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Analysis of Question in Class IX MTs Akidah Aklhlak Books

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Abstract: Analysis of the items in the Aqidah Akhlak Class IX book is an effort to improve the quality of education through evaluation,given the urgency of evaluating learning as a benchmark for student success, it is necessary to have an analysis that can later improve the quality. In learning evaluation, we are familiar with the terms HOTS, MOTS, and LOTS questions. In a question formulation, of coursethere must be accuracy in making it, both context, level of difficulty, KKO, and others. The purpose of the analysis of the items in the class IX Mts Aqidah Akhlak subject can later become an analysis that can improve the quality of the next questions. The inadequacy of the questions in the subject book will make the level of a child's thinking ability less developed

Keywords: Analysis of Question Items; HOTS Questions; Quality

INTRODUCTION

Evaluation is an essential component of the learning process, as an individual's level of success is determined by their evaluation results. Every textbook circulating in the educational sphere from elementary, junior high, and senior high levels (SD, SMP, SMA) to Islamic schools (MI, MTS, MA) serves as a primary reference for students. These handbooks facilitate the learning process and streamline interaction between teachers and students.

Item analysis must be conducted to assess the quality of individual items and the overall test instrument across various aspects. This analysis can be performed either qualitatively or quantitatively. The primary objective of item analysis is to obtain comprehensive information regarding student learning outcomes.A study by Tri Ida Amalia titled "Item Analysis of the First Semester Final Assessment Test for Al-Qur'an Hadis Grade IX MTs in Kaliwungu Kendal, Academic Year 2019/2020" (Amalia, 2020) highlights that while many researchers have examined assessment items in learning evaluations, there has been a lack of analysis specifically focused on Aqidah Akhlak textbooks. This research distinguishes itself by focusing on the item analysis within the Grade IX Aqidah Akhlak textbook.

The quality of education is intrinsically linked to the teaching and evaluation systems. Therefore, continuous efforts are required to enhance educational quality, as academic standards must evolve alongside societal demands and advancements in science and technology. Evaluation serves as a vital stage for educators to gauge pedagogical effectiveness. The results obtained serve as feedback for teachers to refine and improve learning programs and activities (Arifin, 2012).

There are several reasons why item analysis is necessary, Identifying the strengths and weaknesses of test items, as well as selecting or modifying them. Providing comprehensive information on item specifications to assist examiners in constructing question sets that meet specific domain and level requirements. Enabling the immediate detection of issues, such as ambiguity, incorrect answer keys, inappropriate difficulty levels, or low discrimination power. Prompt identification allows examiners to decide whether to discard or modify items before determining student scores. Serving as a tool to evaluate items stored within a question bank (Nasoetion, 1997).

The introduction of assessment tools is crucial for educators. Item analysis is a process—often involving statistical weighting performed on each item within a test or exam. The purpose of evaluating these instruments is to improve them and pay closer attention to how they measure student understanding and ability. Ideally, after analyzing these resources, one can extract insights to inform the preparation of subsequent assessments. Through item analysis, test developers or instructors can enhance the quality, consistency, and validity of examinations, leading to a better understanding of student skills and learning outcomes.

Various product evaluation tools can be used to assess quality in an experimental context. There are two types of text analysis: qualitative analysis, where the quality and properties of the text are examined, and quantitative analysis, which involves pre-test product analysis. This constitutes a subjective

assessment of accuracy, reliability, validity, decisiveness, and relevance to the learners. When selecting test items based on research requirements, the context of the item analysis must be considered to ensure the test meets the criteria for proper testing according to established guidelines.

Assessment models based on Higher Order Thinking Skills (HOTS) have been widely developed and implemented from primary to secondary educational levels (Wayan, 2017). The development of HOTS-based evaluation models is also a central agenda for the Islamic Education Board of the Ministry of Religious Affairs in assessing Islamic Education (PAI) in schools and pesantren. This is evidenced by the organization of HOTS-based question-drafting seminars by the Ministry of Religious Affairs across various regions.

The primary focus of Higher Order Thinking Skills is the improvement of student cognitive abilities, particularly critical thinking in processing diverse information, creative thinking for problem-solving, and decision-making in complex situations.International studies by the Programme for International Student Assessment (PISA) indicate that Indonesian students show low proficiency in reading, writing, mathematics, and science. Overall, Indonesian students' abilities are significantly low in: (1) integrating information, (2) generalizing solutions based on specific cases, (3) formulating real-world problems through technical concepts, and (4) research.

Based on the aforementioned facts, a systemic change in evaluation and assessment is imperative. Questions developed by educators are expected to drive the improvement of higher-order thinking skills and encourage student independence in problem-solving. Consequently, this study analyzes the quality of items found in the 2020 Curriculum Grade IX Akidah Akhlak student textbook.

METHODOLOGY

This research utilizes a qualitative method. A qualitative method is defined as an approach used to describe and reveal phenomena occurring naturally in the field. Several techniques are employed for qualitative item analysis, namely the moderator technique and the panel technique.

The research design implemented in this study is descriptive qualitative. Descriptive qualitative research refers to an approach that generates descriptions and interpretations of the phenomena or subjects under investigation. This method is used to understand and explain characteristics, contexts, and individual or group experiences in a profound manner (Emzir, 2011).

In the context of item analysis, a descriptive qualitative approach is used to gain an in-depth understanding of the characteristics and quality of existing items. This method aims to provide detailed descriptions of each item, including the context of use, difficulty level, relevance to learning materials, and other pertinent characteristics. The steps involved in descriptive qualitative analysis include: data collection, item description, identification of strengths and weaknesses, discovery of themes and patterns, and interpretation and implications. This approach facilitates a deeper understanding of item characteristics, serving as a foundation for enhancing test quality and designing more effective evaluation instruments.

RESULT AND DISCUSSION

Book Profile
Akidah Akhlak for Grade IX
MTS

Author	:	Hj. Muta'allimah, S,Ag, M.Si
Editor	:	Dr. M. Fahmi Hidayatullah, M.Pd.I
Publisher	:	Directorate of KSKK Madrasah, Directorate General of Islamic Education, Ministy of Religious Affairs of the Republic of Indonesia
Year of Publication	:	2020
Curriculum	:	Kurikulum Merdeka
ISBN	:	978-623-6687-27-7 (Complete series) 978-623-6687-27-7 (Volume 3)

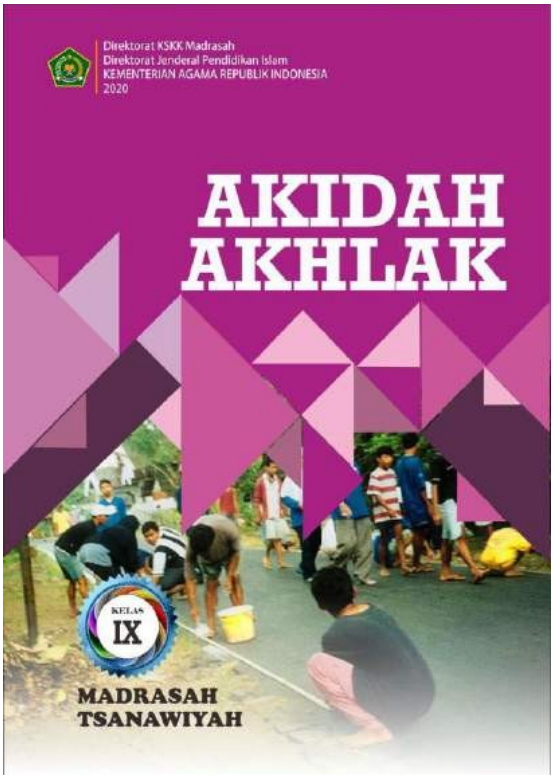

Figure 1.Cover Buku Akidah Akhlak Kelas IX

The researcher presents the findings and data analysis of the subjective essay questions from the Grade IX Akidah Akhlak textbook for Madrasah Tsanawiyah. Each chapter contains a competency test consisting of 10 essay questions; thus, the 8 chapters in the textbook comprise a total of 80 essay items.

Table 1. Essay Questions in the Grade IX MTs Akidah Akhlak Textbook

No	Chapter	Number of Multiple Choice	Number of Essay Items
1	1	-	10
2	2	-	10
3	3	-	10
4	4	-	10
5	5	-	10
6	6	-	10
7	7	-	10
8	8	-	10

Tabel 2. Overall Analysis of Akidah Akhlak Test Item

No	Chapter	Item Number	Cognitive Domain	Item Criteria
1		1	C1 (Remembering)	LOTS
2		2	C1 (Remembering)	LOTS
3		3	C1 (Remembering)	LOTS
4	1	4	C1 (Remembering)	LOTS
5		5	C1 (Remembering)	LOTS
6		6	C1 (Remembering)	LOTS
7		7	C1 (Remembering)	LOTS
8		8	C1 (Remembering)	LOTS
9		9	C1 (Remembering)	LOTS
10		10	C3 (Applying)	MOTS
11		1	C2 (Understanding)	MOTS
12		2	C2 (Understanding)	MOTS
13		3	C1 (Remembering)	LOTS
14		4	C1 (Remembering)	LOTS
15	2	5	C5 (Evaluating)	HOTS
16		6	C1 (Remembering)	LOTS
17		7	C3 (Applying)	MOTS
18		8	C5 (Evaluating)	HOTS
19		9	C3 (Applying)	MOTS
20		10	C3 (Applying)	MOTS
21		1	C1 (Remembering)	LOTS
22		2	C1 (Remembering)	LOTS
23		3	C1 (Remembering)	LOTS
24		4	C3 (Applying)	MOTS
25	3	5	C1 (Remembering)	LOTS
26		6	C3 (Applying)	MOTS
27		7	C1 (Remembering)	LOTS
28		8	C5 (Mengevaluasi)	HOTS

29		9	C3 (Applying)	MOTS
30		10	C5 (Evaluating)	HOTS
31		1	C1 (Remembering)	LOTS
32		2	C1 (Remembering)	LOTS
33		3	C1 (Remembering)	LOTS
34		4	C1 (Remembering)	LOTS
35	4	5	C1 (Remembering)	LOTS
36		6	C3 (Applying)	MOTS
37		7	C2 (Understanding)	MOTS
38		8	C1 (Remembering)	LOTS
39		9	C4 (Analyzing)	HOTS
40		10	C3 (Applying)	HOTS
41		1	C1 (Remembering)	LOTS
42		2	C2 (Understanding)	MOTS
43		3	C2 (Understanding)	MOTS
44		4	C1 (Remembering)	LOTS
45	5	5	C2 (Understanding)	MOTS
46		6	C5 (Evaluating)	HOTS
47		7	C3 (Applying)	MOTS
48		8	C5 (Evaluating)	HOTS
49		9	C5 (Evaluating)	HOTS
50		10	C1 (Remembering)	LOTS
51		1	C1 (Remembering)	LOTS
52		2	C4 (Analyzing)	HOTS
53		3	C3 (Applying)	MOTS
54		4	C3 (Applying)	MOTS
55	6	5	C5 (Evaluating)	HOTS
56		6	C1 (Remembering)	LOTS
57		7	C2 (Understanding)	MOTS
58		8	C2 (Understanding)	MOTS
59		9	C3 (Applying)	MOTS
60		10	C2 (Understanding)	MOTS
61		1	C2 (Understanding)	MOTS
62		2	C4 (Analyzing)	HOTS
63		3	C1 (Remembering)	LOTS
64		4	C4 (Analyzing)	HOTS
65	7	5	C1 (Remembering)	LOTS
66		6	C4 (Analyzing)	HOTS
67		7	C1 (Remembering)	HOTS
68		8	C2 (Understanding)	MOTS
69		9	C1 (Remembering)	LOTS
70		10	C1 (Remembering)	LOTS
71		1	C1 (Remembering)	LOTS
72		2	C1 (Remembering)	LOTS
73		3	C1 (Remembering)	LOTS

74	8	4	C1 (Remembering)	LOTS
75		5	C1 (Remembering)	LOTS
76		6	C3 (Applying)	MOTS
77		7	C5 (Evaluating)	HOTS
78		8	C5 (Evaluating)	HOTS
79		9	C1 (Remembering)	LOTS
80		10	C3 (Applying)	MOTS

Stimulus Analysis

Stimulus analysis refers to evaluating the text or materials used as the foundation and prompt for a question. A stimulus typically consists of images, reading passages, videos, or other elements intended to engage the student before they answer; it is the initial step in constructing an item (Umar, 2019).

Table 3. Stimulus Analysis of Grade IX MTs Akidah Akhlak Questions

No	Stimulus Type	Total	Percentage (%)
1	Contains Stimulus	0	0
2	No Stimulus Provided	80	100%
Total		80	100

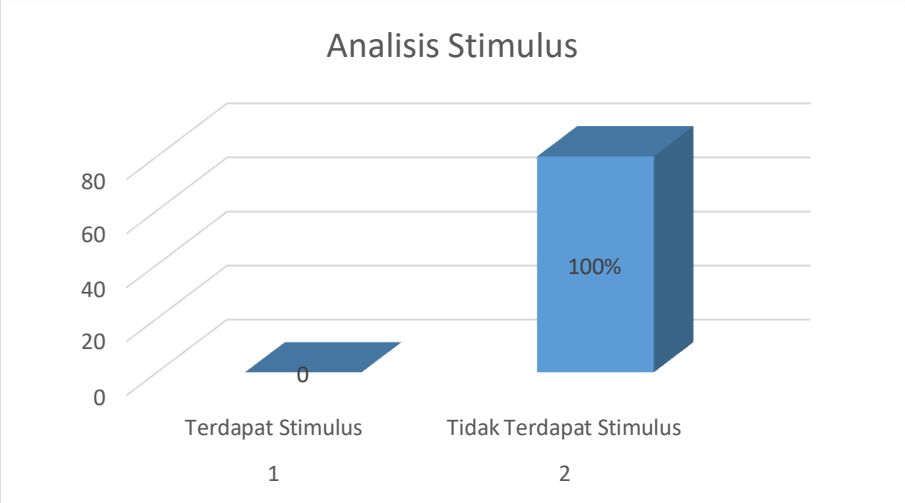

Figure 2. Diagram Analisis Stimulus

Based on the results of the stimulus analysis of the essay questions in the Grade IX *Akidah Akhlak* textbook, it was found that none of the questions contained a stimulus. Consequently, a 0% result was obtained for the percentage of stimulus usage across all test items. Due to this absence, these test items are considered less effective for assessing students in semester examinations, and the questions are deemed inadequate for student evaluation.

Item Content Analysis

Item content analysis is a systematic process used to evaluate and analyze

the core components of a specific question or test. The objective of content analysis is to ensure that the items possess high quality, maintain relevance to learning objectives, and are capable of measuring the intended understanding and skills.

Table 4. Content Analysis of Grade IX MTs Akidah Akhlak Questions

No	Content Type	Total	Precentage
1	Narrative	10	13%
2	Statement	15	19%
3	Question	25	31%
4	Behavior	15	19%
5	Story	15	19%
	Total	80	100%

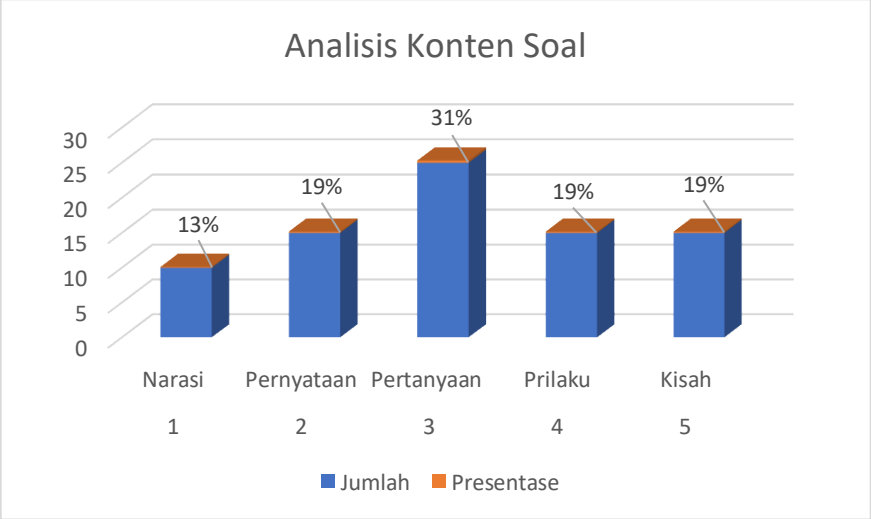

Figure 3. Analisis Konten Soal

Based on the content analysis results, it was found that 13% of the items fall under the narrative category, 19% are categorized as statements, 31% are direct questions, 19% illustrate behaviors, and 19% involve stories. These calculations were performed using Microsoft Excel. Consequently, it can be concluded that the questions in the Grade IX Akidah Akhlak textbook are predominantly focused on direct questions (31%), which indicates a lack of stimulus content in the formulation of these items.

STEM Analysis

Table 5. STEM Analysis of Questions in the Grade IX MTs Akidah Akhlak Textbook

No	STEM	Total	Precentage
1	Inferential Questions	30	38%
2	Interpretive Questions	20	25%
3	Transfer Questions	13	16%
4	Hypothetical Questions	17	21%
		80	100%

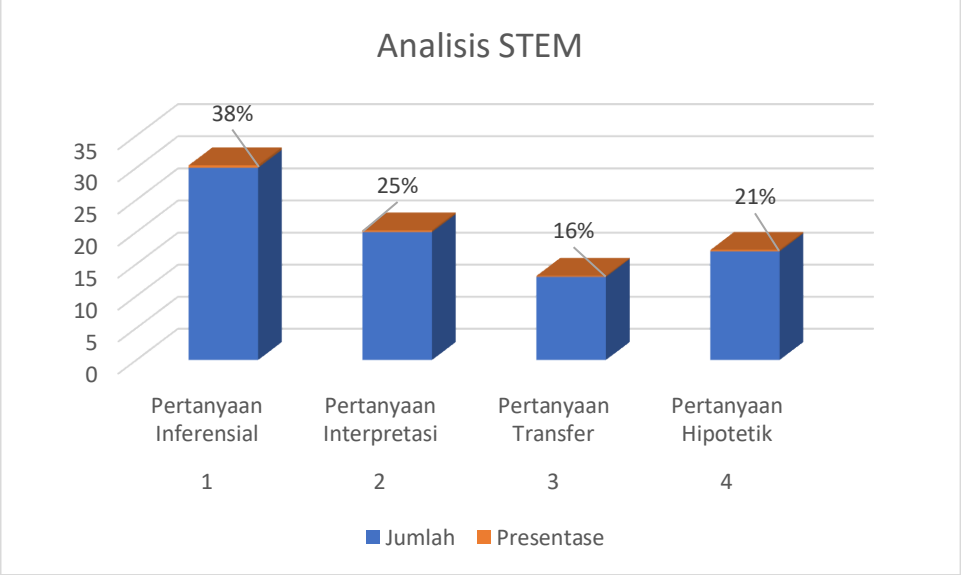

Figure 4. Diagram Analisis STEM

Based on the STEM analysis of the questions, it was found that 38% are categorized as inferential questions, 25% as interpretive questions, 16% as transfer questions, and 21% as hypothetical questions. The STEM analysis calculations were performed using the Microsoft Excel application. Consequently, it can be concluded that the distribution of STEM question categories in the Grade IX MTs *Akidah Akhlak* textbook is uneven, with inferential questions being the most prevalent at 38%.

Operational Verb (KKO) Analysis

Table 6. Operational Verb (KKO) Analysis of Akidah Akhlak Grade IX Items

No	KKO	Jumlah	Presentase
1	Remembering	40	50%
2	Mentioning	20	25%
3	Identifying	10	13%
4	Providing Suggestions	5	6%
5	Analyzing	5	6%
6	Calculating	0	0%
7	Evaluating	0	0%
	Total	80	100%

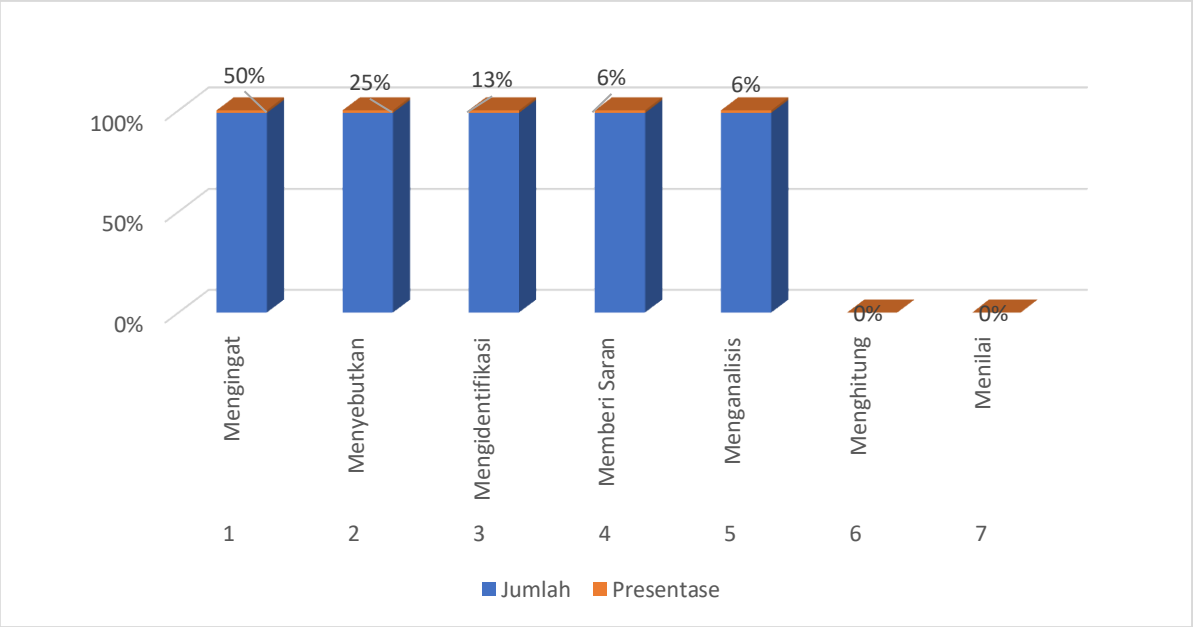

Figure 5. Operational Verb (KKO) Analysis

Operational Verbs (Kata Kerja Operasional or KKO) are measurable verbs that represent specific cognitive levels. These verbs encompass three domains: cognitive, affective, and psychomotor. The cognitive domain, in particular, spans from level C1 to C6 (Welas Listiani, 2022).

Based on the table containing the item indicators, and as further emphasized by the significant graphical data, the results show that 50% (40 items) are focused on the "remembering" indicator. This is followed by 25% (20 items) for "mentioning," 13% (10 items) for "identifying," 6% (5 items) for "providing suggestions," and 6% (5 items) for "analyzing." No items (0%) were found for the "calculating" and "assessing" categories.

In school and classroom environments, teachers utilize Bloom's Taxonomy to evaluate the effectiveness and quality of the learning process. Each element of Bloom's Taxonomy possesses various operational verbs that describe the specific forms of achieving learning objectives. These operational verbs are essential tools for educators in developing Lesson Plans (RPP) and syllabi (Imanulloh, 2020).

Analisis Level Kognitif

Tabel 7. Analisis Level Kognitif Butir Soal Akidah Akhlak Kelas IX MTS

No	Cognitive Level	Total	Precentage (%)
1	C1	39	49%
2	C2	11	14%
3	C3	15	19%
4	C4	5	6%
5	C5	10	13%
6	C6	0	0%
Total		80	100%

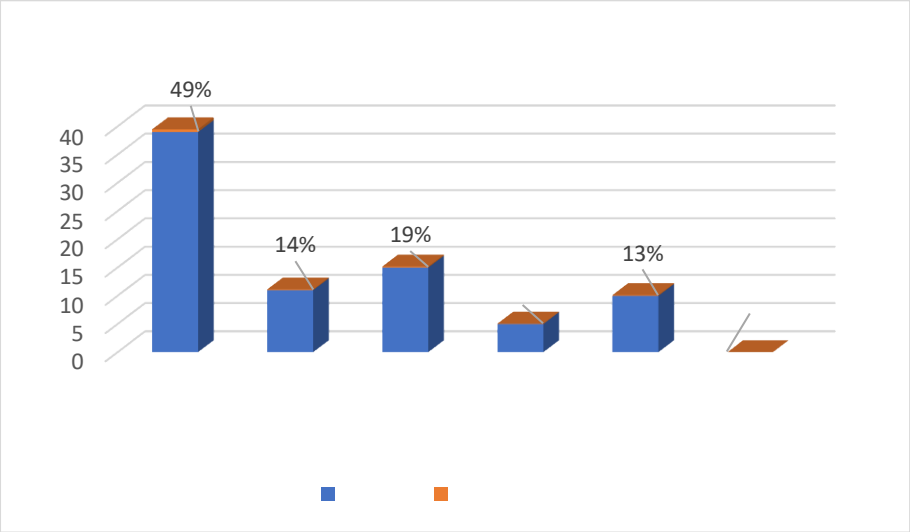

Figure 6. Cognitive Level

The cognitive levels identified within the test items are as follows: level C1 (Remembering) accounts for 49% with 39 items; level C2 (*Understanding*) accounts for 14% with 11 items ; level C3 (*Applying*) accounts for 19% with 15 items ; level C4 (*Analyzing*) accounts for 6% with 5 items ; level C5 (*Evaluating*) accounts for 13% with 10 items ; and level C6 (*Creating*) accounts for 0% with 0 items.

Analysis of Test Item Criteria

Table 8. Analysis of Item Criteria for Grade IX MTs Akidah Akhlak

No	Item Criteria	Total	Precentage (%)
1	LOTS	39	49%
2	MOTS	26	33%
3	HOTS	15	19%
Total		80	100%

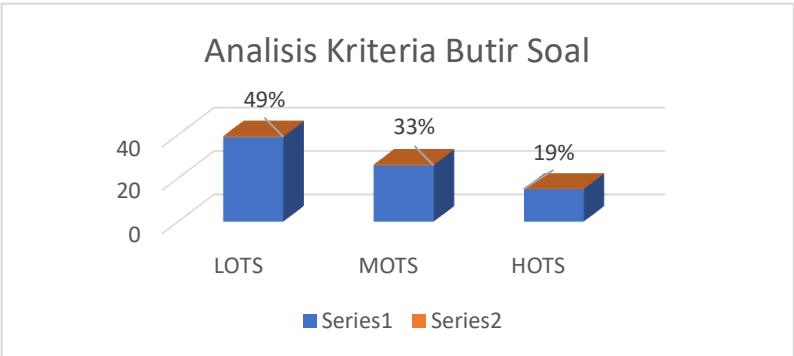

Figure 7. Analysis of Test Item Criteria

The distribution of item criteria across all 80 essay questions found in every chapter is as follows: items categorized as LOTS account for 49% (39 items), MOTS items account for 33% (26 items), and HOTS items account for 19% (15 items).

The HOTS category is an acronym for "Higher Order Thinking Skills". According to Sani (2019), HOTS refers to strategic thinking abilities used to apply information in problem-solving, analyzing arguments, negotiating issues, or making predictions. HOTS items are designed to assess students' abilities in critical thinking, information analysis, situational evaluation, and the deep application of knowledge. Unlike conventional questions that emphasize the comprehension and reproduction of information, HOTS items encourage students to think creatively, connect diverse concepts, and utilize their knowledge to solve complex problems. The primary objective of HOTS items is to develop student thinking skills rather than merely testing their factual knowledge.

HOTS represents a contemporary assessment model that requires learners to engage in genuine creative thinking, as the problems presented are often novel and have not been encountered previously. It is developed from various cognitive concepts and pedagogical taxonomies, such as problem-solving methods, Bloom's Taxonomy, and integrated taxonomies of learning, teaching, and assessment. Examples of HOTS items may include case analysis, the application of theory to real-world situations, complex problem-solving, and argument appraisal. These questions frequently necessitate critical thinking, logical reasoning, data analysis, information synthesis, and effective communication skills. Typically, HOTS items do not have a single or obvious answer; instead, they emphasize the student's thought process and their ability to defend an opinion with robust arguments.

The implementation of HOTS in education aims to train students to become critical and creative thinkers capable of facing real-life challenges. By practicing HOTS-based questions, students can develop high-level cognitive abilities useful for problem-solving, decision-making, and adapting to change. Furthermore, HOTS items do not replace the importance of understanding basic concepts; rather, they provide an additional dimension to the evaluation and development of student thinking skills.

CONCLUSION AND IMPLICATION

Conclusion

The item analysis of 80 essay questions in the Grade IX Akidah Akhlak textbook reveals a significant critical gap in assessment quality, primarily evidenced by a total absence of stimulus (0%) across all items. This lack of contextual prompts such as narratives, cases, or illustrations hinders the students' ability to engage with complex information and suppresses the development of higher-order cognitive processes. While the content exhibits some variety through narratives, statements, behaviors, and stories, a substantial 31% of the items remain as basic direct questions. Furthermore, the distribution of Operational Verbs (KKO) and cognitive levels is heavily skewed toward Lower Order Thinking Skills (LOTS), specifically the C1 level, which accounts for 49% of the total assessment. Although HOTS criteria are present through C4 (Analyzing) and C5 (Evaluating) levels, their limited representation (19%) and the absence of C6 (Creating) level items suggest that the current assessment model remains centered on information reproduction rather than critical synthesis. These

findings underscore an urgent need for professional teacher development and editorial refinement to transform these assessments into valid, reliable, and intellectually stimulating instruments that align with the rigorous standards of modern Islamic education and global pedagogical trends.

Implication

The implications of these findings for Islamic education are substantial at both instructional and systemic levels. The absence of stimulus-based items indicates that assessment practices have not yet supported the development of students' critical, analytical, and reflective thinking, which are essential goals of contemporary Islamic education. This condition may limit students' ability to connect moral and theological concepts with real-life contexts, thereby weakening meaningful character formation. Therefore, teachers need targeted professional development in assessment design, particularly in constructing stimulus-rich and HOTS-oriented questions that integrate values, reasoning, and ethical judgment. At the institutional level, textbook authors and curriculum developers must revise assessment frameworks to ensure alignment with higher cognitive levels, including creative and problem-solving skills (C6). More broadly, these results signal the need for a paradigm shift in Islamic education assessment, moving from rote memorization toward intellectually challenging evaluations that prepare students to think critically, act morally, and respond wisely to complex social realities in both national and global contexts.

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