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Development of a HOTS-based Multiple Choice Question Test Instrument on the Basic Competency of Understanding Marriage Provisions According to Legislation

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ABSTRACT
This research aims to develop and test a test instrument based on Higher Order Thinking Skills (HOTS) in the form of multiple choice questions, as well as analyzing students' higher order thinking abilities and their responses to this instrument. The method used is Research & Development with the Rudi Hari Rayanto and Sugiati development model using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) approach. The research subjects were 20 students of class XI MIPA at MA Bahrul Ulum Tambakberas Jombang. The validation results show an average validation rate of 90%, indicating a good match rate. Of the 40 questions developed, all were declared feasible with a calculated r value > r table (0.3291) and a reliability of 1.00 > 0.75, indicating high reliability of the questions. The difficulty of the questions is medium average, with 8 questions having a high level of difficulty. Question distractors were also effective, with the number of students choosing the answer option exceeding 5% of the total number of students. The trial results showed that students' high-level thinking abilities were at medium criteria, and students' responses to this instrument reached 80%, indicating a positive response to its use in learning. Thus, it can be concluded that the test instrument developed is suitable for use in a learning context, contributing to the good measurement of students' higher-level thinking abilities.

***Keywords**: Development ; Instruments ; Test ; Question ; Multiple choice ; HOTS*

INTRODUCTION
Education is an effort to grow one's potential, both physical and spiritual, with the values that exist in a society. An education is very unlikely to be able to improve human resources to develop towards a more advanced, prosperous and happy life according to the concept of a view of life if it is without a development (Ihsan F, 2013). One of the efforts to develop the potential of educational students is by evaluation, namely as a measuring tool to detect the competence of students through instruments in the form of tests or non-tests. Educators assess student learning outcomes to determine the learning process and improve student learning outcomes on an ongoing basis with the aim that students can be more advanced (Phito et al., 2019). Teachers should conduct assessments not only for learning *related* to assessment, but also for learning (assessment for learning), and assessment *as learning*. *Assessment as learning* and *assessment for learning* are expected to be more diutamakan dalam penilaian pada kurikulum 13 dibandingkan *assessement of learning* (Education, 2017).

Higher order thinking skills or HOTS is part of Bloom's Taxonomy by Anderson and Krartwohl which has been successfully revised consisting of Analyzing (C4), Evaluating (C5), and Creating (C6) (Taufiqurrahman, M, Tubi Heryandi, 2018). Teachers must have the knowledge and expertise to support their work, so as to develop higher-order thinking skills in students. Learning assessments based on higher-order thinking skills or critical thinking are recommended to be held in a quality education process. The implementation of HOTS-based learning and assessment is expected to be able to improve quality in basic competencies, namely understanding the provisions of marriage according to the laws and

regulations in fiqh subjects, so as to be able to produce quality graduates in facing the era of 4.0 free competition according to the times (Hendra Kurniawan, 2020). HOTS assessment is a real-based assessment in everyday life, where students are expected to solve problems by applying the concept of learning concepts in the classroom. In contextual assessment there are five characteristics, abbreviated as REACT. *Relating*, assessment is directly related to the context of real-life experience. *Experiencing*, assessment that emphasizes creation, discovery, and exploration. *Applying*, an assessment that demands students' ability to solve real problems by applying the knowledge gained in the classroom. *Communicating*, an assessment that requires students' ability to be able to communicate model conclusions to the conclusion of the context of the problem. *Transfering*, assessment that demands students' ability to transform concepts, concepts, knowledge into new situations or contexts in the classroom (Mardapi, 2017).

As for what makes it an interest to know more deeply, that Madrasah Aliyah Bahrul Ulum Tambakberas Jombang whose learning process is already based on *Digital Madrasah* which has not been implemented by other schools, whether the fiqh subject teacher at Madrasah Aliyah has applied learning in making questions used for the Final Semester Examination (UAS) oriented to HOTS, with the title Development of Based Test Instruments HOTS on Basic Competence Understanding Statutory Marriage Provisions.

The results of previous research are related to the research to be carried out, then make a summary, both published and unpublished research. The goal is to affirm research, research positions and as a supporting theory to compile the concept of thinking in research raised in research. Based on several studies that have been written related to the development of HOTS-based research question instruments, this has the potential to be aimed at students to be able to improve higher-order thinking skills and has also made searches related to the development of HOTS-based multiple-choice test instruments for Islamic Religious Education is still small. The development of problems is often done on general materials such as mathematics, physics and chemistry. This shows the lack of development of test instruments in fiqh subjects with basic competence in understanding the provisions of marriage according to HOTS-based legislation and the need for research.

METHOD

This form of research is development research or often referred to as *Research & Development* (R&D). This research aims to test the effectiveness of these products and produce certain products (Haryati, 2012). Product development in this study is in the form of a HOTS-based multiple-choice question test instrument to measure the higher-order thinking skills of grade XI MIPA students at MA Bahrul Ulum Tambakberas Jombang. The research model is with ADDIE design (*Analyze, Design, Development, Implementation, and Evaluation*) (Hari rayanto & Sugianti, 2020).

The subject of this study was a grade XI science student at MA Bahrul Ulum Tambakberas Jombang who was the subject of research at the implementation stage. This class XI science student at MA Bahrul Ulum Tambakberas Jombang was chosen because considering the need for high-level understanding and thinking related to the Basic *Competence of Understanding Marriage According to Islamic Religion* and Legislation. Class XI Science at MA Bahrul Ulum also has male and female students in one class, so it is necessary to be given high-level understanding and thinking related to these *Basic Competencies*. The type of data used in this development research is quantitative. Quantitative data was obtained from the results of validation sheets for media experts, material experts and student test questionnaires containing numbers obtained from the test answer scores of grade XI science students at MA Barul Ulum Tambakberas Jombang on the quality of HOTS-based multiple-choice test instruments obtained from the answers to the questions that have been given.

The data collection instruments used in this study are Validation Sheets and Tests.This data analysis technique processes and describes the data that has been obtained, to carry out data analysis techniques can use the *Quantitative Descriptive Analysis* method with the following stages: a) Validity Test, b) Reliability Test, c) Test Power, d) Difficulty Level, e) Deceptive Power.

RESULT AND DISCUSSION

The discussion in this study is the HOTS test instrument for class XI Jurisprudence subjects on Basic Competencies in Understanding Marriage Provisions According to the Law. HOTS-based question test instrument product in the form of multiple choice with five answer alternatives (a, b, c, d, e). The total number of questions is 40 questions. The development steps in this study refer to

procedures and development. But still adjusted to the interests and objectives of the research (Indrakusuma, 1993). The stages of research and development of HOTS-based question test instruments in this study are: (1) field surveys, (2) planning, (3) making HOTS-based question test instrument products, (4) validating expert lecturers and revising expert lecturers, (5) revising teachers of Jurisprudence subjects (6) initial field trials and initial revisions, (7) final trials, (8) analysis of trial results and improvement of the main product. To be able to see the level of product quality, the development of the HOTS assessment instrument here uses two assessment criteria, namely valid and reliable. HOTS-based question test instruments that have been made must pass these two stages of assessment (Arifin Nugroho, 2018).

The first assessment stage is to see the validity of the HOTS-based question test instrument. At the validity stage here using the assessment of two expert lecturers and one teacher of Jurisprudence subjects. The second assessment stage is to see the reliability of the HOTS assessment instrument. At the reliable stage, field trials were carried out at Madrasah Aliyah Bahrul Ulum, Tambakberas, Jombang, class XI, MIPA, totaling 20 students. At this stage the assessment is focused on reliability, the level of difficulty of the question items, the differentiation of the question items, and the effectiveness of distractions / includes discussing with the teacher of Jurisprudence subjects to determine the KD to be used in compiling the HOTS test question items. After the KD has been agreed with the teacher, then make a grid of questions and compile a HOTS-based question test instrument. The completed HOTS-based question test instrument is designed to be subsequently submitted to teachers and validator lecturers for assessment. The results of the assessment of lecturers and validator teachers as material for revision are then obtained initial products that are ready to be used as initial field trial materials. Initial field trials were carried out on a smaller scale by conducting trials on five children, namely class XI MIPA. After completing the initial field trial stage, the results of the analysis are obtained to be revised so that it will become the main product of the HOTS-based question test instrument that is ready to be used for field trials. The results of the field trial can later be seen the level of HOTS ability of Madrasah Aliyah Bahrul Ulum Tambakberas Jombang students. In addition, data on estimating the reliability coefficient, the difficulty level of the question items, the differentiation of the question items, and the effectiveness of the distraction / deceiver of the HOTS assessment instrument were also obtained.

RESULT

Research results can be presented in the form of tables of numbers, graphs, verbal descriptions, or a combination of the three. Tables, graphs, or figures can't be too long, too large, or too many. Writers should use variations of table, graph, or verbal description. The presented tables and graphs should be referenced in the text.

The results of qualitative approach research sourced from interviews, observations, interpretations of text content, and others are condensed, abstracted, or made into a substantial summary. So that the data displayed are substantial findings that can be presented in the form of concise descriptions and / or descriptive tables to facilitate understanding by readers. Interview fragments, descriptions of observations, text excerpts, etc. containing the main findings or answers to research questions are presented in the discussion as authentic examples. The validity of the content is emphasized in order to obtain good quality research instruments so that validation in research is carried out by qualitative and quantitative studies. For quantitative studies using Aiken's V formula analysis to calculate *the content validity coefficient*, but before the Aikens's V formula analysis stage, validation was first carried out by expert lecturers, in this study the validator lecturers were Mr. Rector Drs.Wasalah, M.Pd, Mr. Nanang Qosim lecturers, S.Si, M.Ag, and Mrs. Hidayatul Afidah, S.Ag. This validation activity is to find out whether or not the HOTS-based question test instruments that have been made. Validation activities are not only HOTS-based question test instruments for validators but also for students.

The results of the validation will be obtained input, suggestions, and assessment of HOTS-based test instruments. The process at this validation stage is carried out by submitting a development product in the form of a HOTS-based multiple-choice question instrument, which must be filled in by lecturers and validator teachers. After the validation process is completed by both lecturers and one teacher, the next step is to analyze the validation results on each question item. The following data from expert validation analysis using Aiken's V formula can be seen in table 1.

Table.1 Expert Validation Analysis Results Multiple Choice HOTS Questions

Question Item Number	Koefisien Aiken's V	Criterion
1	0,83	Worth using
2	0,91	Worth using
3	0,91	Worth using
4	0,83	Worth using
5	0,83	Worth using
6	1,00	Worth using
7	0,83	Worth using
8	1,00	Worth using
9	0,83	Worth using
10	0,91	Worth using
11	0,83	Worth using
12	0,75	Worth using
13	0,83	Worth using
14	0,83	Worth using
15	0,91	Worth using
16	0,75	Worth using
17	0,83	Worth using
18	0,91	Worth using
19	1,00	Worth using
20	1,00	Worth using
21	0,83	Worth using
22	0,91	Worth using
23	0,91	Worth using
24	0,75	Worth using
25	1,00	Worth using
26	1,00	Worth using
27	0,91	Worth using
28	1,00	Worth using
29	0,75	Worth using
30	0,91	Worth using
31	1,00	Worth using
32	0,83	Worth using
33	0,91	Worth using
34	1,00	Worth using
35	1,00	Worth using
36	0,83	Worth using
37	0,91	Worth using
38	0,75	Worth using
39	0,91	Worth using
40	1,00	Worth using

Based on the results of the analysis using Aiken's V formula, all 40 multiple-choice questions are all said to be feasible to use. However, it should be noted that, there are several questions that must be improved in order to obtain better quality questions. Improvements to the assessment instrument are carried out according to input and suggestions from the three validators. For qualitative study of question items, it is used based on *judgment* assessments from experts by looking at aspects of material, construction, and language.Based on the results of qualitative analysis of 40 questions, the overall percentage form is presented in table 2.

Table.2 Results of Skin Review

Aspects of Study	Judging Criteria	Validator			Ket
		1	2	3	
Material	The question items correspond to indicator	90%	90%	90%	Good
	Logical answer choices	80%	85%	80%	Good
	There is only an answer key the most appropriate	85%	90%	82%	Good
	Measured material accordingly with measurable competence	90%	84%	90%	Good
Construction	The problem is clearly rumbled	85%	75%	75%	Good
	The main formulation of the question and the answer choices are required statements	75%	90%	70%	Good
	The matter of not giving hints Answer key	80%	82%	80%	Good
	Statement-free questions which is negative in nature	85%	85%	83%	Good
	Logical answer choices reviewed In terms of material	90%	83%	75%	Good
	Figure,graph,table Clearly functional diagrams	83%	95%	78%	Good
	The length of the answer choice does not use the statement that all of the above answers are false / true and Like	83%	95%	80%	Good
	Answer choices in the form of numbers or time are arranged based on the order of magnitude or Chronological	82%	90%	85%	Good
	Question items are independent In the previous answer	75%	90%	85%	Good
Language	Compliance with rules Indonesian	78%	85%	80%	Good
	The problem of using language Communicative	80%	80%	78%	Good
	The matter of not using Taboo language	90%	90%	85%	Good

Based on table 2, it can be seen that the average HOTS assessment instrument shows a fairly good number, it's just that there are some question items that need improvement. The average material aspect is at 90%, which means that it shows good categories because the grid and question indicators are in accordance with what you want to measure. In the construction aspect, the average is at 85%, which means it also shows a good category. However, there are some things to note, namely about the question points that use postulates. The arguments used, are sought to be able to function to answer the question points. In addition, there are some questions whose question formulation is still unclear between the

stem of the question and the answer choice. Based on the results of the analysis of question items using AnBuso analysis Version 8.0 can be seen in table 3.

Table. 3 Difficulty Level of Multiple Choice HOTS Question Products

Category	Question Item Number	Sum	Percentage
P < 0,3 (Difficult)	3, 7, 9, 11, 14, 15, 20, 24,27,30,32,33,34,35,36	8	30,76%
0,3 ≤ p ≤ 0,7 (Sedang)	1, 2, 4, 5, 6, 8, 10, 12, 13, 16, 17, 18,19, 21, 22, 23, 25, 26,28,29,31,37,38,39,40	18	69,23%
p > 0,7 (Easy)	-	0	0

Based on table 3, it can be seen that the difficulty level of the question items does not have a balanced proportion of questions, where the number of medium category questions has a higher percentage, amounting to 18 questions (69.23%) in question points number 1, 2, 4, 5, 6, 8, 10, 12, 13, 16, 17, 18, 19, 21, 22, 23, 25, 26, 28, 29, 31, 37, 38, 39, 40. The lower difficult category amounted to 8 questions (30.76%), namely in question items number 3, 7, 9, 11, 14, 15, 20, 24, 27, 30, 32, 33.34, 35, 36 and for the easy category there were none at all. When referring to Sudjana's opinion that there are several considerations in determining the proportion of the number of questions in the easy, medium, and difficult categories (Sudjana, 2009). That is, most of the questions are in the medium category, some are included in the easy and difficult categories with balanced proportions. Comparisons between easy, medium, and difficult questions can be made 3-4-3. This means that 30% of the questions are in the easy category, 40% of the questions in the medium category, and 30% of the questions in the difficult category. In addition, it can also be made 3-5-2, meaning 30% questions in the easy category, 50% questions in the medium category, and 20% questions in the difficult category. According to Djari Mardapi, in general, distractions are said to be good if chosen by several test takers or at least chosen by 5% of test takers.(Sa'idah & Isnaini, 2020) The distinguishing power of the question items can be known when AnBuso Version 8.0 analysis has been carried out and the following is the analysis data in table 4.

Table. 4 Distinguishing Power of Multiple Choice HOTS Question Points

Coefficient	Question Item Number	Sum	Percentage
>0,3 (Ok)	1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25, 26, 28, 31, 32, 33, 34, 36, 37, 38, 39, 40	32	84,61%
0,2-0,3 (Good enough)	20, 24, 30, 35	4	7,6%
< 0,2 (Not Good)	3, 9, 27, 29	4	7,6%

Based on table 4, it shows that the level of differentiating power of question items is in the good category of 32 questions (84.61%), namely in question numbers 1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16.17, 18, 19, 21, 22, 23, 25, 26, 28, 31, 32, 33, 34, 36, 37, 38, 39, 40. The category is quite good with 4 questions (7.6%), namely in question numbers 20, 24, 30, 35. The bad category of 4 questions (7.6%) is at numbers 3, 9, 27, 29 which means that there must be some questions that need to be revised further. The following data on the effectiveness of distractions / deceivers of question items can be seen in the table.

Table. 5 Effectiveness of Multiple Choice HOTS Questions

Category	Question Item Number	Sum	Percentage
Good	1, 2, 4, 5, 6, 8, 10, 12, 13, 16, 17, 18, 22, 30, 34, 36, 37, 38, 39, 40	20	53,84%

Good enough	7, 11, 14, 15, 20, 24, 25, 31, 33, 35	10	23,07%
Bad	3, 9, 19, 21, 23, 26, 27, 28, 29, 32	10	23,07%

Based on table 5, the average distractor can be categorized into 3 types, namely the good category of 20 questions (53.84%), namely at numbers 1, 2, 4, 5, 6, 8, 10, 12, 13, 16, 17, 18, 22, 30, 34, 36, 37, 38, 39, 40. The categories are quite good amounting to 10 questions (23.07%), namely at numbers 7, 11, 14, 15, 20, , 24, 25, 31, 33, 35. The bad category amounted to 10 questions (23.07%), namely numbers 3, 9, 19, 21, 23, 26, 27, 28, 29, 32 so that revisions had to be made for these question numbers because the function of the deceiver was not good.

The results of the analysis of the characteristics of the question items above, it can be seen that the whole question is said to be good. Judging from the level of difficulty, the distinguishing power of the question items, and the effectiveness of distractions / deceivers. However, for some there needs to be a revision or if it is not possible to revise it is replaced, because the distinguishing power of the question items and the effectiveness of distractions / deceivers are not good. For good category question items, it can be used as the main product of the HOTS assessment instrument and will later also be combined with several revised questions.

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Table.6 HOTS Ability Interval Class XI MIPA MA Students Bahrul Ulum Tambakberas Jombang

No	Capability Interval	Category	Sum	Percentage
1.	85-100%	Very High	2	3,5%
2.	75-84%	Tall	4	12,5%
3.	60-74%	Keep	10	50,5%
4.	40-59%	Low	3	8%
5.	0-39%	Very Low	1	1,5%

Based on table 6 above, it can be seen that students' HOTS abilities in Jurisprudence subjects vary. From the very high have a percentage (3.5%), high category (12.5%), medium category (51.5%), low category (8%), and very low category (1.5%).

Regarding students' responses to the HOTS-based multiple-choice question test instrument, it can be concluded that students' responses are declared *moderate.* This means that both in the stages of readiness, work and assessment, the average MABU student response still needs to be improved. These results can be illustrated in the diagram as follows.

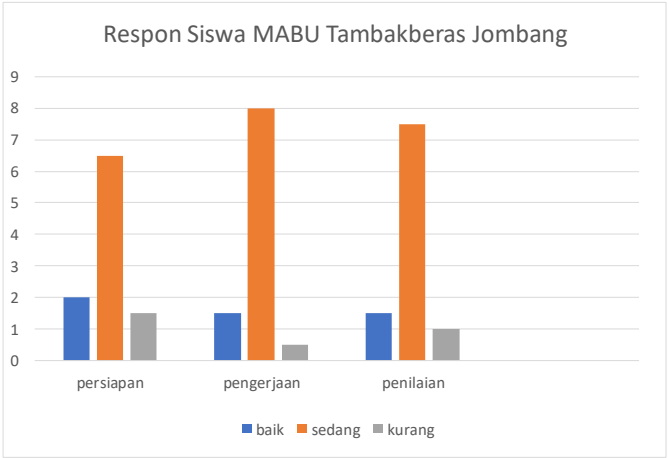

Figure 1. Student Response Results

DISCUSSION

Based on the results that have been carried out, data on the ability of HOTS MA Bahrul Ulum Tambakberas Jombang students were obtained, in class XI Fiqh subjects on Basic Competencies in Understanding Marriage Provisions According to the Law. The level of HOTS ability of students can be categorized into five levels. The following is presented student learning outcome data based on class intervals.

Based on these data, it can be concluded that the average higher *order thinking skills* of grade XI students of MIPA Madrasah Aliyah Bahrul Ulum Tambakberas Jombang are in medium to high positions. As for the low and very low categories, the percentage is much less. The following is presented a picture of the results of the HOTS ability of class XI students of MIPA Madrasah Aliyah Bahrul Ulum Tambakberas Jombang.

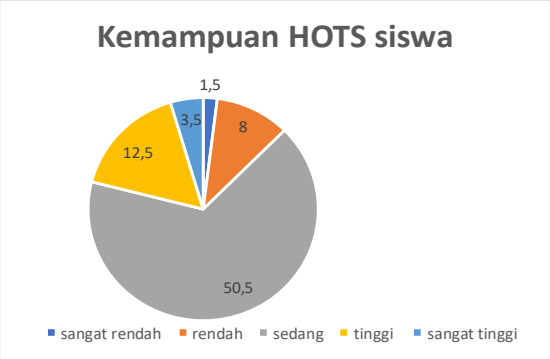

Figure. 2 HOTS Ability Students of grade XI MIPA Madrasah Aliyah Bahrul Ulum Tambakberas

Based on the figure, it can be seen that the number of students who took the HOTS assessment test amounted to 20 students. Very low ability students are 1 student, low 3 students, medium 10 students, high 4 students, very high 2 students. While the highest score of students' HOTS assessment test results reached 3.5%, while the lowest score was 1.5%. Based on these two pictures, it can be seen that the level of HOTS ability of class XI MIPA students of Madrasah Aliyah Bahrul Ulum Tambakberas Jombang in Jurisprudence subjects is in the good category, namely in the medium and high categories.

Based on previous research by Eka Fitriani, it also shows that the ability to analyze is second only to the ability to solve problems. This can be seen from the *eigenvalue* of 2.326 and the variance of 8.022%. Related to the ability to analyze, Anderson & Krathwohl revealed that the ability to analyze is the ability to analyze information that is linked into parts so that it can recognize patterns and relationships which can then be known the cause and effect of a problem(Anderson & Krathwohl, 2015).

CONCLUSIONS

Research on the development of HOTS-based multiple-choice test instruments on Basic Competencies *in Understanding Marriage Provisions According to Legislation* at MA Bahrul Ulum Tambakberas Jombang has been carried out. Based on the results and discussion of the stages of development that have been carried out, it can be concluded as follows:

1. Based on the validation results of the three validators through tests of validity, reliability, level of difficulty, discriminating power and effectiveness of deceivers, it can be concluded that the test instrument has met the standards set for measuring students' understanding of the material Basic Competence *Understanding Marriage Provisions according to Legislation* effectively and accurately. This evaluation provides an overview of the test instruments used in the context of learning to measure students' understanding of Basic Competencies *Understanding Statutory Marriage Provisions* and conclusions are *feasible.*
2. Based on the results of student responses to the HOTS-based multiple-choice test instrument on Basic Competencies *Understanding Statutory Marriage Provisions is* an important focus of assessment. Student responses can give an idea of the effectiveness

of such instruments in encouraging higher-order thinking and student motivation in learning. Evaluation of student responses includes various aspects such as impressions, difficulties, preferences, and suggestions for improvement. By understanding student responses holistically, we can gain a better understanding of how the test instrument can be received by students, the instrument can stimulate student thinking, and which areas need to be improved to improve the quality of learning. The conclusion of the evaluation of student responses in class XI MIPA of MA Bahrul Ulum Tambakberas school is that most of the levels of thinking ability are *moderate.* The test instrument will also assist in determining corrective measures and further development of the test instrument to better suit students' learning needs and more effectively measure their understanding of the Basic Competency *of Understanding Statutory Marriage Provisions*.

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