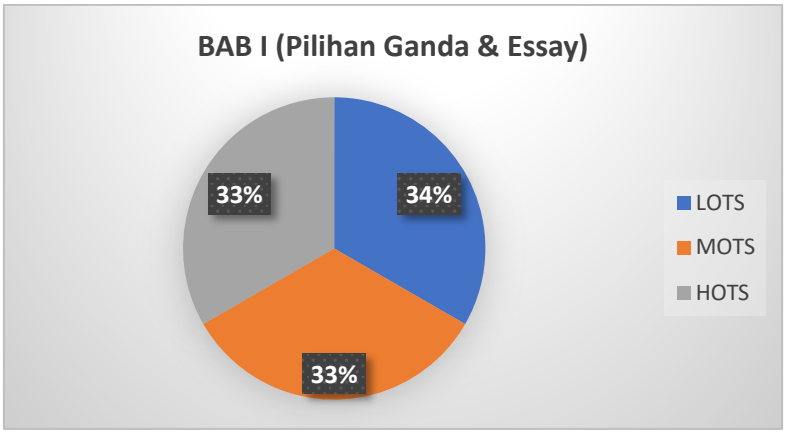


Figure 1. Classification of Question Items CHAPTER I

Based on the analysis of the CHAPTER II question items consisting of multiple-choice questions and essays above, 6 LOTS-based questions, 4 MOTS-based questions and 5 HOTS-based questions were obtained, so that they can be classified in the form of the following pie diagram:

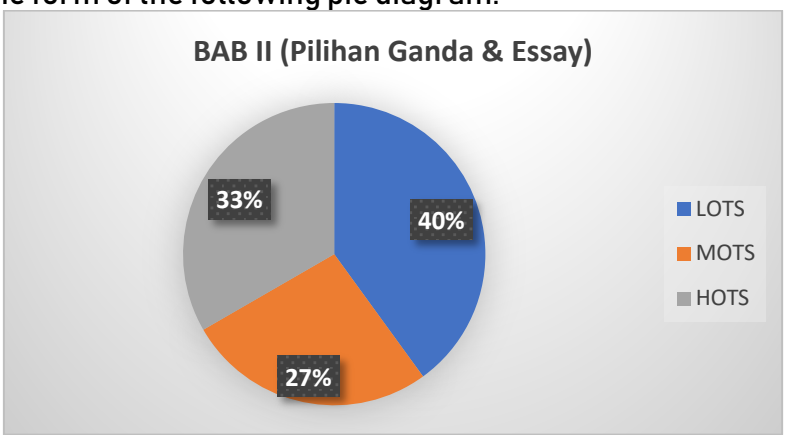


Figure 2. Classification of Question Items Chapter II

Based on the analysis of the Chapter III question items consisting of multiple-choice questions and essays above, 8 LOTS-based questions, 3 MOTS-based questions and 4 HOTS-based questions were obtained, so that they can be classified in the form of the following pie diagram:

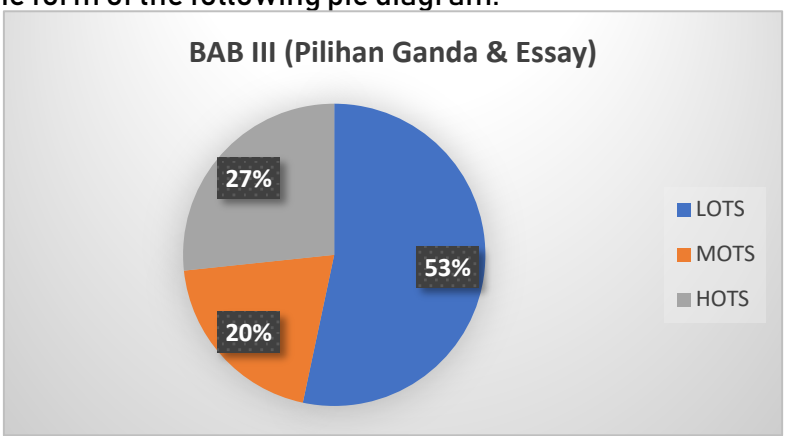


Figure 3. Classification of Question Items CHAPTER III

Based on the analysis of the CHAPTER IV question items consisting of multiple-choice questions and essays above, 8 LOTS-based questions, 3 MOTS-based questions and 4 HOTS-based questions were obtained, so that they can be classified in the form of the following pie diagram:

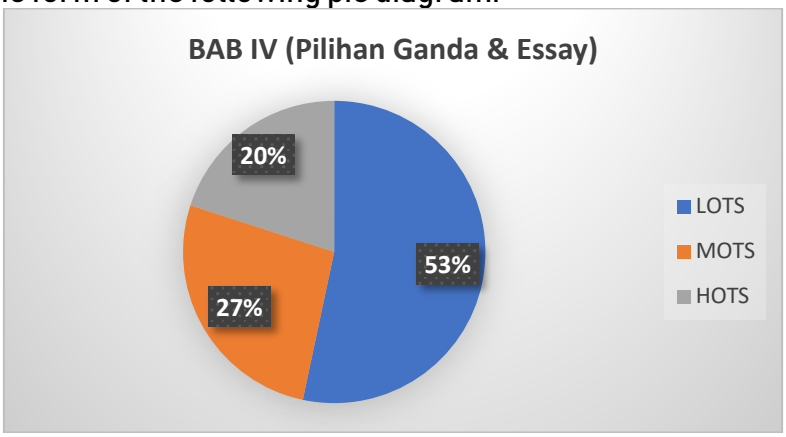


Figure 4. Classification of Question Items CHAPTER IV

Based on the analysis of the CHAPTER V question items consisting of multiple-choice questions and essays above, 10 LOTS-based questions, 2 MOTS-based questions and 4 HOTS-based questions were obtained, so that they can be classified in the form of the following pie diagram:

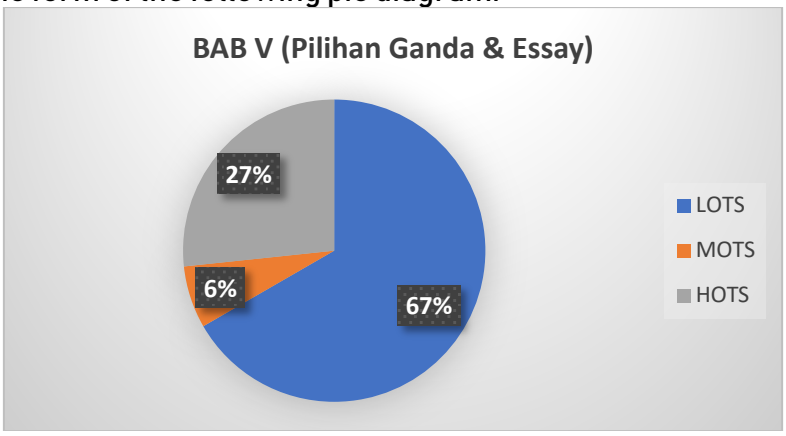


Figure 5. Classification of Question Items CHAPTER V

Based on the analysis of the CHAPTER VI question items consisting of multiple-choice questions and essays above, 12 LOTS-based questions, 0 MOTS-based questions and 3 HOTS-based questions were obtained, so that they can be classified in the form of the following pie diagram:

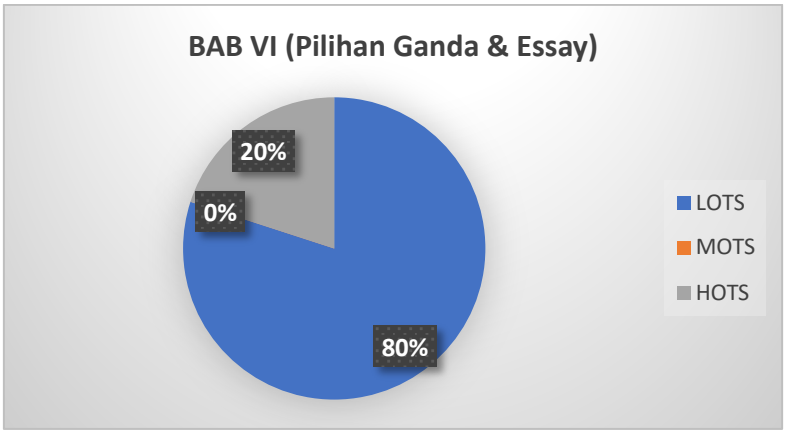


Figure 6. Classification of Question Items CHAPTER VI

Based on the analysis of the CHAPTER VII question items consisting of multiple-choice questions and essays above, 10 LOTS-based questions, 1 MOTS-based question and 4 HOTS-based questions were obtained, so that they can be classified in the form of the following pie diagram:

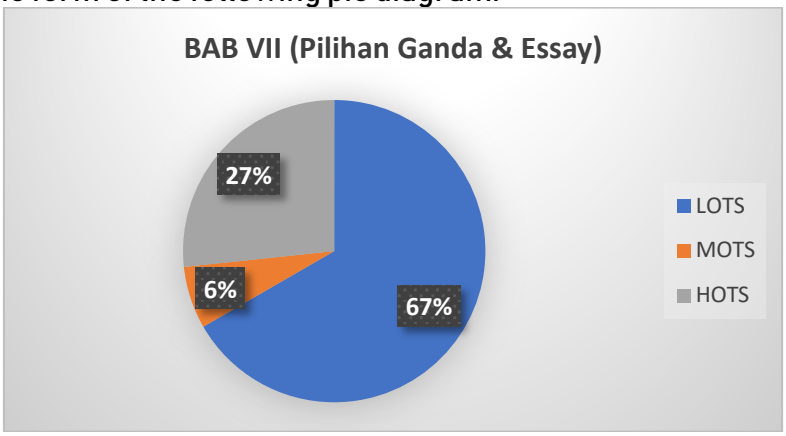


Figure 7. Classification of Question Items CHAPTER VII

The results of the analysis and classification of question items from CHAPTER 1 to CHAPTER 7, from 105 question items can be classified that there are 59 LOTS-based questions, 18 MOTS-based questions and 28 HOTS-based questions. The percentage can be seen through the pie chart below:

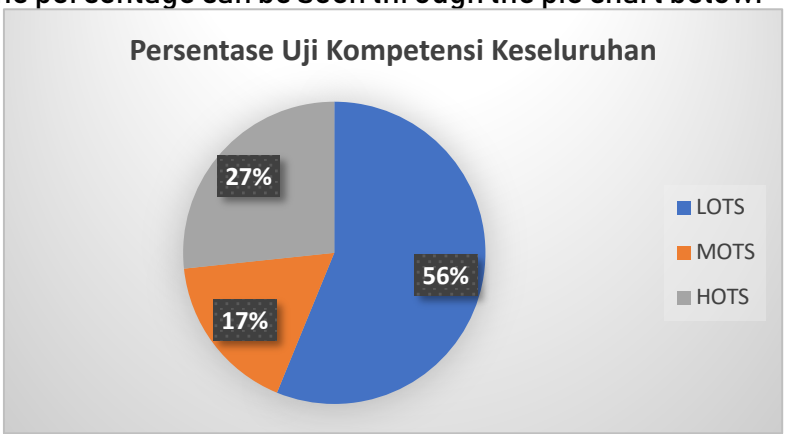


Figure 8. Overall Competency Test Percentage

The question number items that fall into the categories of LOTS, MOTS and HOTS can be seen in the following table:

Table 1. Question Number Categories included in LOTS, MOTS and HOTS

CHAPTER	QUESTIONS	LOTS	WORDS	HOTS
I	PG	1, 2, 4, 7, 9	6	3, 5, 8, 10
	Essay	-	1, 2, 3, 5	4
II	PG	1, 4, 6, 7, 9, 10	2, 5	3, 8
	Essay	-	1, 2	3, 4, 5
III	PG	1, 3, 5, 6, 9	2, 8	4, 7, 10
	Essay	2, 4, 5	3	1
IV	PG	2, 3. 4, 5, 6, 9, 10	1, 7, 8	-
	Essay	4	5	1, 2, 3
V	PG	2, 3, 4, 5, 6, 7, 8, 9, 10	-	1
	Essay	1	4	2, 3, 5
VI	PG	1, 2, 3, 4, 5, 8, 9, 10	-	6, 7
	Essay	1, 2, 4, 5	-	3
VII	PG	1, 2, 3, 4, 5, 6, 7, 8, 10	9	4
	Essay	2, 3	-	1, 4, 5

Based on the results of the analysis above, the LOTS question category is the largest with a total of 59 questions. Below is an example of a C2 category (Understanding) question that can be changed to a C4 category (Analyze)

Initial questions:

What do you know about the yellow book? Explain!

The question is included in the C2 category (Understand) with the verb explain, so it is not included in the category of HOTS questions.

About the update:

How is the way of studying the yellow book compared in ancient times and today?

The question is now included in the category of HOTS questions, because students are asked to analyze how to study the book with comparative verbs.

Discussion

In the discussion, the researcher only examined the question items based on five component aspects, namely: 1) Question Stimulus Analysis, 2) Answer Option Analysis, 3) Question Content Analysis, 4) STEM Question Analysis, and 5) Question Cognitive Level Analysis. Here is a complete breakdown of each component.

Question Stimulus Analysis

Question stimulus analysis is the process of comprehensively understanding and analyzing the information contained in a question or question. By carefully analyzing the stimulus of the questions, students can answer the questions correctly. The following is a stimulus analysis of the question in the form of tables and diagrams.

Table 1. Stimulus Questions

Yes	Stimulus	Quantity	Percentage
1	There	83	79%
2	None	22	21%

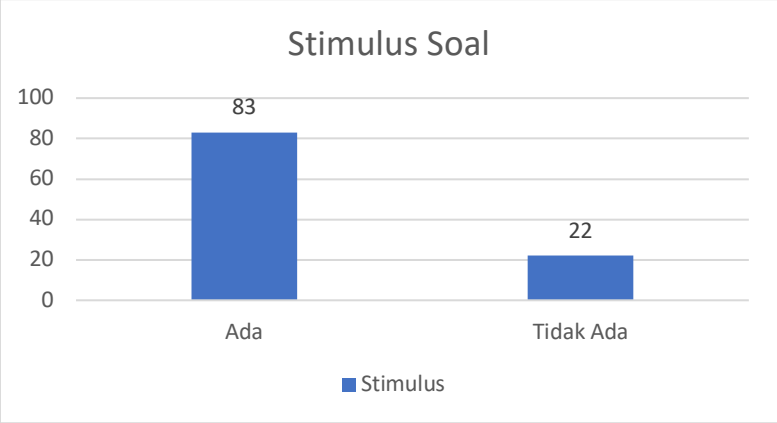


Figure 9. Stimulus Questions

Based on the results of the stimulus analysis used in making competency tests from 7 chapters, it can be seen that 79% of the competency tests used stimulus and 21% of the competency tests did not use stimulus. The form of stimulus used in the competency test consists of narratives, tables, statements in the form of cases, the relationship between the past and the present, and illustrations in the form of daily behavior.

Analysis Option Answers

This answer option analysis is devoted to the Competency Test in the multiple-choice section. The answer option in the question consists of four (4) points, namely points a, b, c, and d. This option is used to trick the answer. Options must have uniformity (Homogeneous) in terms of content (material), notation, and length. the shortness of the sentence in each choice. The following is an analysis of the question answer options in the form of tables and diagrams.

Table 2. Option Question Answers

Yes	Homogeneity of Answers	Question Item	Quantity	Percentage
1	Homogeneous	All multiple-choice questions	70	100%
2	Heterogeneous	None	0	0%
		Quantity	70	100%

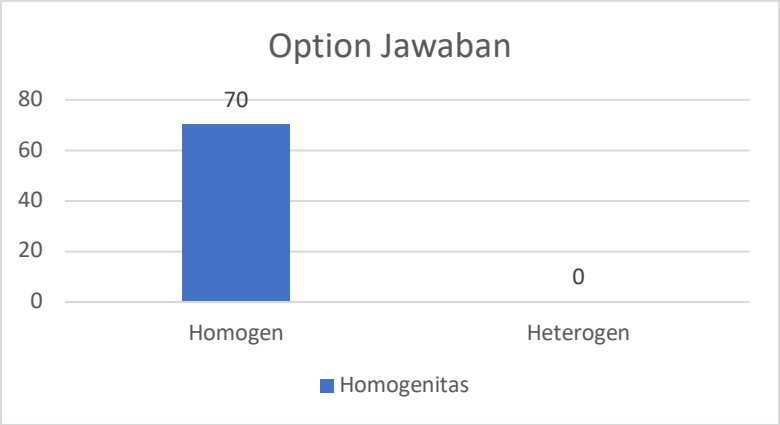


Figure 10. Option Answer

Based on the results of the analysis of the option answers to the questions above, a value of 100% of the answer options is categorized as homogeneous and 0% of the answer options are categorized as inhomogeneous. So it can be concluded that the number of question answer options in SKI subjects in MTs has a very good number of question answer options because it is included in the homogeneous (similar) question answer option with a score of 100% The number of choices in multiple-choice questions is determined by the most important factor, namely the number of appropriate divertors.

Question Content Analysis

Table 3. Question Content Analysis

Yes	Contents	Quantity	Percentage
1	Narrative	89	85%
2	Table	4	4%
3	Attitude	7	6&
4	Ibrah / Hikmah	5	5%
	Quantity	105	100%

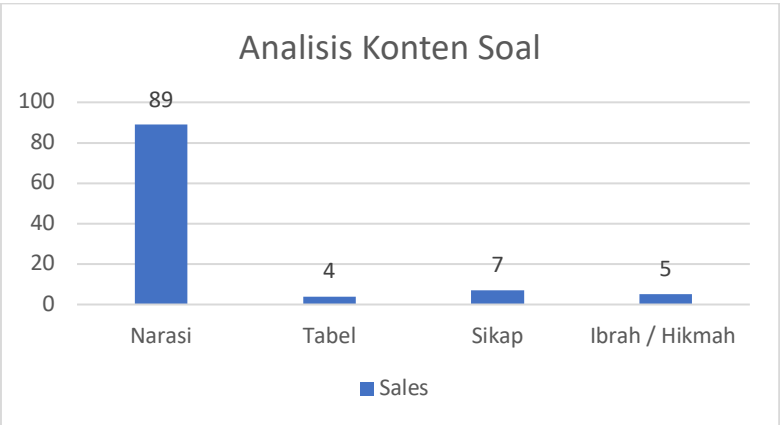


Figure 11. Question Content Analysis

Based on the analysis of the results of the question content, 85% of the questions were in the narrative category, 4% were tabulated, 6% were stimulus in the attitude category, and 5% were stimulus in the ibrah category.

STEM Analysis Questions

STEM questions stand for science, technology, engineering, and mathematics. STEM in question questions include, Inferential Questions, Interpretation Questions, Transfer Questions, and Hypothetical Questions. Based on the data of the results of the STEM test questions on school exam questions, the following results were obtained.

Table 4. STEM Questions

CHAPTER	QUESTIONS	Inferential	Interpretation	Transfer	Hypothetical
I	PG	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-
	Essay	4	1, 2, 3, 5	-	-
II	PG	1, 3, 4, 6, 7, 8, 9, 10	2, 5	-	-
	Essay	3, 5	1, 2	-	4
III	PG	1, 3, 4, 5, 6, 7, 8, 9, 10	2	-	-
	Essay	1, 2, 4, 5	3	-	-
IV	PG	2, 3. 4, 5, 6, 7, 8, 9, 10	1	-	-
	Essay	1, 3, 4	5	-	1
V	PG	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-
	Essay	1, 3, 5	4	-	2
VI	PG	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	-	-	-
	Essay	1, 2, 3, 4, 5	-	-	-
VII	PG	1, 2, 3, 4, 5, 6, 7, 8, 10	9	-	-
	Essay	1, 2, 3, 4	-	-	5
Quantity		91	14	0	4
Percentage		83%	13%	0%	4%

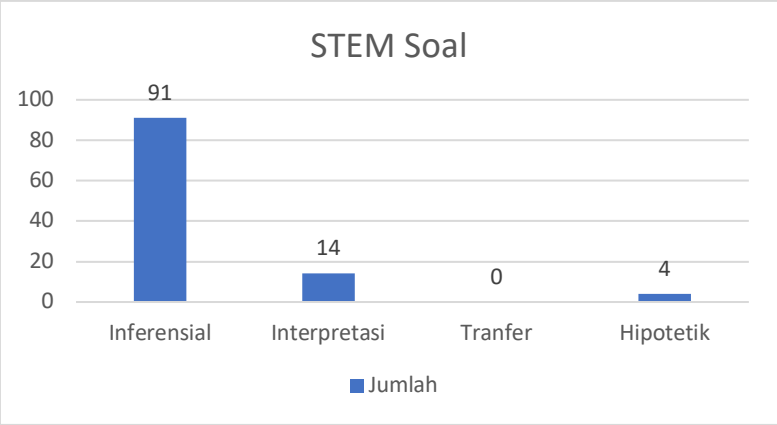


Figure 12. STEM Questions

Based on the analysis of the results of STEM (questions) questions, 83% of questions were categorized as inferential questions, 13% STEM (questions) were categorized as interpretive questions, 0% were STEM (questions) in the category of transfer questions, and 4% were STEM (questions) in the category of hypothetical questions. So it can be concluded that the STEM category (questions) of competency exam questions is uneven in its use, and the most common ones are inferential questions that are obtained with a score of 83%.

Cognitive Level Analysis

Table 5. Cognitive Level

Yes	Cognitive Level	Quantity	Percentage
1	C1	59	56%
2	C2	14	13%
3	C3	4	4%
4	C4	16	15%
5	C5	6	6%
6	C6	6	6%
	Quantity	105	100%

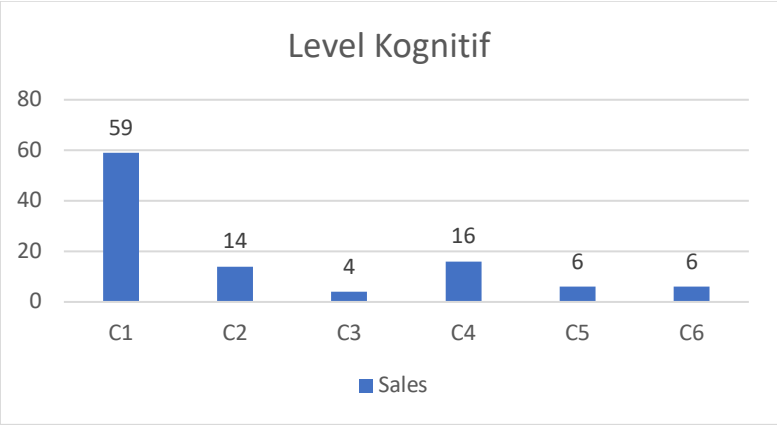


Figure 13. Cognitive Level

Based on the results of the cognitive level analysis, a score of 56% was obtained in the C1 category (knowledge), 13% in the C2 category (understanding),

4% in the C3 category (application), 15% in the C4 category (analysis), 6% in the C5 category (evaluation), and 6% in the C6 category (creation). So it can be concluded that the cognitive level is uneven in its use, and the most common one is that the C1 category question obtained a score of 56%.

From a pedagogical point of view, SKI subjects have great potential to develop HOTS because the material presented is related to historical dynamics, Islamic values, and wisdom from past events. Therefore, the preparation of evaluation questions should be more directed towards the ability to analyze the causes and effects of historical events, evaluate the value and example of figures, and reflect on the relevance of history to the context of contemporary life.

Thus, the results of this study confirm the need to improve the quality of Competency Test questions in the SKI class IX book, especially in improving the proportion and quality of HOTS questions. The improvements are expected to support the implementation of the 2013 Curriculum more optimally and encourage the development of students' high-level thinking skills in a sustainable manner.

CONCLUSION AND IMPLICATION

Conclusion

Based on the results of the analysis of the Competency Test questions in the book History of Islamic Culture (SKI) class IX Madrasah Tsanawiyah Curriculum 2013, it can be concluded that most of the questions are still at the low to medium cognitive level, namely in the category *of Lower Order Thinking Skills* (LOTS) and *Middle Order Thinking Skills* (MOTTO). These questions generally require the ability to remember and understand historical material, such as facts, figures, and important events in SKI learning. However, this study also found that there were question items that had reached the category of *Higher Order Thinking Skills* (HOTS), especially at the cognitive level of analyzing, evaluating, and creating. However, the number of HOTS questions is still relatively limited and the distribution is not evenly distributed in each chapter. This condition shows that the integration of high-level thinking skills in the evaluation of SKI learning has not been carried out optimally and systematically.

Implications

After the above analyses were carried out and it was concluded that the category of HOTS questions is very low, in order to improve the quality of learning, it is hoped to the government, that in the book History of Islamic Culture of Madrasah Tsanawiah Class IX Curriculum 2013, the questions in the competency test are paid more attention and improved so that they become questions in the HOTS category to prepare good learning quality so as to have a positive impact on students becoming generations quality, superior and ready to keep pace with the times.

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