



**International Journal of Education, Social Studies,  
And Management (IJESSM)**

e-ISSN : 2775-4154

Volume 2, Issue 2, June 2022

The International Journal of Education, Social Studies, and Management (IJESSM) is published 3 times a year (**February, June, November**).

**Focus** : Education, Social, Economy, Management, And Culture.

**LINK** : <http://lppipublishing.com/index.php/ijessm>

**Development Of Islamic Religious Education Module Higher  
Order Thinking Skills (HOTS) In Junior High  
School 7 State Medan City**

Eva Diana Br. Sinulingga<sup>1</sup>, Zaini Dahlan<sup>2</sup>

<sup>1,2</sup> State Islamic University of North Sumatra, Indonesia

**ABSTRACT**

This research aims to develop Islamic Religious Education teaching materials based on Higher Order Thinking Skills (HOTS), as well as to determine the level of feasibility and effectiveness of its use. The beginning of product development is carried out by analyzing and observing the needs of students and teachers and is adjusted to the curriculum applied in schools. The feasibility test was carried out with a questionnaire assessment by three experts (Experts), namely material expert, design expert, linguist, and student involvement through individual and group trials. While the effectiveness of the product can be known through field trials. The research method used is the R and D or Research and Development method, which refers to the modified development model from Borg and Gall, through 7 development steps, namely: initial study, initial product, expert validation, product revision, individual and group trials, field trials, and final products. The results of the product development of the Islamic Religious Education module based on Higher Order Thinking Skills (HOTS) are very feasible and effective, the average score for the feasibility test is 88, 38% in the very feasible category, while the average score for the acquisition of the effectiveness test is 78, 64 %. Then, on the t-test, it was concluded that there was a significant effect on student learning outcomes before and after using the Higher Order Thinking Skills (HOTS) based Islamic Education module, with the average cognitive learning achievement before using the module being 58,25 and after using the modules is 90,50.

**ARTICLE INFO**

*Article history:*

Received

25 July 2022

Revised

20 August 2022

Accepted

27 August 2022

**Keywords**

**Doi**

**Corresponding**

**Author** : 

*Development, HOTS Module, Islamic Religious Education of Eight Grade*

[10.52121/ijessm.v2i1.95](https://doi.org/10.52121/ijessm.v2i1.95)

[evadianasinulingga@gmail.com](mailto:evadianasinulingga@gmail.com)

**INTRODUCTION**

Face the challenge of the century 21st, where Skills think to stay tall be one discourse promoted by the government in the field of education, thinking and skill solve a problem is meant for answer problem Indonesian education, but reality competence finish problem students in Indonesia are still below average, thing this could see based on results 2009 PISA analysis, found that of the 6

skills formulated by PISA Indonesia only capable dominate lesson up to level 3. Because of that, Skills think students must improve (Winarno et al., 2015)

Development learning skill oriented think level tall or *Higher Order Thinking Skills (HOTS)* is a program developed as an effort ministry education and culture through Directorate general teacher and staff education (Directorate General of GTK) to enhancement quality learning and improve quality graduate, this program developed follow direction policy Ministry education and culture which in 2018 has integrated strengthening education character and learning skill oriented think level tall or *Higher Order Thinking Skills (HOTS)*. This thing is an effort from the government to chase lag Indonesian education (Lestari & Suyadi, 2021).

Ability to think is a skilled process that can train, meaning creating a conducive environment will stimulate the student to increase their ability to think, and one method for practice students to have Skills think level tall is by creating developing learning ability participant educate for analyzing, evaluate and create with using appropriate teaching materials (Ahmad et al., 2020). With thereby teachers should be able to make appropriate teaching materials with student needs, apart from it should also noticing future student needs In the future, facing an increasingly modern era, the teacher must also develop, the teacher should provide something teaching materials that can make the student interested and train students so that they could analyze to improve Skills think to stay the height that will be needed them in the future (Rochmat et al., 2022).

But in reality at school, not yet many teachers make textbook for the eye the lessons he teaches, including Islamic Religious Education teachers, this could researcher know from asking answer several Islamic Religious Education teachers in the neighborhood researchers, teachers of Islamic Religious Education more many depend on book handle or teaching materials provided by the school or government. They think that teaching materials provided school already enough, so no need again make or develop teaching materials, besides it's also the teacher is charged with administration must be done by the teacher, such as RPP making, design class, and so on, so Things this eat much time for teachers, and will the more confiscate time if they must make textbooks back, then they more choose to use existing textbooks (Hasanah, 2021; Utari & Gustiningsi, 2021).

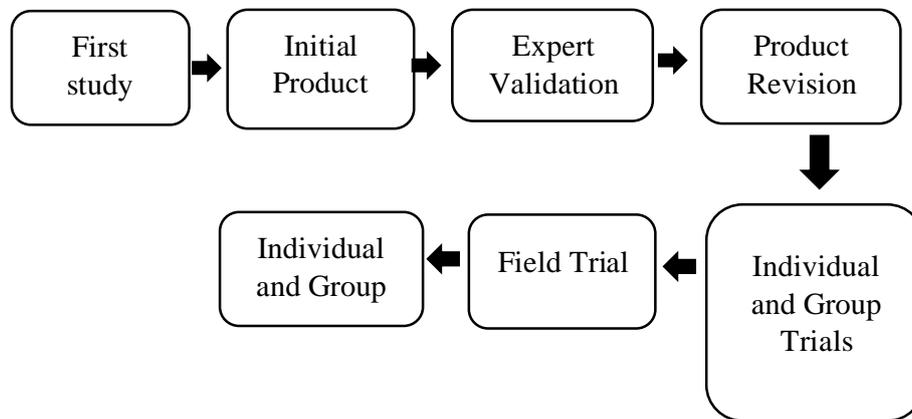
(Anisa et al., 2021) Whereas for practice students to have Skills analyze and think level tall no enough only with depending on textbooks provided school, the teacher must initiative help student with providing teaching materials that lead to the expected skills, with give appropriate teaching materials and exercises good question then Skills think level tall students will

also be trained. Besides Things, the students will also be more practical bring teaching materials, or modules prepared by teachers, students will easily study where just and learn independently, as well as hope with the help given module student will provoked for find question new then discussed with teachers at school. Islamic religious education teachers should realize that companion teaching materials at school must be provided, and companion teaching materials that have been available at school can be designed with different and appropriate formats that need students, to be varied reading for students and not tend to be monotone. As well as to raise interest in students to read Islamic Religious Education teaching materials. So for practice ability analyze students and skills think level high in Islamic Religious Education teacher students can develop module based *Higher Order Thinking Skills* or called *HOTS* that can be Becomes alternative or solution for Islamic Religious Education teachers in direct student for prepare must have skills owned in the 21st century (Saepuloh et al., 2021).

Studies with development based on *Higher Order Thinking Skills (HOTS)* already have been examined before, including research by Winarno year 2015, with title *Integrated Science Module Development Based on High Order Thinking Skills on Theme Energy*, and research conducted by Zuhro year 2020, with title study *Development of Higher Order Thinking Skills (HOTS), Based PAI Modules Through Graphic Media in Materials Fiqh of Zakat at SMAN 6 South Tangerang City* from second study the difference with research this time studies first using the Thiagrajan model whereas study this will developed with steps from Borgang Gall, and on the eye science lessons while those who will write by the researcher is an Islamic religious education module. For differences in research second studies this no through graphic media, research this only focus on the development module Islamic religious education based on *Higher Order Thinking Skills*, however even though thereby second results from the study show that there is enhancement results study before use module 64.7 and after 85.3, then result from 76.66 with category good at research second, as well as capable increase reasoning student in the learning process, so that could strengthen the research argument that development Islamic religious education module based on *Higher Order Thinking Skills (HOTS)* this could increase results study students and train reasoning students, use reach Skills 21st century that is Skills think level high.

## RESEARCH METHODE

Type research used in the study is type research and development (*Research and Development/R&D*). as already defined by the author in a chapter before, type research and development is used to produce a product from the results of research, there are many steps to be done by the author so that later the resulting product could be said feasible and effective for use, between stages the is Step validation expert for knowing level appropriateness as well as through trial in the field for knowing level effectiveness use product. Like type research and development, then study this will also produce product device hardware (*hardware*) in the form of Islamic Religious Education module based on *Higher Order Thinking Skills (HOTS)*, which can be utilized for class VIII SMP semester 1.



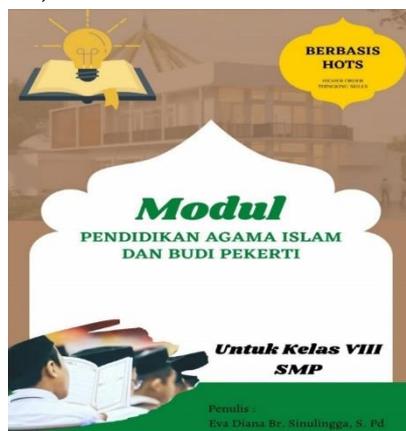
**Picture 1.**  
**Steps Research and Development of *Higher Order Thinking Skill (HOTS) Based Modules***

## RESULT AND DISCUSSION

Development process Islamic Religious Education Module *Higher Order Thinking Skills (HOTS)*, in stages, this means the module has passed various steps, including a validation step expert consisting of three experts, expert material, expert design, already expert language, each of which is an expert the has give suggestions to do revision product with destination product more good again, and sure already worthy to be tested later will be tested, with two stages trial individual and group test so that could is known effectiveness from modules that have been developed by researchers.

After all the above steps the module could complete and called product end, meaning the product has been revised and readily used as companion

teaching materials for student class VIII junior high school. The following is the appearance product end from the Islamic Religious Education module *Higher Order Thinking Skills (HOTS)* :



Picture 2.

**Display Module End Product**

**Feasibility Test Analysis Results**

Appropriateness from Islamic Religious Education module based on *Higher Order Thinking Skills (HOTS)* rated based on results score questionnaire rating given by the author to experts (material experts, experts) design and expert language ), to the student in trial individuals and groups. On validation experts conducted research through a two-stage, however, to assess the feasibility test is used the last score. Material experts give score evaluation by 78, 33%, expert design give score evaluation by 88, 33%, and experts language give score evaluation by 78, 33%. Try out individual get 93, 73% result and trial group get yield 89, 85%. Following table amount score evaluation expert and trial by cumulative :

No	Type	Result Score	Category
1	Material Expert	78, 33%	Very Worthy
2	Design Expert	88, 33%	Very Worthy
3	Linguist	91, 66%	Very Worthy
4	Trial Individual	93, 73%	Very Worthy
5	Trial Group	89, 85%	Very Worthy
	Amount	441.9%	-
	<b>Average</b>	<b>88, 38%</b>	<b>Very Worthy</b>

Table 1.

**Average Assessment Results of Feasibility Test**

The table above shows that the score cumulative rating given by three experts material, expert design, and linguist, trial individual, and the trial

group set to average get score 88, 38%, which means score with score the including the very decent category.

## Discussion

Development of Islamic Religious Education module based on *Higher Order Thinking Skills (HOTS)* is motivated by the existence of demands from the government as the effort to face challenges of the 21st century, where skills think level tall be one discourse promoted by the government in the realm of Education, this started by result PISA analysis in 2009 which found that of the 6 skills formulated by PISA Indonesia only capable dominate lesson up to level 3 this at a time prove that the state of Indonesia is still categorized as weak compared to other countries so that need efforts made government for anticipating Thing this (Winarno et al., 2015).

Considering this, each school institution seeks to direct the skills expected by the government, including educational leaders or educators, on the other hand, according to Law no. 14 of 2005 paragraph (10) implies that educators are not only required as teachers but also as professionals who must carry out their work as teachers and can improve the quality of systematic learning. And improving the quality of learning in schools can be done in various ways, one of which is through the manufacture of contextual teaching materials that can be used independently (Syamsul Bahri, 2021).

Given this, it is appropriate as an educator to participate in finding solutions so that students can think at a higher level and hone their reasoning from an early age, the author as someone who is also struggling in the realm of education feels interested and tries to find solutions so that students can train their reasoning thinking from an early age. early, so the author feels the need for an effort from a teacher to facilitate students on this. *Higher Order-based Islamic Education module. Thinking Skills (HOTS)*, which was then compiled by the author as possible, taking into account the supporting theories and various sources. so that the author hopes that later the teaching materials developed by the author can be useful for students. The module development efforts carried out by the author have gone through several stages, starting from an initial analysis of student needs, then bringing up an initial product, and then conducting a feasibility test through expert validation, individual and group testing, until finally the module can be revised and is feasible and effective to use. students, of course, this has been through a lot of consideration and enriched with references that become a reference for authors to develop the required module products.

Teaching materials such as modules certainly have provisions in their manufacture, modules must be arranged systematically, operationally, and directed. So that it can be used by students. Among the characteristics or characteristics of a module is that the module must include certain characteristics, among the characteristics of the development of the module include, *Self Instruction* which means it is related to the design of the module itself, including formulating basic competency standards, packaging material into the smallest units, presenting a summary of the material, and even presents practice questions. Furthermore, *Self Contained* means that the module must pay attention to a unified whole, appropriate content between KI, KD, and indicators that are compiled, then the next characteristic is *Stand Alone* which means that the module must be able to stand alone, practical, and not complicated to use, *Adaptive* means that it has adaptability high level or keep up to date with developing science, and the last is *User Friendly*, meaning that the module must be easy and fun to use by students.

Based on the criteria of the module, the author seeks to develop a module for Islamic Religious Education based on *Higher Order Thinking Skills (HOTS)* that is following these criteria, including the author developing modules systematically, consisting of KI and KD. Indicators, concept maps, material content, summaries, practice questions and provide references at the end of each chapter to enrich the references of students who read their books, so that students' reading sources are more diverse and not monotonous. Then the module is also compiled by paying attention to a single unit of content or content in the module, the developed module has been adapted to the 2013 curriculum used by the school, so it can be ascertained that the material contained in the module is following the learning objectives at school.

The modules developed by the author have also packaged attractively, the material presented is selected and arranged based on the needs of students at the level of education, equipped with attractive colors, and clear illustrations so that they look real, this is done to make it easier for students to understand the material, it can be helped with illustrations that there are, and the advantages of the module developed by the author are also that in the practice questions, various questions are provided, there are questions in the form of crossword puzzles that can attract students' attention to work on. The module developed by the author is also practical and provides complete material, does not require excessive supporting media to be accessed, the module is also equipped with easy-to-use instructions and of course is loaded with easy-to-understand language so that students are comfortable when using the teaching materials,

not only in class but students can use the module to be read at home or in comfortable places to read.

The module developed by the researcher is also packaged based on *Higher Order Thinking Skills (HOTS)* which of course HOTS has several indicators that must be met, including the HOTS indicator is being able to measure high-level thinking skills, namely HOTS questions must be able to analyze problems from various points of view, then It is also divergent which means that it allows students to give different answers according to the thinking process used because it measures the analytical, critical, creative thinking processes tend to be unique and have different responses for each individual, but even though they have various answers, of course, HOTS also has an instrument or benchmark for the correctness of an answer, so that even though the answers are packaged in various languages, the purpose, and intent of the answer is still one and certain.

The next characteristic of HOTS is to use multi-representation, which means it does not present questions or information explicitly, on the contrary, students are trained to explore and find implied information for themselves, so students are not given questions clearly, but need their thinking analysis to answer the implied questions. And the HOTS assessment instrument or HOTS questions are also usually based on contextual problems, meaning that these questions are assessments based on real situations, where students are expected to be able to apply learning concepts to solve problems faced by the community so that the questions can be ascertained. with the lives of students. the last characteristic is using a variety of questions, where these various questions aim to provide more detailed and comprehensive information about the ability of test takers (Ahmad et al., 2020; Rochmat et al., 2022).

In the preparation of the Islamic Religious Education module based on *Higher Order Thinking Skills (HOTS)*, of course, the characteristics of the HOTS assessment instrument are a consideration for the author, the questions developed by the author are based on this, there are three types of questions developed by the author, namely the form of a description that allows students to express ideas using their sentences in written form, then the second type of question is a complex multiple choice form, which gives students a choice to agree or disagree with the statement described in the form of reasons for choosing.

Furthermore, the third form or type of question developed by the author is in the form of a crossword puzzle (TTS). This is made by the author based on the consideration that this form of a question will attract the attention of students where students are required to fill in the empty boxes without clues or

auxiliary letters, and the challenge itself is that students have to find the corresponding letters to fill in the empty boxes. Thus students will be challenged to look for answers in other boxes after finding one correctly filled box. Development research with the title of *Higher Order Thinking Skills (HOTS) based module development* is of course not the first, but of course, each research with such a title has its differences and advantages. Where both studies showed an increase in the percentage of learning outcomes, in the study service levels reached 91.3% and student cognitive learning outcomes increased from 67.4 before using the module and 85.3 after using the module (Anisa et al., 2021).

Then the second research that discusses HOTS is with a feasibility level reaching 89.3% with a very feasible category and an increase in learning outcomes of 76.66 after using the module, from both studies previously researched showed decent results and a fairly good improvement in helping to improve students' cognitive, so HOTS-based research needs to be done to facilitate students to achieve government goals, namely 21st-century skills, higher-order thinking skills. There are several studies with the title of discussion on the *Higher Order Thinking Skills (HOTS) module*, however, each research has its advantages and disadvantages. The development of the *Higher Order Thinking Skills (HOTS) based Islamic Education Module* developed by the researcher has been well and systematically arranged, using development steps that are under the needs of the author and the research institution.

The assessment conducted with the title "Development of *Higher Order Thinking Skills (HOTS) based PAI Modules Through Graphic Media on Zakat Fiqh Materials at SMAN 6 South Tangerang City*" has also been through a feasibility test, but in research developed by researchers has several differences compared to previous research, including the research developed by the author at the feasibility test stage by experts (material experts, design experts, and linguists) carried out through 2 stages, the initial stage is the results of the feasibility test on the initial product, then at the Based on this, the validators will provide suggestions to researchers so that in the second stage there are improvements that greatly build on the results of the products developed.

The feasibility test was carried out in two stages carried out to meet the researchers' expectations, namely, the module product could be useful for students and teachers, this is a researcher's effort to minimize errors and deficiencies in the *Higher Order Thinking Skills (HOTS)-Based Islamic Education module* that was developed. Furthermore, student learning outcomes in this study were higher than the results of previous studies, namely 58, 25 before using the module and 90, 50, the increase in the value has also been tested significantly through the t-test, which obtained significant results before and

after using the module, This shows that the module product developed is also able to improve students' understanding and be able to train students' reasoning in thinking.

Overall research on the development of Islamic Religious Education modules based on *Higher Order Thinking Skills* (HOTS) has been prepared as well as possible taking into account the usefulness of the developed product, the product developed in this study uses 7 stages of development, starting from initial analysis, initial product, validation. experts (material experts, design experts, linguists), product revisions, individual trials, field trials, and final products. After the development stage is complete, then next is the feasibility test, the feasibility test stage is the result of the average accumulation by expert validation, which consists of 3 experts, an individual test of 3 people, a group test consisting of small groups of 5 people and large groups of 24 people. And after being accumulated in this study, it got a score of 83, 38% with a very decent category.

After the feasibility test is obtained, the next step is the effectiveness test, this is done by giving questions taken from the material developed and given to all samples involved in the research, this is done to determine the effectiveness of the product before using the product and after using the product. using the product, which is then at this stage of testing the effectiveness of a t-test for the significance of the scores before and after using the product. Thus, this is an overall picture of research on the development of Islamic education modules based on Higher Order Thinking Skills (HOTS) in general which was developed by considering the benefits for students and teachers with the main goal and target being to train students' reasoning, especially in Islamic Religious Education material.

## CONCLUSION

Referring to the formula problem that has been described before, the study Development Islamic Religious Education module *based on Higher Order Thinking Skills* (HOTS) produce many conclusion, namely :

1. Development of Islamic Religious Education Module *based on Higher Order Thinking Skills* (HOTS) teaching materials developed based on core competencies and competencies based on the 2013 curriculum, Development of this teaching material includes 7 steps that study started, product start, validation expert, revision product, trial individual and group, trial field, and product end.
2. Eligibility test from module teaching materials *based on Higher Order Thinking Skills* ( HOTS) this rated by three experts, that is expert

- material, expert design, and expert language, as well as by students through trial individuals and groups. The results of the average value of the feasibility test were obtained by 88, 38% with a very decent category.
3. Effectiveness of the teaching materials *based on the Higher Order Thinking Skills (HOTS) module* was carried out through field trials using *one group discussion experiment*, the score obtained was 78, 64% with the Effective category, and on the t-test, it was concluded that there was a significant effect on student learning outcomes before and after using the *Higher Order Thinking Skills (HOTS) based Islamic Education module*, with an average cognitive learning achievement before using the module 58,25 and after using the 90,5 0 modules.

## REFERENCES

- Ahmad, I. F., Putro, N. H. P. S., Thontowi, Z. S., Syafii, A., & Subakti, M. A. (2020). Trends in the Implementation of Higher-Order Thinking Skills in Islamic Religious Education in Madrasahs and Schools: A Systematic Literature Review. *Jurnal Pendidikan Islam*, 9(2), 195–216. <https://doi.org/10.14421/jpi.2020.92.195-216>
- Anisa, A., Nurdiyanti, N., & Thahir, R. (2021). Pengembangan Modul Hypercontent Berorientasi HOTS. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(6), 5161–5169. <https://doi.org/10.31004/edukatif.v3i6.1659>
- Hasanah, I. (2021). Menumbuhkan Jiwa Kreativitas Siswa Melalui Pembelajaran Berbasis IT Pada Era Pandemi Covid-19. *Journal Of Education And Teaching Learning (JETL)*, 3(3), 18–28. <https://doi.org/10.51178/jetl.v3i3.267>
- Lestari, R., & Suyadi, S. (2021). HIGH ORDER THINKING SKILLS (HOTS) DALAM PENDIDIKAN AGAMA ISLAM BERBASIS NEUROSAINS. *Tadrib: Jurnal Pendidikan Agama Islam*, 7(1). <https://doi.org/https://doi.org/10.19109/tadrib.v7i1.5798>
- Rochmat, C. S., Sholihah, S. R., & Qonita, S. N. (2022). Forming Critical Character With Higher Order Thinking Skill (HOTS) Based Learning Assessment in Islamic Religious Education Subjects. *Educan: Jurnal Pendidikan Islam*, 6(2), 236. <https://doi.org/10.21111/educan.v6i2.8131>
- Saepuloh, D., Sabur, A., Lestari, S., & Mukhlisoh, S. U. (2021). Improving Students' Critical Thinking and Self-Efficacy by Learning Higher Order Thinking Skills Through Problem Based Learning Models. *JPI (Jurnal Pendidikan Indonesia)*, 10(3), 495. <https://doi.org/10.23887/jpi-undiksha.v10i3.31029>
- Syamsul Bahri, N. A. (2021). Kebijakan Pendidikan Dalam Stabilitas Mutu

Pembelajaran Anak Usia Dini Era Pandemi Disease. *Continuous Education: Journal of Science and Research*, 2(2), 14-22.  
<https://doi.org/10.51178/ce.v2i2.224>

Utari, R. S., & Gustiningsi, T. (2021). Developing of Higher Order Thinking Skill in Relation and Function to Support Student's Creative Thinking. *Jurnal Pendidikan Matematika*, 15(1), 49-60.  
<https://doi.org/10.22342/jpm.15.1.12876.49-60>

Winarno, Sunarno, W., & Sarwanto. (2015). PENGEMBANGAN MODUL IPA TERPADU BERBASIS HIGH ORDER THINKING SKILL (HOTS) PADA TEMA ENERGI. *INKUIRI: Jurnal Pendidikan IPA*, 4(1).  
<https://doi.org/https://doi.org/10.20961/inkuiri.v4i1.9562>

---

**Copyright Holder :**

© Name. (2022).

**First Publication Right :**

© International Journal of Education, Social Studies,  
and Management (IJESSM)

This article is under:

