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Design of HOTS-Based Learning Evaluation to Improve Critical Thinking Skills and Achievements in Islamic Education

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ABSTRACT

This research aims to provide a deeper understanding of the Design of HOTS-Based Learning Evaluation to Improve Critical Thinking Skills and Achievement in Islamic Education (PAI). In order to obtain data from the research results, a qualitative approach and a case study method were employed. The research was conducted at Paiton Islamic Junior High School, Probolinggo, from September to Nopember 2023. Data collection techniques included participant observation, in-depth interviews, and documentation. Meanwhile, data analysis techniques used the Miles Huberman model, which involves data collection, data reduction, data display, and conclusion drawing. The results of this study indicate that the Design of HOTS-Based Learning Evaluation Improves Critical Thinking Skills and Achievement in Islamic Education (PAI) at Paiton Islamic Junior High School, Probolinggo, includes: Arranging Learning out comes (LO) of PAI, Training on HOTS-based learning evaluation, Implementation of School Exams with HOTS-Based Questions, and evaluation monitoring.

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INTRODUCTION

Education fundamentally aims to enlighten the nation from ignorance and backwardness. Teachers and students, who play roles in the learning process, have a significant contribution in creating a conducive learning atmosphere. If the learning activities proceed well, the expected goals of education will be achieved. The goals of education can be satisfying learning achievements (Jazilurrahman, 2024).

The success of education can be demonstrated by the quality of education available, where the quality of education includes both the quality of the process

and the quality of the graduates. So, education is said to be successful if the teaching-learning process runs well and produces quality outputs. In improving the quality of education, educational efficiency is needed, which means that the educational process must achieve maximum results at reasonable costs (Astriani, 2021).

The quality of education in Indonesia is currently very concerning. The low quality of Indonesian education can be seen from the Balitbang data (2020) which shows that out of 146,052 primary schools in Indonesia, only eight schools have received international recognition in The Primary Years Program (PYP) category. The low quality of Indonesian education can be seen from the low learning achievements (Suhayat et al., 2023).

The quality of education in Indonesia is a major concern. According to a survey by PERC (Political Economic Risk Consultant) (2018), Indonesia ranks 1st out of 1 in terms of education quality among Asian countries. Indonesia's position is below Vietnam. Data from the World Economic Forum Sweden (Porter et al., 2000) shows that Indonesia has low competitiveness, ranking only 37th out of 57 surveyed countries in the world. Furthermore, UNESCO (2000) also associates the Human Development Index ranking, especially education, health components, and per capita income ranking, with the declining Human Development Index of Indonesia. Indonesia ranks 102nd (1996), 99th (1997), 105th (1998), and 109th (1999) out of 174 countries in the world (Ermawati, 2023)

The urgent educational problems faced in Indonesia today are the low quality of education at every level of education, especially at the primary and secondary education levels. The low learning achievements of students are caused by many factors. Dimyati and Mudjiono identified two factors influencing learning achievement, namely internal and external factors (Khalijah et al., 2023).

Learning achievement is a benchmark in determining the success of learning. The results of this achievement can be used to observe the progress or setbacks experienced by students when receiving explanations from their respective teachers, as stated by Muhammad Fathurahman, Sulistyorini (2001) that "learning achievement is the results shown by students after undergoing the teaching and learning process" (Fatihah, 2021).

Religious education is a fundamental subject alongside other general subjects. The achievements obtained by students in religious education will be reflected in their personalities and devotion in worship. Islamic Religious Education achievement is influenced by several factors, including internal and external factors of students. Internal factors can be improved by students with the assistance of parents and teachers, while external factors depend on how much the environment can influence students. Influences coming from outside the child, whether it be peers, teachers, religious teachers, or the surrounding community, will color the child's personality, especially in their daily habits (Biatun, 2020).

In the Republic of Indonesia Law No. 14 of 2005, Article 28 paragraph 3 states that pedagogical competence is the ability to manage learning, including understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Evaluation plays an important role in improving learning outcomes and advancing the quality of education (Narassati et al., 2021).

The stages of learning evaluation are considered very important, as an effort to train students' high-order thinking skills. Teachers always face three things in classroom learning practice; (a) evaluation, (b) assessment, (c) measurement. Learning evaluation is not just about providing final assessments to students, but learning evaluation also assesses the processes that students go through in learning (Himawan, 2021). Evaluation can be interpreted as measuring and assessing activities, measuring has a quantitative nature, and assessing has a qualitative nature (Narassati et al., 2021).

Evaluation can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performances, processes, people, objects, and others) based on certain criteria through assessment. In conducting evaluation activities, tools are needed. The tools used in evaluation activities are called instruments, which are in the form of questions. In reality, not all teachers understand and comprehend how to create good evaluation instruments. Often teachers take other sources that may not be suitable for the learning being conducted (Rachmadtullah et al., 2021).

A good evaluation instrument should be able to make students think at a high level so that students are accustomed to critical and creative thinking to solve problems or accustomed to high-order thinking. High Order Thinking Skills (HOTS) have become a prima donna and a hot topic in the world of education. According to Ichsan et al., (2019), high-order thinking skills are students' ability to think at a higher level, which includes the ability to evaluate and innovate in solving a problem (Utami, 2021).

One indicator of HOTS questions based on the new Bloom's Taxonomy theory edition by Anderson & Krathwohl (2001) in the cognitive domain consists of six levels: remembering, understanding, applying, analyzing, evaluating, and creating (Suyadi, 2022). However, nowadays the new edition of Bloom's Taxonomy that is often used in formulating learning objectives is known as C1 to C6. The first three levels categorized as LOTS (Low Order Thinking Skills) are remembering, understanding, and applying, while the three levels categorized as HOTS (High Order Thinking Skills) are analyzing, evaluating, and creating (Hamidah & Wulandari, 2021).

One indicator that learning in Indonesia is not yet based on HOTS is the results of the 2018 PISA which stated that Indonesia obtained an average score of 396 for science, 371 for reading, and 379 for mathematics and ranked sixth from the bottom out of 78 countries. Based on the data above, Indonesia experienced a decline in scores in the 2015 PISA. In the 2015 PISA, Indonesia obtained an

average score of 403 for science (third from the bottom), 397 for reading (last place), and 386 for mathematics (second from the bottom) out of 72 countries (Zamkakay, 2022).

This indicates that students are still weak in high-order thinking skills (HOTS), such as reasoning, analyzing, and evaluating. These results should be used as an evaluation material for the government and teachers to optimize cognitive aspects, especially critical thinking skills (HOTS) in measuring students' abilities, especially in schools.

The observation results in elementary schools indicate that many teachers are unable to create evaluation instruments effectively. Due to the numerous activities they undertake, teachers often rely on pre-existing questions and some even give the same questions to students every year (O-P, 10-20, 09-23).

Sometimes, teachers simply assign tasks for students to complete worksheets as homework. This causes students to become lazy in solving problems. The repetition of the same questions and lack of variety makes students reluctant to study and read their textbooks. This impacts their learning achievements and fails to develop students' reasoning abilities (P1, 21-10-23).

It is crucial to maximize HOTS-based evaluation to enhance high-order thinking skills among students. Paiton Islamic Junior High School in Probolinggo has been implementing the 2013 curriculum since 2015, yet for six years, the school has not conducted any workshops on developing HOTS-based questions. Moreover, the questions used for mid-term exams, final exams, or other assessments are still at the remembering and understanding levels (LOTS). These questions do not fully encourage students to develop critical reasoning skills (P.02, 03.11.23).

Therefore, the researcher will conduct a study on analyzing teachers' abilities based on the existing situation, indicating that Paiton Islamic Junior High School in Probolinggo still employs conventional teaching models (O.P, 10-20/10/23), resulting in students' lack of interest in analyzing problems. Similarly, the preparation of questions still revolves around LOTS questions because most teachers encounter difficulties in creating HOTS questions.

Therefore, research is needed so that teachers are able to create questions that adhere to the HOTS standards. Higher Order Thinking Skills (HOTS) are considered higher-level thinking than memorizing facts, stating facts, or applying rules, formulas, and procedures. HOTS demands that we do something based on facts, make connections between these facts, categorize, manipulate, in order to solve a problem (Kurniawati & Hadi, 2021).

Various countries have provided HOTS questions in classroom teaching and learning activities (Dewi et al., 2020). HOTS is related to individuals' ability to think at a higher level. High-level thinking is often associated with creative thinking. Through more creative thinking, an individual can develop into someone more innovative, have better creativity, and be more imaginative(Fatimah & Rinawati, 2022). When an individual or student knows

how to use both of these skills, it can be interpreted that the student has mastered high-order thinking skills, thus expected to improve learning outcomes (Hamidah & Wulandari, 2021).

All students are capable of thinking and reasoning, but some of them need to be encouraged, taught, and assisted to have high-order thinking processes. This high-order thinking skill of a student can be enhanced through learning and frequently solving HOTS questions. In some studies, teachers still create mid-term exams, final exams, and other assessments with low-level thinking skills. As presented by Yuniar, the ability of SDN 7 Ciamis teachers to create HOTS-type questions mostly meets the criteria for developing HOTS questions (Yuniar et al., 2020). This is in contrast to the research conducted by Setiawati (2019), which states that out of 35 multiple-choice questions tested, 27 of them belong to the low-level thinking skill category (LOTS) and 8 questions are HOTS, indicating that students' high-level thinking skills are still uneven and teachers' ability to create HOTS questions is still low (Setiawati, 2019).

Similarly, research conducted by Narassati et al., The research results indicate that the development of Mechanical Engineering evaluation tools obtains material expert feasibility of 85.88% with a very feasible category, instrument experts by 80.62% with a feasible category, and language experts by 85.14% with a very feasible category (Narassati et al., 2021).

Based on several previous studies mentioned above, it is evident that some researchers have explored HOTS as a learning evaluation tool. However, very few have addressed the development of HOTS-based learning evaluation in Islamic Education subjects.

In order to fill this gap, the researcher conducted a study focusing on the design of developing HOTS-based learning evaluation in Islamic Education (PAI) at Paiton Islamic Junior High School in Paiton Probolinggo. Therefore, the aim of this research is to: determine the process of designing HOTS-based learning evaluation to enhance critical thinking skills and academic achievement in Islamic Education (PAI) learning at Paiton Islamic Junior High School in Paiton Probolinggo.

RESEARCH METHODS

This research employs a qualitative approach and a case study research method. It focuses on the implementation of creative video-based learning media at Paiton Islamic Junior High School. The rationale behind this research is to describe, understand, and interpret phenomena, events, cases, and learning activities regarding the design of HOTS-based learning evaluation to enhance learning outcomes in Islamic Education (PAI) at Paiton Islamic Junior High School in Probolinggo.

The research was conducted at Paiton Islamic Junior High School, specifically targeting seventh-grade students, located in Sumberanyar Village, Paiton District, Probolinggo Regency. It took place from September to November

2023. Data collection technique employed snowball sampling. Both primary and secondary data sources were utilized. The informants in the study comprised seven individuals, including the school principal, curriculum vice principal, PAI teacher, and four representatives of seventh-grade students from Paiton Islamic Junior High School: Nasiruddin, S.Pd.I as the school principal, Ahmad Jailani, S.Pd. as the curriculum vice principal, Eko Maulana Ishaq, S.Pd as the PAI teacher, and Zida Farha Labiba as the representative of seventh-grade students from Paiton Islamic Junior High School.

The data collection technique involves participant observation, in-depth interviews, and documentation. The researcher provides structured explanations, based on facts in the field, which can also be measured regarding the conditions present at the research site, including both the objects under study and facts related to those conditions, in order to draw conclusions later on.

This research will use qualitative descriptive analysis of the Miles and Huberman type. Through this analysis, it is hoped that a clear picture of the research focus above will be obtained. The data analysis technique in case study research involves structured and specific analysis methods developed by Miles and Huberman, namely: Data analysis is conducted referring to concepts such as data collection, data reduction, data display, and conclusions.

RESULTS AND DISCUSSION

In this discussion, the research findings and discussions obtained through participant observation, in-depth interviews, and document studies on the design of HOTS-based learning evaluation in enhancing critical thinking skills and academic achievement in Islamic Education (PAI) learning at Paiton Islamic Junior High School in Probolinggo will be elaborated. The detailed research findings and discussions are as follows:

The Arrangement of Learning Outcomes (LO) Islamic Education (PAI)

In an effort to provide effective and efficient services, quality, and education to students at Paiton Islamic Junior High School in Probolinggo, it begins with identifying the learning outcomes in Islamic Education (PAI) lessons. This is crucial in achieving learning outcomes in schools. In the effort to identify the learning outcomes of PAI lessons, it involves various stakeholders, including school leaders, teachers, curriculum expert teams, staff, students, and parents, to gain a comprehensive perspective (P.01, 21-10-23).

Based on the results of identifying these learning outcomes, standards or frameworks are then created to explain the criteria and expectations related to learning outcomes. These learning outcome standards will serve as guidance for leaders and teachers at Paiton Islamic Junior High School in Probolinggo to develop themselves and improve the quality of education, especially in enhancing students' critical thinking skills and academic achievement (P03, 23-10-23).

Learning Outcomes (LO) refer to a set of criteria or standards that students or learners are expected to achieve at the end of the learning process and at a certain level of education. Learning Outcomes (LO) are based on the national curriculum or the curriculum applicable in a country. The purpose of Learning Outcomes (LO) is to provide guidance and reference for determining the expected achievement of skills and knowledge from students who graduate from a specific level of education(Prats et al., 2023).

In order to measure learning achievement, Learning Outcomes (LO) provide the basis for designing assessment and evaluation instruments to measure the extent to which students have achieved the established standards. This enables teachers and educational institutions to systematically assess student achievement (Yantoro, 2020). Learning outcomes (CP) provide guidance for curriculum development. The curriculum can be designed by considering the competencies that must be achieved by students, so that the teaching approach can be focused on achieving these goals (Rachmadtullah et al., 2021).

Schools prepare students with sufficient skills to achieve their aspirations, face challenges in society and the workforce. It is expected that Learning Outcomes (LO) reflect an understanding of students' readiness to face life challenges and pursue further education. This includes aspects of student readiness in terms of knowledge, skills, and attitudes. Learning Outcomes (LO) can also reflect the needs and demands of the workforce, ensuring that students have relevant competencies necessary for success in the job market (Puspitasari et al., 2020)

Learning Outcomes (LO) are typically organized based on specific subjects or fields of study and can be updated in line with developments in education and societal demands. Their implementation may vary in each country according to the applicable education system.

Hots-Based Learning Evalution Training

After Learning Outcomes (LO) have been established by the school, the next step is to provide training and specialized development programs for the school's teaching staff. This training can include workshops, seminars, or coaching programs aimed at enhancing teachers' skills and knowledge in developing assessment instruments.

As a follow-up to the preparation of Learning Outcomes for graduates at SMP Islam Paiton, training and development activities for HOTS-based learning evaluation were conducted for all teaching staff at the school. It is expected to enhance teachers' skills and knowledge in developing assessment instruments, particularly in preparing HOTS-based exam questions (P.02, 22/01/23).

During the HOTS-based learning evaluation training, the first step involves socializing the teaching staff about this training through school information channels, either online or offline. Subsequently, the training activities are carried out (P.02, 22-10-23).

During the socialization phase, the school forms an implementation committee that carries out various activities including direct observations on-site, initial data collection, and socialization of the HOTS-based learning evaluation training program in PAI teaching. During the implementation phase, the committee provides practical guidance on practicing the preparation of HOTS-based questions in PAI teaching that are valid and reliable. Then, facilitators provide materials, discussions, and hands-on practices covering (a) theory on learning evaluation, (b) theory on High Order Thinking Skills (HOTS), (c) theory on assessment, (d) practice in preparing evaluation documents and assessment instruments, (e) practice in preparing HOTS-based questions in PAI teaching (P.01, 21-10-23).

High Order Thinking Skills (HOTS) is an educational concept based on Bloom's Taxonomy. The taxonomy formulated by Benjamin S. Bloom in 1956 includes cognitive domains with levels of thinking abilities, ranging from lower order thinking skills (LOTS) to higher order thinking skills (HOTS). Students with higher-order thinking abilities can analyze and evaluate problems, thereby creating solutions. Students with higher-level abilities can also think critically and creatively (Hasnah et al., 2021).

Education in the 21st century poses significant challenges to students, teachers, and education providers to maintain quality education. The government strives to improve the quality of education in Indonesia through Ministerial Regulation No. 81 A of 2013 concerning the policy implementation of Curriculum 2013 (K13). Additionally, the government has designated K13-implementing schools in Letter of Appointment (a) No.253/KEP.D/KR/2017 and (b) Letter of Appointment No. 254/KEP.D/KR/2017 (Dewi et al., 2020).

K13 adopts a scientific approach where students are expected to have scientific learning experiences. The scientific approach consists of the 5M components: observing, questioning, gathering information, associating, and communicating. These scientific approach components stimulate students to have higher-order thinking skills, not just to know and memorize the knowledge taught in learning but to generate scientific ideas(Solikhulhadi et al., 2021).

The cognitive assessment process in scientific approach learning is conducted by providing evaluation questions in the form of HOTS questions. This is stipulated in the Assessment of Learning Outcomes and Character Development Guidelines in the knowledge domain (Directorate General of Vocational Schools, 2018). The knowledge assessment indicators can be developed with various question variations measuring students' HOTS abilities, including the ability to analyze (C4), evaluate (C5), and create (C6). This provision poses a significant challenge for students and teachers. Students are required to think at a higher level, enabling them to face the challenges of the 21st century, while teachers are required to provide learning evaluation tools containing C4, C5, or C6 components (Hamidah & Wulandari, 2021).

Providing HOTS questions to students will familiarize them with high-level reasoning questions. The success of students in answering computer-based national exams (UNBK) containing HOTS questions is greatly influenced by students' habits of working on HOTS-based questions. Practice can be done by providing HOTS questions at the end of each learning session as an evaluation activity. HOTS questions are given more frequently to students, thus requiring many HOTS questions (Dewi et al., 2020).

Students with high-level thinking abilities can analyze a problem they are facing. Analysis is the ability to break something down into several parts and understand the relationship between these parts (Anderson & Krathwohl, 2001:79). The ability to analyze is also the ability to break something down. Analytical thinking skills are classified into three categories: distinguishing, organizing, and attributing (Anderson & Krathwohl, 2001:79). Analytical thinking skills are also referred to as C4 level skills, where students can solve problems and connect concepts to the decisions they will make (Anderson & Krathwohl, 2001). Students who are trained to work on C4 type questions are categorized as having a deep understanding, enabling them to think analytically and apply it to new problems(Ermawati, 2023).

Bloom's Taxonomy and Anderson's model enhance skills in HOTS. After that, the authors try to implement it, and are increasingly amazed by Bloom and Anderson.

Implementation of School Exams with HOTS-Based Questions

Following the completion of training and development activities for HOTS-based learning evaluation for all teaching staff at the school, the next step is to create HOTS-based questions for the implementation of the final school exams.

Participants, consisting of the teaching staff, after receiving material on the concept of developing questions using High Order Thinking Skills (HOTS) model and engaging in discussions and Q&A sessions to refine and broaden their comprehensive understanding of the material. Then, as a form of reinforcement and updating, participants are given direct practice in the form of a demonstration, namely designing assessments using the High Order Thinking Skills (HOTS) model in PAI teaching (P.02, 25-10-23).

Participants, consisting of the teaching staff, after receiving material on the concept of developing questions using High Order Thinking Skills (HOTS) model and engaging in discussions and Q&A sessions to refine and broaden their comprehensive understanding of the material. Then, as a form of measurement and reinforcement of understanding, participants are given direct practice in creating PAI subject questions using the High Order Thinking Skills (HOTS) model (P.01, 24-10-23).

The teaching staff are asked to prepare and create PAI subject questions using the High Order Thinking Skills (HOTS) model. It is hoped that the results

of this practice can enhance the knowledge, insight, and understanding of teachers in creating exam questions for the PAI subject.

HOTS-based questions need to be given to students to develop and improve their reasoning and thinking abilities. The implementation of HOTS-based questions in classroom learning should ideally begin early or start from elementary school. This will ultimately make students accustomed to solving high-level thinking questionsTop of Form(Rachmadtullah et al., 2021).

In Indonesia, there is still a lack of implementation of HOTS-based questions, especially at the elementary school level. Most elementary school students are only given regular questions or questions from textbooks and worksheets. Creating and developing evaluation instruments based on HOTS will have a positive impact on students. To create evaluation instruments based on HOTS, it is advisable for teachers to also have knowledge of thinking or reasoning abilities, namely high-level thinking skills and low-level thinking skills (Narassati et al., 2021).

Learning oriented towards higher-order skills or Higher Order Thinking Skills (HOTS) is one effort that can be made to improve the quality of learning and graduates. This is implemented as a follow-up to Indonesia's low ranking in the Programme for International Student Assessment (PISA) compared to other countries (Kurniawati & Hadi, 2021).

Monitoring and Evaluation

The final step is important to conduct monitoring and evaluation of the effectiveness of the HOTS-based learning evaluation design in improving learning outcomes in Islamic Education at SMP Islam Paiton Probolinggo. This will help identify the successes and shortcomings of the approach used, so that it can be improved for the future.

After a series of activities is carried out to design HOTS-based learning evaluation in improving learning outcomes in Islamic Education at SMP Islam Paiton Probolinggo, monitoring and evaluation steps are then taken to measure and identify the level of success and shortcomings of the HOTS-based learning evaluation process in enhancing critical thinking skills and academic achievement in Islamic Education at SMP Islam Paiton Probolinggo (P.01/25/10/23).

The implementation of the HOTS-based learning evaluation design in improving learning outcomes in Islamic Education at SMP Islam Paiton Probolinggo, in the form of monitoring and evaluation, is a correct step and aligns with contemporary learning evaluation models' theories.

Monitoring is an activity aimed at providing information about the causes and effects of a policy being implemented(Lumban Gaol & Siahaan, 2021). Monitoring is a routine process of data collection and measuring progress towards program objectives. It involves tracking changes, focusing on processes and outputs. Monitoring involves assessing what we do and observing the

quality of the services we provide (Utami, 2021).

Monitoring activities are more centered on ongoing activities. Monitoring is carried out by digging to obtain regular information based on specific indicators, with the intention of determining whether the ongoing activities are in line with the planned and agreed-upon procedures (Himawan, 2021). Evaluation is an activity that assesses the results obtained during the monitoring process. Furthermore, evaluation also assesses the results or products produced from a series of programs as a basis for making decisions about the level of success achieved and the necessary subsequent actions(Guru et al., 2020).

One way to determine the results achieved by educators in the learning process is through evaluation, both learning outcomes evaluation and learning evaluation. When the learning process is viewed as a process of changing student behavior, the role of evaluation and assessment in the learning process becomes crucial. Assessment in the learning process is a process of collecting, analyzing, and interpreting information to determine the level of achievement of learning objectives (Shaifudin, 2020). learning evaluation is the process of systematically collecting, analyzing, and interpreting information to establish the achievement of learning objectives. Its purpose is to gather information used as a basis to determine the level of progress, development, and student learning achievement, as well as the effectiveness of teacher instruction (Supit et al., 2021).

Learning evaluation includes measurement and assessment activities, which in its process go through three stages: planning, implementation, and processing results and reporting. These three stages must align with the general principles in learning evaluation that must be met to obtain better evaluation results, namely the principles of continuity, comprehensiveness, fairness and objectivity, cooperation, and practicality (Wahab et al., 2022).

To achieve good learning quality, a good assessment system is also needed. To ensure that the assessment functions properly, in line with the established goals, it is crucial to establish assessment standards as the basis and reference for teachers and education practitioners in conducting assessment activities. To realize this, good cooperation is needed from related parties, such as teachers, students, and schools. With each party playing their role proportionally, and each party carrying out their duties and responsibilities properly, a conducive, dynamic, and directed atmosphere for improving learning quality through assessment system improvement will be created (Gaol & Siahaan, 2021).

Thus, learning evaluation plays a role in determining the efficiency of the implemented learning process and the effectiveness of achieving the set learning objectives. Through effective monitoring and evaluation, educational organizations or institutions can measure the effectiveness of learning evaluation development programs and ensure that goals and expectations are achieved satisfactorily. Additionally, monitoring and evaluation also help identify opportunities for improvement to enhance programs and services provided.

CONCLUSION

The results of this study indicate that the Design of Higher Order Thinking Skills (HOTS)-based learning evaluation in improving learning outcomes in Islamic Education (PAI) at SMP Islam Paiton Probolinggo includes: Formulation of Learning Outcomes (LO) in PAI, Training on HOTS-based learning evaluation, Implementation of school exams with HOTS-based test questions, and monitoring evaluation.

The design of HOTS-based learning evaluation in education aims to develop students' critical thinking, creativity, and problem-solving skills. Learning strategies that promote HOTS involve activities that require more complex thinking than just recalling facts or information. In the curriculum context, exam questions or assignments emphasizing HOTS often require students to apply their knowledge to solve problems, formulate arguments, or make deeper decisions. Thus, it is expected to enhance students' learning achievement.

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