

# The Use of *G-form* as an Assessment Instrument in Arabic Language Teaching Based on High Order Thinking Skills (HOTS)

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**Abstract:** *Recently, Higher Order Thinking Skills (HOTS) is a new issue in Indonesia, because the government has implemented the HOTS question to national exam in order to develop Indonesian education quality. One of the problem occurred in the implementation of HOTS the students were not familiar to the question given, as the result, they confused and complaint it. Thus, it is needed to develop assessment instrument to help the teachers and students learning processes. This study aimed to describe the use of G-form as an assessment instrument in Arabic teaching based on Higher Order Thinking Skills (HOTS), to ascertain availability of G-form features as an assessment instrument in Arabic teaching based on Higher Order Thinking Skills (HOTS), and to analyze its advantages and disadvantages. The data was taken by interviewing Arabic teachers who used G-form as a test instrument. This study also referred to books, journals, and other references related to this study, and small experiment of G -form. The result of this study concluded that G-form could be used as an assessment instrument in Arabic teaching based on Higher Order Thinking Skills (HOTS), and it has some advantages and disadvantages in the implementations.*

**Keywords:** *HOTS, G-form, advantages and disadvantages*

## Introduction

Recently, Computer Assisted Test Used in National Examination or named by *Ujian Nasional Berbasis Komputer (UNBK)* in Indonesia was complained by many students, because, the examination was claimed difficult. The minister of Education and culture of Indonesia, Muhadjir Effendy said that “it happened because the test contained the Higher Order Thinking Skills’s (HOTS) queries which was not familiar yet to Indonesian students (Nugroho, 2018). In order to develop Indonesian education system, the government included the questions based on HOTS skill that was familiar and applied in many countries in the world. Into the national examination.

R. Fisher (1998) stated that a good teacher made you think even when you don’t want to. Thereby, learning is not only about remembering, understanding and applying because it is low order thinking that were basic level of thinking but also analyzing, evaluating, and creating. It doesn’t mean that low order thinking skills or basic skills is not important. To gain HOTS, students must master these basic skills. Ellen Hoerle (2004) claimed that higher level thinking is virtually impossible without a foundation of automaticity of basic skills and knowledge. In other words, students were not able implementing higher-level thinking unless basic-level thinking automatically implemented.

Higher order thinking skills was first introduced by an author and associate professor from Duquesne University, Susan M. Brookhart (2010) in her book, “How to Assess Higher-order Thinking Skills in Your Classroom” She defined that this model as a method to gain and improve knowledge transfer, critical thinking, and problem solving.

Robyn Collins, in his article entitled “*Skills for the 21st Century: Teaching Higher-Order Thinking*” (2014), explained, higher order thinking aimed preparing people to enter the 21st century. In addition, Greg Reid (2014) concluded that HOTS was used in order to increase student achievement, motivation, and challenge them to face the rapid change of the 21st century which is needed greater and depth of knowledge, wider range of skills, broader grasp of processes, and increased adaptability and flexibility.

Thereby, the government attempted to include HOTS queries in the national examination. Presumably, the ministry of Education and culture (*Kementerian Pendidikan dan Kebudayaan*) agreed with the HOTS methods in learning process is suitable to the students in facing 21 century’s challenges. The Head of Assessment and Research Center of Ministry of Education and Culture, Nizam, explained about how to build 21st

century competence. “Students must be familiarized with the questions of higher order thinking skills (HOTS),” wrote Nizam in his presentation uploaded to the official website of the ministry of education and culture. Moreover, raising quality of education can be encouraged with good national assessment.

The 21st Century was known as digital era. The use of technology to support learning process is very important. Therefore, it gives flexibility to students in terms of time and place. Moreover, it allows a student to continue the job and other responsibility. (Herath, 2018) Technology is a potential tools with extraordinary ability and can be used to serve needs, for the example is to innovate educational system by providing various chance and give services (Hawisher, 2011).

Creating fun activities in learning process is a challenging task for teachers. Introducing technology infused lessons may prove to be a beneficial motivator for every grade level. Digital natives respond well to technology-infused activities because of their familiarity with technology (Prensky, 2001). Technology and teacher motivation have positive effects on student motivation (Atkinson, 2000). Because students respond positively to technology and motivated by its, the teachers should effort to create activities encompassed some form of technological equipments. Motivated students will be more likely to perform at their highest levels because of the opportunities that their teachers have made available.

Ros Smith and Lisa Gray (2017) stated that, In a digital era, it is important to take advantage of what technology can bring to assess and feedback. They also stated that their understanding of technology-enhanced assessment and feedback is that it extends or add value to the strategies, processes, procedures and systems used throughout the assessment life cycle. Thereby, the use of technology in digital age is very important to encourage the educational process.

Traditionally, course evaluation was carried out with pencil and op-scan forms. In the last ten years or so, these evaluations have been migrating online, (Edward F, 2010), that means the assessment have been migrating to use technology. In this case, to solve and to answer the educational problem affirmed by Nizam, especially in assessment, in order to create tests that provide learners not only with feedback but also get familiar with the HOTS tests, that can be used is *Google Forms*.

Google Forms is a tool allowed collecting information from users via a personalized survey or quiz. The information is then collected and automatically connected to a spreadsheet. The spreadsheet is populated with the survey and quiz responses.

The Forms service has also received updates over the years. New features included, menu search, shuffle of questions for randomized order, limiting responses to once per person, shorter URLs, custom themes, automatically generating answer suggestions when creating forms, and an “Upload file” option for users answering to share content through. (Admin, 2006)

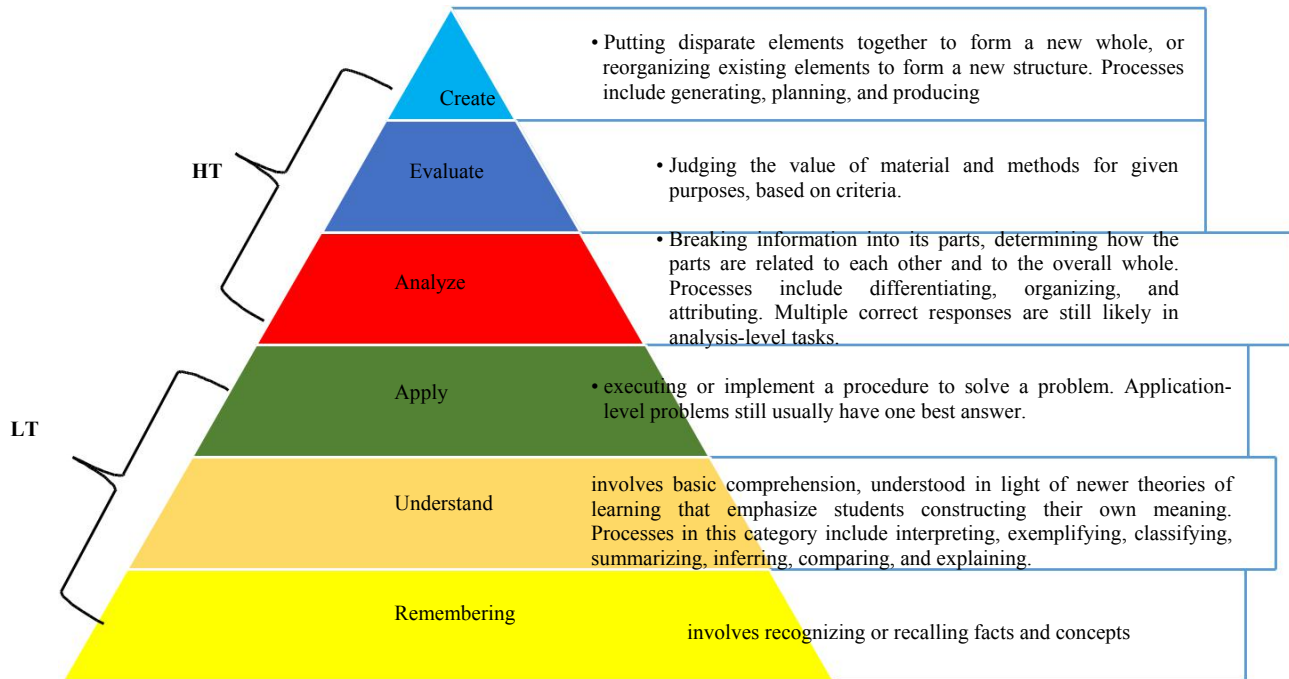
Hamdan Husein Batubara (2016) stated that some of the functions of Google Form for education are as follows: 1) provide online test/assessment through website pages, 2) collect other people’s opinions through website pages, 3) collect various student / teacher data through web pages, 4) create forms online registration, 5) distributing questionnaires to people online.

Connected with that explanation can be concluded the aims of this research are 1) to describe assessment test based on HOTS in Arabic language teaching; 2) to ascertain and classify the features of Google form as an assessment instrument based on HOTS, 3) the advantages and disadvantages of the use of Google form as an assessment instrument.

## **Research Method**

This study was literature studies which concern with library research. Mestika (2018) explained that library research is a research done by researcher by collecting references such as references books, bibliography text books, scientific journals, bulletins, magazines, news, tabloid, documents, and manuscripts. The book is considered as a source of data that will be processed and analyzed like many historians, literature and language. The research is conducted by reviewing and comparing the sources of literature to obtain theoretical data. Besides that, by using literature studies the authors can obtain information about the techniques that are expected, so that the researcher’s work is not a duplication.

## Result and Discussion



Picture 1 : Bloom's (Revised) Taxonomy

S M Brookhart (2010), *How to Assess Higher-Order Thinking Skills in Your Classroom*, ASCD, Alexandria, Virginia

Based on that picture, it can be explained that HOTS include analyzing, evaluating, and creating. It can be argued that HOTS is not rote learning, recalling facts, remembering information, and answering 'yes'/'no' or 'right'/'wrong'. (Greg Reid, 2014)

Brookhart (2010) in his book entitled "How to Assess Higher Order Thinking Skills in Your Classroom" stated that A complex task requiring higher-order thinking can be subverted by a scoring scheme that gives points only for facts reported. Conversely, scoring the quality of students' reasoning on even some very simple tasks can assess higher-order thinking. For summative assessment of how students use higher order thinking for graded tests, scorings and projects must be devised in such a way that higher-order thinking is required to score precisely. This requirement means that the soundness of thinking must figure into the criteria from which rubric developed. Some rubrics of score attend mainly to surface features or merely count the number of correct facts in

students' responses. Such scoring schemes can turn an exercise in which students did use higher-order thinking into a score that doesn't reflect the thinking students did.

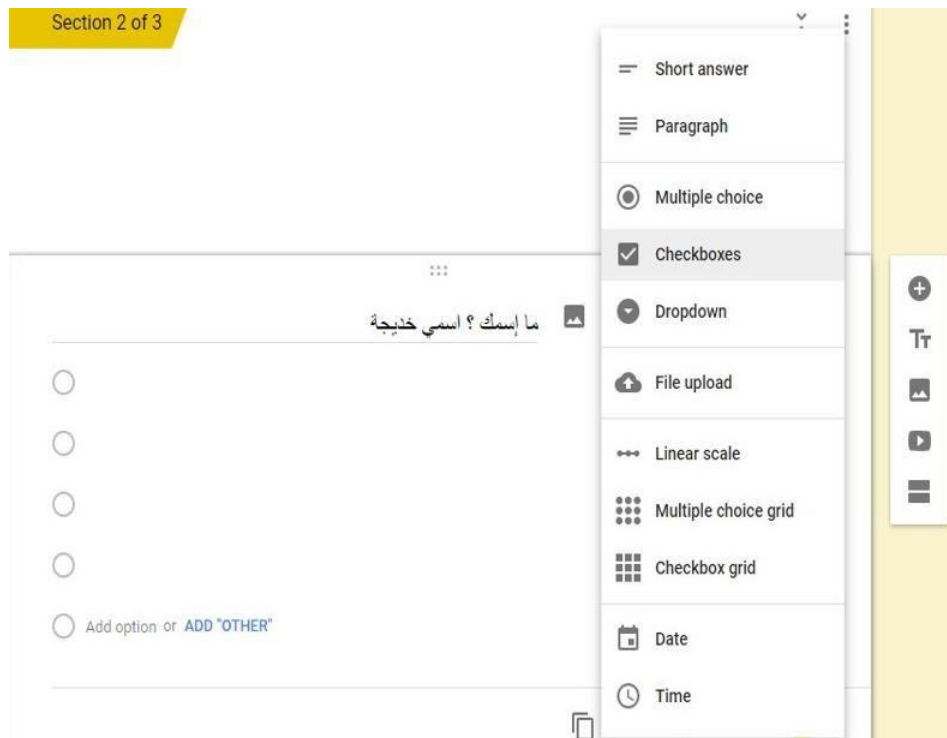
Referring to the journal entitled "Higher Order Thinking Skill's by FJ King, Ludwika Goodson, and Faranak Rohani at the Center for advancement of Learning and Assessment, HOTS is a combination of four things, these are solving skills, critical thinking skills and creative thinking, the ability to argue, and the ability to make decisions.

Based on that journal, there are three forms of question in HOTS assessment. Those are :

- a) selection, including multiple choice, matching, and ranking;
- b) general, including essays, short answer, and assignments;
- c) explanation, which lists the reason why the answer was chosen.

Regarding to Google form as an instrument assessment of Arabic teaching, as mentioned before Google form has various features that can be used to make a HOTS question. Besides, there are some features in setting that can be chosen and set as teacher's need.

By using Google form, the teacher can list the question as interesting as possible, it depends on the creativity of the teacher. In order to make a question, the teacher can decide the type of question given to the students based on the type of the answer, for the examples: short answer, paragraph, multiple choice, checkboxes, dropdown, file upload, linear scale, multiple choice grid, checkbox grid, date, and time. In addition, as an introduction to the question, the teacher can write a description of the question, uploading photos, or videos from Youtube by using the features in question menu.



Picture 2 : List of the answer in google form

Source: googleform, <http://gg.gg/InternationalConferenceSurakarta>,

The new feature in Google form nowadays is file uploading. It helps the teacher to collect the student assignments, such as video, documents, pdf, presentation, spreadsheet, pictures, images, and audio. The file will be saved automatically in Google form and can be accessed by teacher. The teacher can be assessed whenever and wherever he is as long as he connect to the internet access, otherwise so does the students, they can upload their assignment from anywhere and anytime in a period. This way is better than collecting manually which need meeting between teacher and student and safer. Then the teacher can check, assess, and examine it.

After teacher examine the test and assignment, the result will be saved in Microsoft excel form in the responses menu. Besides that, teacher can see the statistic of the test, including average, median, and range. Those can be used to evaluate and assess the learning, moreover to determine what action should take.

The research that supported this research is the research done by Rizal Fauzi. The results of Rizal Fauzi's research, as cited by Hamdan Husein Batubara, revealed that the use of Google Form as a learning evaluation tool for Indonesian subjects gave impacts

and benefits both effective, efficient, and attractive, and display design. For teachers, they are greatly helped by the Google Form in terms of cost, time, and energy. For student, they were more interested, enthusiastic, active and not to be negative to face exams in SMAN 1 Lembang.

Hamdan (2016) in his research revealed that Google form can be one of the recommended software of online assessment tools. It is simple so it's easy to understand. Student response to the use of Google Form as an alternative assessment of lecturer performance in the learning process showed a good response, \providing good benefits for students and lecturers. He suggested, the use of Google forms should be optimized in various educational tasks, such as giving online tests, collecting student / teacher data, creating online registration forms, distributing questionnaires to people online and gathering other people's opinions

Referring to that facts, there are some the advantages of using Google form as an assessment instrument of Arabic language teaching based on HoTS are:

- 1) Attractive display. This application provides facilities to its users to enter and use their own photos or logos in the survey. This application also has many templates that make quizzes and online questionnaires more interesting and colorful.
- 2) It has various types of tests which are free used. For the examples: short answer, paragraph, multiple choice, checkboxes, dropdown, file upload, linear scale, multiple choice grid, checkbox grid, date, and time.
- 3) Respondents can respond immediately anywhere. This application can be used by everyone for free to make online questionnaires and online quizzes using a laptop or mobile phone connected to the internet and then share the address of the form link to the target respondents or paste it on a website page. The respondents give their responses anywhere and anytime by clicking on the web address or the link created. Nowadays, it can be shared in whatsapp, facebook, and other social media used by the students.
- 4) All responses and answers will be automatically collected, compiled, analyzed and stored by the Google form application quickly and safely. Moreover, those can be data make a decision regarding to the learning process.
- 5) It can be done with others. Questionnaires and quizzes using this application can be done with other people or anyone who is desired by the user. By collaborating, the teachers can make a quiz. The quizzes project will be easier and done soon.



- 6) Economic and easy. The teacher and student don't need papers to submit the assignment. The use of Google Form in a learning process assessment tool also supports paper saving programs as a form of caring for the environment. Besides, the energy and time needed by the teacher to distribute questionnaires and also quizzes, and process the data is more economical and easy. The assignment or project can be collected by uploading it into google form.
- 7) Free. This application is free for everyone. This application is immediately used by simply registering for free on a Google account.

After doing small experiment, the researcher found there are some disadvantages of using Google form as an assessment instrument. Those are :

- 1) Connection. Google form needs connectivity to the internet. In Indonesia, especially in some remote area, the internet connection is not strength enough to open the Google form. In addition, the internet connection is not always strong in certain period of time.
- 2) Smartphone specification. Smartphone is also supporting item to access Google form. There are some smartphone which is not strong enough to access Google form due to its ram, etc.
- 3) Input audio for the question is not available. The audio is required to assess listening skills, but it is not available in Google form. As an alternative, the teacher can convert the audio to the video an upload it to Youtube. After that, the video can be inserted in the question.
- 4) Video t uploaded is only from Youtube. If the video is not available in Youtube, the teacher should upload the video to Youtube.
- 5) Teacher's skills. Teacher must have skills in designing and using Google form as an assessment instrument in order to make a good and interesting instrument. Not only skills in using Google form but also in creating a question based on Higher order Thinking Skills.

### **Conclusion and Suggestion**

In order to develop Educational system of Indonesia, HOTS is needed to be implemented. One of the important things in HOTS learning methods is in its assessment

system. This paper has presented that Google form can be used as a great assessment instrument in Arabic teaching and learning. The Information arrived while it can be put to immediate useage. Feedback becomes something to look forward to, rather than to dread. The form that was made is available to anyone who wants to use it as an example, it can be accessed by visiting [http://gg.gg/International Conference Surakarta](http://gg.gg/International_Conference_Surakarta). This technique requires minimal work to set up, less than five minutes per class. The results are instantly available in a spreadsheet, and formulas can be written to analyze the feedbacks/responses. Edward (2010) stated that there is seemingly no reason why others cannot adopt and profit from this technique.

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