Higher, Medium and Lower Order Thinking Skills in the Book *al-'Arabiyah Baina Yadaik*

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Abstract

This study aimed to reveal three levels of thinking skills provided in Al-Arabiah Baina Yadaik book, especially in volume 1. The ability to think in the cognitive domain is divided into three categories: low-, middle-, and high-level thinking skills. In learning Arabic, it is also required to be able to apply these three levels of thinking skills. Al-Arabiyah Baina Yadaik book is one of the books that is widely used in Indonesia for learning Arabic. The present study's data collection method was documentation carried out through collecting and analyzing documents, both written documents, drawings, works, and electronics, with content analysis as the data analysis technique. The results of this study indicated that the contents of the Book of Al-Arabiyah Baina Yadaik Volume 1 used more levels of low-level thinking skills, namely C1 and C2, while medium-level thinking skills only applied to 14 parts of *tadribat*. At the level of higher-order thinking skills, there were only two parts to *tadribat*. This shows that the book Al-Arabiyah Baina Yadaik Volume 1 is very suitable for beginner students, especially non-Arabic students.

Keywords: HOTS; MOTS; LOTS; *al-Arabiyah Baina Yadaik book*

Introduction

In 2001, the Al-Arabiyyah Baina Yadaik (ABY) book was first used in Riyadh by the Al-Arabiyah Lil Jami' (Arabic for All) Arabic Language Institute.

Mass production of the book began in 2003[1]. The use of this book then developed rapidly because it paid close attention to all aspects of learning Arabic, especially for non-Arabic speakers. Based on data released by PT. Future Media Gate, this book was the first in an Arabic language teaching program for foreigners, and until now, the Arabiyya Baina Yadaik Program has remained the most important Arabic language teaching guide program. It is used as a reference almost all over the world, starting from the Middle East, Southeast Asia, including Indonesia, to America, for both advanced students (middle and high school) and universities, and is also very suitable for the general public who want to quickly master Arabic[2]. No less than 750 thousand students, 10 thousand teachers, and thousands of universities, Islamic boarding schools, and schools in various parts of the world have benefited largely from the product of this book.[3,4,5]

Jannah, in her research on the analysis of the contents of this ABY book, said that "the textbook is quite good in terms of the foundations and characteristics of the learning material for non-native speakers"[6] and that the results of research conducted by Ahmad Fadil Syakir Hidayat et al. showed that the contents of this ABY book are very suitable for use in Madrasah Tsanawiyah because they are in accordance with the content standards of the Ministry of Religion of the Republic of Indonesia Number: 165 of 2014. Continuously, there are many more studies related to it.[7,8] The research results related to the use of the ABY book provide reinforcement that this book is indeed a very

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[1] PT. Future Media Gate (FMG), "Al Arabiyyah Baina Yadaik – Buku Siswa," 2022, http://www.pt-fmg.com/al-arabiyyah-baina-yadaik-buku-siswa.

[2] Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 2 (2018), https://doi.org/10.29240/jba.v2i2.552.

[3] PT. Future Media Gate (FMG), "Al Arabiyyah Baina Yadaik – Buku Siswa."

[4] Mahyudin Ritonga, Fitri Alrasi, and Bambang Bambang, "Dirasah Tahliliyah 'An Ahammiyah Ma'rifah Al-Tashrif Fi Fahmi Al-Lughah Al-Arabiyah," *Arabiyatuna : Jurnal Bahasa Arab* 2, no. 1 (2018), https://doi.org/10.29240/jba.v2i1.333.

[5] Faisal Mubarak, Abdul Sattar, and Ahmad Fahmy Arief, "Thasmim Mawad Maharah Al-Kalam Fi Istimdadiha Min Al-Ayat Al-Istifhamiyah Fi Surah Al-An'am Wa Al-Mulk Li Thulab Al-Ma'had Al-'Aly Ulum Al-Qur'an Amuntai," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020), https://doi.org/10.29240/jba.v4i1.1320.

[6] Nurul Jannah, "Tahlilul Mawadh Ad Dirosiah Fi Kitab Al Arabiyah Baina Yadaik," *Jurnal Al-Maqayis* 6, no. 1 (November 4, 2021): 15, https://doi.org/10.18592/jams.v6i1.5483.

[7] Abdul Muid and M. Fathor Rohman, "Ta'lim Maharah Al-Kalaam Fi Dhu'i Al-Nazhariyat Al-Ijtima'iyyah Al-Tsaqafiyah Li Vygotsky," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (2019), https://doi.org/10.29240/jba.v3i2.971.

[8] Sahkholid Nasution and Akmal Walad, "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (2022), https://doi.org/10.29240/jba.v6i1.3572.

good book to use in the learning process, especially for non-native speakers.[9]

In the world of education, the terms HOTS (Higher Order Thinking Skill), MOTS (Medium Order Thinking Skill), and LOTS (Lower Order Thinking Skill) are some familiar terms. These three thinking skills are indicated by categories as described in the illustration of Bloom's cognitive domain, starting from cognitive 1 (C1) to cognitive 6 (C6). In learning Arabic at schools or madrasas[10], practice questions are still limited to LOTS and MOTS, while the implementation of the HOTS questions themselves has not been fully utilized. Apart from not fulfilling the elements of validity and level of difficulty, this can psychologically reduce interest in learning Arabic.[11,12] This can make students frustrated and lose confidence as well because the tests are considered too difficult[13].

The ABY book is a book specially designed for non-Arabic-speaking learners by presenting materials that are systematic and equipped with questions at the end of each material. It does not rule out the possibility that this book presents LOTS, MOTS, and HOTS questions, so that a more detailed study is needed. To find out which parts of the question are included in the high, medium, and low-level thinking skills, this research is in demand to be conducted so that the HOTS, MOTS, and LOTS questions in the ABY book can be mapped and further identified as the classification of cognitive domain categories, especially in the ABY book volume 1.

Research on Higher Order Thinking Skills has been conducted by several researchers, starting from 2018 to 2022. Six studies discussed HOTS in learning Arabic, from concept, implementation, analysis, and development. Two studies discussed content analysis of Al-Arabiyah Baina Yadaik. Nailur

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[9] Haniah Haniah, Syakir Hidayat, and Sabaruddin Garancang, "Al Kitab Al Dirasi Al 'Arabiyah Baina Yadaik," الطموحات) EL-THUMUHAT 2, no. 1 (2020), https://doi.org/10.25299/elthumuhat.2019.vol2(1).2521.

[10] Yenni Patriani, "Al-Akhtha' as-Sya'i'ah Fi Istai'mal Al-Lughah Al-'Arabiyah Bi Indonesia," *Arabiyatuna : Jurnal Bahasa Arab* 1, no. 1 (2017), https://doi.org/10.29240/jba.v1i1.175.

[11] Neli Putri, R. Rahmawati, and H. Hanomi, "Maharah Al-Qira'ah Learning Model through Edmodo at Department of Arabic Language Education, Imam Bonjol State Islamic University, Padang," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 2 (2021), https://doi.org/10.29240/jba.v5i2.2557.

[12] Ibnu Zulqarnain et al., "Model Pembelajaran Program Ekstrakurikuler Bahasa Arab Dan Implementasinya Di Madrasah Aliyah Pesantren," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019), https://doi.org/10.29240/jba.v3i1.629.

[13] Moh Ainin, "Penilaian Dalam Pembelajaran Bahasa Arab Di Madrasah Atau Sekolah: Hots, Mots Atau Lots?," *Prosiding Konferensi Nasional Bahasa Arab* 4, no. 4 (2018): 155–65, http://prosiding.arab-um.com/index.php/konasbara/article/view/266.

Rahmawati[14] conducted research titled "Arabic Language Learning: Towards Higher Order Thinking Skills (HOTS)". As revealed, HOTS-based learning enables students to construct appropriate and effective arguments to make rational decisions or solutions. Ahmad Muradi, Faisal Mubarak, Ridha Darmawaty, and Arif Rahman Hakim[15] conducted a study titled "Higher-order thinking skills in basic Arabic competency". Umar Faruq, Mokhammad Miftakhul Huda[16] did research titled "Arabic Language Based Improved HOTS (Higher Order Thinking Skills) Learning (Study of Arabic Language Learning at Madrasah Aliyah Excellence Darul 'Ulum Step 2 Indonesian Ministry of Religion)". Suci Ramadhanti Febriani[17] worked on "Analysis of the Implementation of Learning Arabic in Elementary Schools: HOTS, MOTS, LOTS?". Mokhammad Miftakhul Huda, Pandi Rais[18] researched on "Improving Arabic Language Learning Based on Higher Order Thinking Skills (HOTS) in Excellent Senior High School". Heni Verawati, Evi Febriani, Intan Muflihah, Uswatun Hasanah, Agus Susanti, and Fitriani Fitriani[19] conducted a study titled "HOTS Analysis of Task Instructions in the Arabic Madrasah Aliyah Textbook Published by the Ministry of Religious Affairs". The researchers found that the textbook contains 78 task instructions. Nurul Jannah[20] studied "Tahlilul Mawadh Ad Dirosiah Fi Kitab Al Arabiyah Baina Yadaik". The result of this research is that the textbook is quite good in terms of the foundations and characteristics of the learning material for non-native speakers. Haniah Haniah, Syakir Hidayat, Sabaruddin Garancang[21] carried out a study titled "Al Kitab, Al Dirasi, Al'Arabiyah, Baina Yadaik".

ABY as a book specifically designed for non-Arabic speakers, with systematic presentation of materials and equipped with questions at the end of

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[14] Nailur Rahmawati, "Pembelajaran Bahasa Arab: Menuju Higher Order Thinking Skills (HOTS)," *Prosiding Konferensi Nasional Bahasa Arab IV*, no. 6 Oktober (2018).

[15] Ahmad Muradi et al., "Higher Order Thinking Skills Dalam Kompetensi Dasar Bahasa Arab," *Arabi : Journal of Arabic Studies* 5, no. 2 (2020), https://doi.org/10.24865/ajas.v5i2.293.

[16] Mokhammad Miftakhul Huda Umar Faruq, "Bahasa Arab Berbasis Peningkatan Pembelajaran HOTS (Higher Order Thinking Skills)(Kajian Pembelajaran Bahasa Arab Di Madrasah Aliyah Unggulan Darul 'Ulum Step 2 Kemenag RI)," *Al-Hikmah: Jurnal Kependidikan* 8, no. Maret (2020).

[17] Suci Ramadhanti Febriani, "Analisis Implementasi Pembelajaran Bahasa Arab Di Sekolah Dasar: HOTS, MOTS, LOTS?," *Prosiding Konferensi Nasional Bahasa Arab VI*, 2020, 432–44, http://prosiding.arab-um.com/index.php/konasbara/article/view/695/641.

[18] Mokhammad Miftakhul Huda and Pandi Rais, "Improving Arabic Language Learning Based On Higher Order Thinking Skills (Hots) In Excellent Senior High School," *Fenomena* 20, no. 2 (2021), https://doi.org/10.35719/fenomena.v20i2.68.

[19] Heni Verawati et al., "HOTS Analysis of Task Instructions in Bahasa Arab Madrasah Aliyah Textbook Published by The Ministry of Religious Affairs," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 4, no. 1 (2022), https://doi.org/10.31004/edukatif.v4i1.1930.

[20] Jannah, "Tahlilul Mawadh Ad Dirosiah Fi Kitab Al Arabiyah Baina Yadaik."

[21] Haniah, Hidayat, and Garancang, "Al Kitab Al Dirasi Al 'Arabiyah Baina Yadaik."

each material. It does not rule out the possibility of presenting LOTS, MOTS and HOTS questions, so it is necessary to conduct a deeper study to find out which parts of the questions are included in the high, medium, and low-level thinking skills. Hence, it is necessary to conduct this research, so that mapping of HOTS, MOTS and LOTS questions in the ABY book can be done, and further classification of the cognitive domain categories in the ABY book can be identified, especially the ABY volume 1.

This research uses a descriptive research type[22], namely research that is intended to collect information on a symptom that exists according to the reality that existed at the time the research was carried out[23]. The purpose of this study is to make a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the phenomena studied[24].

The subject of this study was the Al-Arabiyah Baina Yadaik book written by Abdur Rahman Ibrahim Alfauzan et al. in Riyadh, Saudi Arabia, in 1435 Hijriyah from the Arabic Language Institute Al-Arabiyah Lil Jami' (Arabic For All), which was then mass-produced in Indonesia through PT. Future Media Gate as sole agent. The object of this study was the Book of Al-Arabiyah Baina Yadaik, Kitab Talib Al-Awwal Juz Awwal. This limitation was made considering that this book consisted of three chapters with the same presentation system. Hence, it was only limited to volume 1 or Juz 1.

In order to attain precise data, employing the appropriate technique is essential. The technique employed for data collection in this investigation was the documentation method. This technique involved gathering and scrutinizing various documents, encompassing written records, drawings, operational materials, and electronic resources. Subsequently, the acquired documents underwent thorough analysis, comparison, and integration to construct a methodical, cohesive, and comprehensive study. Documentary studies surpassed mere collection and transcription of quotations from numerous documents. The reported research outcomes stemmed from the meticulous analysis conducted on these documents.[25]

The data analysis technique employed in this research was content analysis. Specifically, qualitative media content analysis techniques were utilized. These encompassed analyzing documents in various forms such as text, images, symbols, and the like, aiming to comprehend the culture within a specific social

[22] Akla Akla, "Storytelling Method to Improve Vocabulary for Non-Native Arabic Speaker Children," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (2022), https://doi.org/10.29240/jba.v6i1.4069.

[23] Mudjia Rahardjo, *Pengantar Penelitian Bahasa*, 1st ed. (Malang: Cendekia Paramulya, 2002).

[24] Moh Ainin, *Metodologi Penelitian Bahasa Arab* (Malang: BS Press, 2013).

[25] Natalina Nilamsari, "Memahami Studi Dokumen Dalam Penelitian Kualitatif," *Wacana* 13, no. 2 (2014).

context. This analysis entailed an integrative and conceptual method focusing on discovering, identifying, processing, and analyzing documents to grasp their meaning, significance, and relevance.[26]

Findings and Discussion

The results of research on LOTS, MOTS, and HOTS in the Book of Al-Arabiyah Baina Yadaik Volume 1 found that the thinking skills in this book were mostly in the C1 and C2 categories, while medium and high skills were not found much. This can be seen in the table below:

Table 1. The Classification of LOTS, MOTS, and HOTS

Description	HOTS		MOTS		LOTS		الأسئلة	الوحدة
	C6	C5	C4	C3	C2	C1		
Showing						√	صل بين العبارة والصورة المناسبة	1
Identifying					√		استمع ثم ضع علامة <√> في المربع المناسب	
Explaining					√		اشر الى الصورة التي تسمع اسمها	
Categorizing						√	رتب الاعداد	
Mentioning					√		قل العدادالمشار اليه	
Reciting					√		تبادل السؤال والجوب مع زميلك كما في المثالين	
Explaining					√		هات جملا كما في المثال	
Reciting						√	هات جملا كما في ا لمثال	
Mentioning						√	ا ستمع واعد	
Showing						√	اجب	

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26 Bungin Burhan, *Metodologi Penelitian Kualitatif: Aktualisasi Metodologi Ke Arah Ragam Varian Kontemporer*, *Metodologi Penelitian Kualitatif Aktualisasi Metodologis Ke Arah Ragam Varian Kontemporer*, 2019.

Description	HOTS		MOTS		LOTS		الأسئلة	الوحدة
	C6	C5	C4	C3	C2	C1		
Marking						√	ضع علامة (√) امام الكلمة المطابقة في كل مجموعة كما في المثال	
Categorizing					√		اقرا ثم ضع علا مة (ْ×) بجانب ا لكلمة المجموعة	
Writing down						√	الكتابة	
Reciting						√	لاحظ وأعد على النقاط	
Marking						√	ارسم دائرة حول الحرف المكرر في كل مجموعة	
Composing						√	اكتب في الدائرة الحرف الذي تبدأ به الكلمات	
Counting					√		صل بين العدد والصورة المناسبة	2
Filing					√		أجب عن الأسئلة التالية	
Identifying					√		صل بين كل كلمتين متطافقتين	
Reading						√	انظر واستمع واقرأ	
Repeating						√	انسخ	
Composing						√	اكتب الحرف الناقص في كل كلمة	
Categorizing					√		ضع الكلمات الاتية في مكانها المناسب من الجدول	
Linking				√			اكما الجمل بالكلمات التالية	
Analyzing				√			صحح الأخطاء في الكلمات التي تحتها	

Description	HOTS		MOTS		LOTS		الأسئلة	الوحدة
	C6	C5	C4	C3	C2	C1		
							خطوط	
Analyzing			√				اختر الكلمة الصحيحة	
Elaborating					√		اجب عن الأسئلة باختصار	4
Identifying					√		صل بين كل صورتين بينهما علاقة	
Identifying					√		صل بين الشيء والمكان الذي يوجد فيه	
Categorizing					√		أضف كلمتين إلى كل مجموعة	
Analyzing		√					ضع علامة (×) على الكلمة الغريبة	
Deciphering					√		اقرأ الفقرة ثم أجب عن الأسئلة	5
Identifying					√		أجب بنعم (√) أو لا (×)	6
Selecting		√					صحح الأخطاء	
Demonstrating					√		صل بين المفرد والجمع	7
Writing						√	اضبط الكلمات التالية بالشكل	
Writing						√	اكتب الكلمة بالتنوين كما في المثال	
Writing						√	اكمل الفراغ بالكلمة بمناسبة من القائمة	8
Analyzing			√				صل بين الحروف لتصبح كلمة كما في المثال	
Analyzing			√				رتب الحروف ثم صل بينها لتصبح كما في	

Description	HOTS		MOTS		LOTS		الأسئلة	الوحدة
	C6	**C5**	**C4**	**C3**	**C2**	**C1**		
							المثل	
Identifying					√		اكتب الكلمة الصحيحة في الفراغ مستعينا بالصور	
Choosing						√	ضع علامة (√) على الجملة المطابقة ثم اكتبها في الفراغ	
Showing						√	أجب بنعم <√> أو بلا (×ْ)	1
Identifying					√		صل بين جزأي التعبير أولا, ثم صل بين التعبير والصورة المناسبة	
Identifying					√		صل بين الصورة واللون	
					√		تبادل السؤال والجوب مع زميلك كما في المثال	
Reciting					√		هات حملا كما في المثال	
Mentioning						√	تبادل السؤال والجوب مع زميلك كما في المثالين	
Mentioning			√				استمع الى الحوار،ثم أجب عن الأسئلة	
Questioning	√						استمع الى الحوار،ثم أكمل العبارات	
Creating	√						اجري حوار مع زميلك حول الصورة	
Creating			√				اقرأ الفقرة، ثم أجب عن الأسئلة	

Description	HOTS		MOTS		LOTS		الأسئلة	الوحدة
	C6	C5	C4	C3	C2	C1		
Questioning			√				أقرأ الكلمات والناص، ثم اكتب الكلمت في الفراغات	
Questioning			√				أجب عن الأسئلة التالية	
Questioning					√		الكتابة	
Writing down					√		انسخ	
Repeating			√				أجب عن الأسئلة باختصار	2
Questioning					√		انظر الى الصورة ثم اذكر اسم الفصل	
Pronouncing				√			صل بين كل كلمتين لتصبح تعبيرا كمافي المثال	
Identifying					√		انظر الى الصورة ثم قل الظرف المناسب	
Mentioning					√		واملأ الفراغ باالظرف المناسب انظر الى الصورة	
Repeating		√					استمع الى الحوار،ثم أكمل	
Stating					√		تبادل الحوار مع زميلك كما في المثال	
Mentioning			√				إقرأ الفقرة ثم اجب عن الأسئلة	
Questioning					√		صل بين الحروف لتصبح كلمة كما في المثال	
Stating the Order					√		رتب الكلمات	

Description	HOTS		MOTS		LOTS		الأسئلة	الوحدة
	C6	C5	C4	C3	C2	C1		
Stating the Arrangement					√		صل بين المفردات و الجمع	3
Identifying					√		استمع الحوار ثم ضع الرقم في المربع المناسب	
Putting						√	أجب عن الأسلة مستعينا با الصورة	
Mentioning						√	ضع علامة ٥ × عللى الكلمة التي كتبت خطأ ثم كتبها صحيحة	
Identifying, Placing					√		صل بين المفرد و الجمع	4
Categorizing						√	صل بين الصورة والصفة المناسبة	
Demonstrating	√						اكمل الحوار	
Creating						√	اكتب الكلمات تحت الصور	
Writing					√		املأ الفراغ مما بين القؤسين	
Categorizing						√	اكتب امام كل جناح ما يناسبه من القائمة	
Demonstrating						√	اختر الكلمة المناسبة	5
Choosing					√		اكمل الفرغ بالجهة المناسبة	
Categorizing	√						ضع الأسئلة للإجابات التالية	
Creating						√	اكتب ما يلى عليك	
Writing					√		اكتب الجهات الأربع مستعينا بموقع مكة في السعودية	
Categorizing						√	رتب الأحداث كما	6

Description	HOTS		MOTS		LOTS		الأسئلة	الوحدة
	C6	C5	C4	C3	C2	C1		
							وردت في النص	
Identifying and						√	صل بين العدد و الصورة المناسبة	
Composing	√						استمع الى الحوار ثم اكمل العبارات	
Demonstrating						√	انسخ الجملة التالية	
Creating					√		صل بين المرض و العضو	7
Repeating						√	أكتب رقم العضو في الدائرة	
Categorizing						√	إقرا المعلمات ثم اكتبها في الفراغ	
Writing						√	أكتب اسم الشيء الذي ستتركه	
Writing						√	أكتب الأرقام	
Writing				√			رتب الشهور العربية	8
Writing						√	اكمل الفرغ ب ''قبل أو ''بعد	
Categorizing					√		ضع على الكلمة الغريبة ثم اكتبها بين القوسين	

From the table above, we can see that LOTS, MOTS, and HOTS in ABY book volume 1, both juz 1 and juz 2, place more emphasis on functional thinking skills, or LOTS, namely in categories C1 and C2. The description of each thinking skill can be seen in the explanation below.

1. Lower Order Thinking Skills (LOTS) in Kitab Al-Arabiyah Baina Yadaik, Volume 1

Low-level thinking skills, often known as LOTS (Lower Order Thinking Skills), are the lowest thinking skills in Bloom's Taxonomy's thinking pyramid. The lowest cognitive ability is categorized as C1 remembering and C2 understanding. In the remembering category, participants are required to be able

to repeat the information that has been received with equivalent operational verbs, namely stating definitions, imitating speech, stating arrangements, pronouncing, repeating, and stating. Whereas in the category of understanding, students are required to be able to apply concepts, principles, laws, or procedures with equivalent verbs, namely classifying, describing, explaining identification, placing, reporting, explaining, translating, and paraphrasing.

After conducting research in the book ABY Volume 1 related to LOTS, it was found that from the first to the last lesson, in general, they fell into categories C1 and C2. The results of the research can be seen in the following table:

Table 2. The Classification of LOTS

Description	LOTS		الأسئلة	الوحدة
	C2	C1		
Showing		√	صل بين الإبارة والصورة المناسبة	1
Identifying	√		استمع ثم ضع علامة ﴿√﴾ في المربع المناسب	
Explaining	√		اشرالى الصورة التي تسمع اسمها	
Categorizing		√	رتب الاعداد	
Mentioning	√		قل العداد المشار اليه	
Reciting	√		تبادل السؤال والجوب مع زميلك كما في المثالين	
Explaining	√		هات حملا كما في المثال	
Reciting		√	هات جملا كما في ا لمثال	
Mentioning		√	ا ستمع واعد	
Showing		√	اجب	
Marking		√	ضع علامة (√) امام الكلمة المطابقة في كل مجموعة كما في المثال	
Categorizing	√		اقرا شم ضع علا مة (×) بجانب ا لكلمة المجموعة	
Writing down		√	الكتابة	
Reciting		√	لاحظ وأعد على النقاط	
Marking		√	ارسم دائرة حول الحرف المكرر في كل مجموعة	
Composing		√	اكتب في الدائرة الحرف الذي تبدأ به الكلمات	
Counting	√		صل بين العدد والصورة المناسبة	2

Description	C2	C1	الأسئلة	الوحدة
Filing	√		أجب عن الأسئلة التالية	
Identifying	√		صل بين كل كلمتين متطافقتين	
Reading		√	انظر واستمع واقرأ	
Repeating		√	انسخ	
Composing		√	اكتب الحرف الناقص في كل كلمة	
Categorizing	√		ضع الكلمات الأتية في مكانها المناسب من الجدول	
Deciphering	√		اجب عن الأسئلة باختصار	4
Identifying	√		صل بين كل صورتين بينهما علاقة	
Identifying	√		صل بين الشيء والمكان الذي يوجد فيه	
Categorizing	√		أضف كلمتين إلى كل مجموعة	
Deciphering	√		اقرأ الفقرة ثم أجب عن الأسئلة	5
Identifying	√		أجب بنعم (√) أو لا (×)	6
Demonstrating	√		صل بين المفرد والجمع	7
Writing		√	اضبط الكلمات التالية بالشكل	
Writing		√	اكتب الكلمة بالتنوين كما في المثال	
Writing		√	اكمل الفراغ بالكلمة بمناسبة من القائمة	8
Identifying	√		اكتب الكلمة الصحيحة في الفراغ مستعينا بالصور	
Choosing		√	ضع علامة (√) على الجملة المطابقة ثم اكتبها في الفراغ	
Showing		√	أجب بنعم <√> أو بلا (×)	1
Identifying	√		صل بين جزأي التعبير أولا, ثم صل بين التعبير والصورة المناسبة	
Identifying	√		صل بين الصورة واللون	
	√		تبادل السؤال والجوب مع زميلك كما في المثال	
Reciting	√		هات جملا كما في المثال	

Description	LOTS		الأسئلة	الوحدة
	C2	C1		
Mentioning		√	تبادل السؤال والجوب مع زميلك كما في المثالين	
Mentioning		√	الكتابة	
Writing down		√	انسخ	
Repeating		√	انظر الى الصورة ثم اذكر اسم الفصل	2
Pronouncing	√		صل بين كل كلمتين لتصبحا تعبيرا كمافي المثال	
Identifying		√	انظر الى الصورة ثم قل الظرف المناسب	
Mentioning		√	انظر الى الصورة واملأ الفراغ با الظرف المناسب	
Repeating		√	تبادل الحوار مع زميلك كما في المثال	
Mentioning		√	صل بين الحروف لتصبح كلمة كما في المثال	
Stating the Arrangement		√	رتب الكلمات	
Mentioning Arrangement	√		صل بين المفردات و الجمع	3
Identifying	√		استمع الحوار ثم ضع الرقم في المربع المناسب	
Putting		√	أجب عن الأسلة مستعينا بالصورة	
Mentioning		√	ضع علامة .× على الكلمة التي كتبت خطأ ثم كتها صحيحة	
Identifying, Placing	√		صل بين المفرد و الجمع	4
Categorizing		√	صل بين الصورة الصفة المناسبة	
Demonstrating			اكمل الحوار	
Creating		√	اكتب الكلمات تحت الصور	
Writing	√		املأ الفراغ مما بين القوسين	
Categorizing		√	اكتب امام كل جناح ما يناسبه من القائمة	
Demonstrating		√	اختر الكلمة المناسبة	5
Choosing	√		اكمل الفرغ بالجهة المناسبة	
Categorizing		√	اكتب ما يلى عليك	
Writing	√		اكتب الجهات الأربع مستعينا بموقع مكة في	

Description	C2	C1	الأسئلة	الوحدة
				السعودية
Categorizing		√	رتب الأحداث كما وردت في النص	6
Identifying and		√	صل بين العدد و الصورة المناسبة	
Organizing		√	انسخ الجملة التالية	
Demonstrating	√		صل بين المرض و العضو	7
Repeating		√	أكتب رقم العضو في الدائرة	
Categorizing		√	إقرا المعلمات ثم اكتبها في الفراغ	
Writing		√	أكتب اسم الشيء الذي ستتركه	
Writing		√	أكتب ألأرقام	
Writing		√	اكمل الفرغ ب "قبل أو "بعد	
Writing	√		ضع على الكلمة الغريبة ثم اكتبها بين القوسين	

2. Middle Thinking Skills (MOTS) in Kitab Al-Arabiyah Baina Yadaik Volume 1

Middle level thinking skills, commonly referred to as MOTS (Middle Order Thinking Skills), are thinking skills that are in the middle of Bloom's taxonomy pyramid. This skill is characterized by the use of logic. At this level, students are asked and required to be able to use logical reasoning to think. This intermediate level is categorized into C3 applying and C4 analyzing. At the C3 applying stage, students are required to be able to apply what they understand to new situations such as selecting, demonstrating, acting out, using, illustrating, interpreting, arranging schedules, sketching, solving problems, and writing. Whereas at analyzing stage C4, students are required to be able to do a deeper analysis of what is learned, such as reviewing, comparing, contrasting, differentiating, discriminating, separating, testing, conducting experiments, and questioning.

As for the results of research conducted on the book of Aby volume 1, it was found that the C3 and C4 categories were found in several *tadribat* such as:

Table 3. The Classification of MOTS

Description	MOTS C4	C3	الأسئلة	الوحدة
Linking	√		اكما الجمل بالكلمات التالية	1
Analyzing	√		صحح الأخطاء في الكلمات التي تحتها خطوط	
Analyzing	√		اختر الكلمة الصحيحة	
Analyzing	√		ضع علمة (×) على الكلمة الغريبة	
Selecting	√		صحح الأخطاء	
Analyzing	√		صل بين الحروف لتصبح كلمة كما في المثال	
Analyzing	√		رتب الحروف ثم صل بينها لتصبح كما في المثل	
Questioning	√		استمع الى الحوار،ثم أجب عن الأسئلة	
Questioning	√		اقرأ الفقرة، ثم أجب عن اللأسئلة	
Questioning	√		أقرأ الكلمات والناص، ثم اكتب الكلمت في الفراغات	
Questioning	√		أجب عن ألأسئلة التالية	
Questioning	√		أجب عن الأسئلة با ختصار	2
Questioning	√		إقرأ الفقرة ثم اجب عن الأسئلة	
Categorizing		√	رتب الشهور العربية	8

3. Higher Order Thinking Skills (HOTS) in Kitab Al-Arabiyah Baina Yadaik Volume 1

Higher-order thinking skills, commonly known as HOTS (Higher Order Thinking Skills), are critical and creative thinking skills. At this stage, the ability of students is at its highest peak in Bloom's taxonomy. That is in the categories C5 evaluating and C6 creating. It is said to be the highest ability because at this stage students are required to be able to provide an evaluation of something, give good or bad statements about a particular phenomenon or object, such as arguments, defend, state, choose, give support, and give assessments. Also, students are required to be able to create a work, be it by assembling, composing, building, creating, designing, establishing, formulating, or writing. From the results of research from the book ABY Volume 1, it was found that in the existing *tadribat*, only a few reached the category of high-level thinking.

From the research results of the ABY book volume 1, it was found that the ability to think in the existing *tadribat* came to only a few reaching the

category of higher-level thinking. The tadribat in this book still focuses on the basic skills of Arabic language learners.

Table 4. The Classification of HOTS

Description	HOTS		الأسئلة	الوحدة
	C6	C5		
Creating	√		استمع الى الحوار،ثم أكمل العبارات	
Creating	√		اجري حوار مع زميلك حول الصورة	
Stating		√	استمع الى الحوار،ثم أكمل	
Creating	√		اكمل الحوار	
Inventing	√		ضع أسئلة الإجابات التالية	
Creating	√		استمع الى الحوار ثم اكمل العبارات	

From the description of the research results, it can be concluded that the book ABY volume 1, both juz awwal and juz tsani, is very suitable for beginners, namely those who learn Arabic from scratch or are still at the mubtadi level or beginner. In terms of the level of thinking skills, this book is dominated by low-level thinking skill (LOTS), namely skills that are suitable for novice learners. This is in line with the research conducted by Muhammad Ediyani, who found that this book is intended for students, whether they are bound to an educational institution or independent learners, and that intensive and non-intensive learning programs can be carried out. This book can also be used for learners who have never known Arabic (beginners) by displaying teaching ranging from basic (listening, speaking, writing, and reading) to being able to communicate with Arabic and oral users in writing[27]. In addition, there is a levelization of each book, which indicates that the author of this book is very concerned about the levels of learning skills. This is in line with research conducted by Irsal Amin, who said that the ABY book has a levelization of teaching materials that makes the learning process more structured, starting with basic, intermediate, and advanced materials. This classification of teaching materials makes clear measurements and adjustments to students' abilities, which makes students understand them in stages so that there is no compulsion to learn Arabic[28]. Then, in terms of the design of the message from the ABY

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[27] Muhammad Ediyani et al., "The Analysis of Arabic Learning Materials in Al-'Arabiyah Baina Yadaik Book with the Principle of Material Development Approach," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 2 (2020), https://doi.org/10.33258/birci.v3i2.924.

[28] Irsal Amin, "Buku Al-Arabiyah Baina Yadaik Pada Program Intensif Language Learning Pusat Pengembangan Bahasa IAIN Padangsidimpuan," *Tazkir : Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 7, no. 1 (2021), https://doi.org/10.24952/tazkir.v7i1.3817.

book, according to Saiful Amien, as a textbook, the contents of this book's message seem to have been carefully prepared. This can be seen in the choice of topics that are universal, popular, or familiar and have a close relationship with the learning needs of students. And this is in line with the principles of similarity in Gestalt psychology[29]. Likewise with research conducted by Nurul Jannah that هذا الكتاب جيد للأسس الثقافية والإجتماعية, والأسس اللغويةوالتربوية, والأسس السيكولوجية, والجانب المحتوى المادة, والجانب العرض، والجانب الغرافيك ومناسب للمستوى المبتدئ[30]. Also, research conducted by Abid Nurhuda shows that this book is specifically for non-Arabic learning and has met CEFR standards at B1 and B2 levels[31].

Conclusion

From the research that has been done, it has been found that in the book ABY volume 1, both *Juz Awwal* and *Juz Tsani* are more dominant in using low-level thinking skills. The lowest cognitive ability (LOTS) is categorized as C1 remembering and C2 understanding. In the remembering category, participants are required to be able to repeat the information that has been received with equivalent operational verbs, namely stating definitions, imitating speech, stating arrangements, pronouncing, repeating, and stating. Whereas in the category of understanding, students are required to be able to apply concepts, principles, laws, or procedures with equivalent verbs, namely classifying, describing, explaining identification, placing, reporting, explaining, translating, and paraphrasing. While medium level thinking skills (MOTS) are only found in 14 parts of *Tadribat*. This skill is characterized by the use of logic. At this level, students are asked and required to be able to use logical reasoning to think. This intermediate level is categorized into C3 applying and C4 analyzing. At the C3 applying stage, students are required to be able to apply what they understand to new situations such as selecting, demonstrating, acting out, using, illustrating, interpreting, arranging schedules, sketching, solving problems, and writing. Whereas at analyzing stage C4, students are required to be able to do a deeper analysis of what is learned, such as reviewing, comparing, contrasting, differentiating, discriminating, separating, testing, conducting experiments, and questioning. Moreover, the level of high-level thinking skills (HOTS) can be found in the six parts of the *tadribat*. That is in the categories C5 evaluating and C6 creating. The foregoing is said to be the highest ability because at this stage students are required to be able to provide an evaluation of something, give good or bad statements about a particular phenomenon or

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[29] Saiful Amien, "Analisis Desain Pesan Pembelajaran Bahasa Arab Dalam Buku Ajar Al-'Arabiyah Baina Yadaik Level 1," *Progresiva : Jurnal Pemikiran Dan Pendidikan Islam* 4, no. 1 (2014), https://doi.org/10.22219/progresiva.v4i1.2042.

[30] Jannah, "Tahlilul Mawadh Ad Dirosiah Fi Kitab Al Arabiyah Baina Yadaik."

[31] Abid Nurhuda and Afiffah Vinda Prananingrum, "'Al-'Arabiyyatu Baina Yadaik': Textbook by Abdul Rahman Ibn Ibrahim Al-Fawzan, Etc.," *Sukma: Jurnal Pendidikan* 6, no. 1 (2022), https://doi.org/10.32533/06101.2022.

object, such as arguments, defending, stating, choosing, giving support, and giving assessments. Also, students are required to be able to create a work, be it by assembling, composing, building, creating, designing, establishing, formulating, or writing.

This shows that the book Al-Arabiyah Baina Yadaik Volume 1 is very suitable use by beginners or *mubtadi* students, especially non-Arabic students. Not only at the level of thinking skills, but this book also has a good design and is suitable for students because the topics of discussion are popular or familiar, which of course are very closely related to students' daily lives.

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