

# Implementation of HOTS-Based Evaluation in Learning Introductory Christian Religious Education For First Semester PAK Study Program Students Academic Year 2024/2025 at IAKN Tarutung

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## ABSTRACT

*Learning evaluation should be able to provide useful feedback for learning improvement, as well as provide a clear picture of the achievement of educational goals. The Introduction to Christian Religious Education course should be a forum that educates students to deeply understand Christian teachings. Students are not only required to understand religious teachings theoretically, but also to be able to analyze, evaluate, and relate these teachings to real life. This study aims to analyze the Implementation of HOTS (Higher Order Thinking Skills) Based Evaluation in Learning Introduction to Christian Religious Education Students of PAK Study Program Semester One Year Academic 2024/2025 at IAKN Tarutung. The method used is qualitative research method type of field research. The data collection techniques used in this research are observation, interview, and documentation. This research uses descriptive analysis techniques to describe the results of the data obtained. Data analysis includes data collection, data reduction, data presentation, and data verification. The validity of the data obtained in this study was checked using triangulation techniques. The results of the study indicate that the Implementation of HOTS Based Evaluation in Learning Introduction to Christian Religious Education First Semester PAK Study Program Students Year Academic 2024/2025 at IAKN Tarutung has been carried out by the lecturer teaching the course. The HOTS Based Evaluation Implementation Process in Introductory Christian Religious Education Learning that has been carried out is: 1) HOTS (Higher Order Thinking Skills) based evaluation planning in Introduction to Christian Religious Education learning which includes: Determining evaluation objectives, compiling question grids and compiling questions; 2) Implementation of HOTS based evaluation in learning Introduction to Christian Religious Education which includes: collecting data, verifying data, processing and analyzing data, interpreting and drawing conclusions; 3) Follow-up evaluation based on HOTS in learning Introduction to Christian Religious Education.*

**Keywords:** Evaluation; HOTS; Learning; Introduction to Christian Religious Education

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## I. INTRODUCTION

The Introduction to Christian Religious Education course aims to introduce students to the basics of Christian teachings, including moral values, ethics, and spiritual life in accordance with biblical principles so that students' bad behavior becomes better, and also serves as a forum for building a student community that supports Christian moral values. Through a correct understanding of sexuality, students can be equipped with strong Christian views to refrain from actions that are not in accordance with Christian teachings, one of which is adultery.

The function of Christian Religious Education is, first, to prepare students or college students to become Christians who are able to implement the word of God in their daily lives, second, to prepare to become experts in Christian Religious Education. Both explain the function of Christian Religious Education, namely to form students or students to become good, responsible, faithful human beings, have

devotion to God, gain expertise to become Christian Religious Education personnel (Simatupang et al., 2020). This is emphasized about the function of Religious Education in the laws and regulations, namely, the function of religious education to form Indonesian people who have faith and devotion to God Almighty, are able to maintain peace and harmony in inter and inter-religious relations in family life, society and nation, and have noble character (Government Regulation of the Republic of Indonesia Number 55 of 2007). Having noble character means that students who study the material of Introduction to Christian Religious Education have succeeded in showing noble character. Noble morals in terms of Christian morals are actually found in the Bible in both the Old and New Testaments.

Effective material for shaping noble Christian morals can be seen in the Ten Commandments. One of these materials concerns sexuality which is found in the seventh commandment, "Do not commit

adultery”. To avoid the above, material that is in accordance with the purpose of the Ten Commandments is needed, which is taught through the material of Introduction to Christian Religious Education. However, after reviewing the contents of the Introduction to Christian Religious Education material, it turns out that it has not accommodated the values and elements of the Ten Commandments and also in the book does not contain learning evaluation.

The absence of these elements has resulted in moral decadence among students, especially students at IAKN Tarutung, such as morality problems that are very concerning for young people, especially first semester students of PAK Study Program, this age shows a transitional phase where students begin to experience emotional and sexual turmoil which is part of the psychological and social development of students. This turmoil often arises because of the search for self-identity, the desire to be accepted in social groups, and the emergence of curiosity about sexual

relations. Students have not fully developed a healthy understanding of sexuality, both from a religious, social, and psychological perspective. In this phase, sexual turmoil is often a challenge, especially for students who live in a boarding house environment, where students have greater freedom.

In the context of violating the seventh commandment of the Law, the commandment “You shall not commit adultery”, this can be a real problem. This is further exacerbated when the campus does not have the authority to intervene directly in the personal lives of students outside the campus, including in boarding houses. The commandment “You shall not commit adultery” (Exodus 20:14) is part of the ten commandments that God gave to His people as moral guidelines in student life. By teaching about the seventh commandment, students can be taught about the negative impact of committing adultery. This behavior that violates God's commandment not only damages the relationship with God, but also brings serious consequences in

interpersonal relationships, reputation, and moral life. The prohibition of adultery is not just a matter of maintaining chastity, but also relates to moral responsibility. Adultery is considered a serious sin because it not only damages chastity but also involves a violation of human dignity, the body, and the relationships that God intended. For students who live in boarding houses away from family supervision the temptation to engage in sexual behavior outside the moral boundaries taught by the Bible can be more frequent.

Based on observations made by the author in the field on October 14, 2024, it was found that there were several cases that were actually carried out by first semester students of PAK Study Program, namely promiscuity and unhealthy sexual behavior often occur in a boarding house environment, because of freedom without strict control.

In this context, the prohibition against adultery as taught in the Law becomes very important as a guide for the

lives of believing students. In this case, the campus does not have the authority to intervene directly in student boarding houses. The campus as an educational institution is not authorized to conduct raids or direct control over the personal lives of students outside the campus. That is why the campus has the responsibility to shape student morals, through the material provided by lecturers in the Introduction to Christian Religious Education course. (Results of observations to students See attachment I page 213).

The problem of moral decadence that is increasingly occurring today, then in the book Introduction to Christian Religious Education must add the contents of the Ten Commandments so that it becomes material that can be implemented and lived by students in moral life. Therefore, it is necessary to revise the book by adding explanations of each of the Ten Commandments and also adding HOTS (Higher Order Thinking Skills) based

learning evaluations to each material in the book, so this research is very urgent to do.

## II. METHODS

This research is categorized using qualitative research methods, which is research intended to understand phenomena about what is experienced by research subjects, for example actions, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. Qualitative method as a research process and understanding based on methodology that investigates a social phenomenon and human problems.<sup>1</sup> In this approach, researchers create a complex picture, examine words, detailed reports from respondents' views, and conduct studies in natural situations.<sup>2</sup> Qualitative methodology is a research procedure that produces descriptive data in the form of

written or spoken words from people and observed behavior.<sup>3</sup> Qualitative research is conducted in natural conditions and is discovery in nature. Therefore, researchers must have a broad supply of theory and insight so that they can ask questions, analyze, and construct the object under study to be clearer.

The type of research used in this research is type of field research, it is research conducted in the scene of the occurrence of symptoms. This type of research is included as descriptive qualitative field research, which is research that aims to describe systematically the facts or characteristics of the population in the form of circumstances, problems, attitudes, opinions, conditions, procedures or systems factually and carefully. Researchers use field research because this research is research on the implementation of HOTS (Higher Order Thinking Skills) Based Evaluation in Introductory Christian Religious Education Learning. So it is

<sup>1</sup> John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Third Edit (Thousand Oaks: SAGE Publications, 2013).

<sup>2</sup> Siti Maisaroh Danuri, *Metodologi Penelitian Pendidikan* (Banguntapan Bantul, Yogyakarta: Penerbit Samudra Biru, 2019).

<sup>3</sup> Lexy. J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi* (Bandung: PT. Remaja Rosdakarya, 2015).

necessary to conduct research directly into the field known as observation and use a systematic approach called qualitative. Thus the data that has been obtained can really be accounted for as the final conclusion of the research results.

This research was conducted at campus II of Institut Agama Kristen Negeri (IAKN) Tarutung which is located at Jalan Raya Tarutung- Siborongborong, KM.11 Silangkitang, Sipahutar Village, Sipoholon District, North Tapanuli Regency. The research was conducted in September-October 2024. Primary data is data collected by the researcher himself (not by others) from the main source for the benefit of his research that previously did not exist.<sup>4</sup> The primary data of this study is the process of implementing HOTS based evaluation in learning Introduction to Christian Religious Education at IAKN Tarutung coupled with secondary data from other studies and books.

<sup>4</sup> Eko Murdiyanto, *Penelitian Kualitatif (Teori Dan Aplikasi Disertai Contoh Proposal)* (Yogyakarta: Lembaga Penelitian dan Pengabdian Pada Masyarakat UPN "Veteran" Yogyakarta Press, 2020).

Research Focus	Sub Focus	Indicator
Implementation of HOTS (Higher Order Thinking Skills) in Introduction Education	Principles of learning evaluation	<i>Continuous and constructive Student participation Flexibility Accountability</i>
	Learning evaluation objectives	- Mastery of learning materials - Identification of difficulties encountered - Learning effectiveness Student learning development - Learning achievement
	HOTS (Higher Order Thinking Skills)	<i>Remember Understand Apply Analyze Evaluated Create</i>

### III. DISCUSSION AND RESULTS

#### Learning evaluation

Learning evaluation is a systematic process that aims to measure the level of learning achievement that has been determined previously. Learning evaluation can be defined as an effort to assess the extent to which the learning process has been effective and learning objectives have been achieved. Learning evaluation is basically not only assessing

learning outcomes, but also the processes that lecturers and students go through in the whole learning process.

Learning evaluation is a process to determine the service, value or benefits of learning activities through assessment or measurement activities.<sup>5</sup> Furthermore, learning evaluation is a process of collecting, analyzing and interpreting information systematically to determine the extent of the achievement of learning objectives.<sup>6</sup> This is emphasized that learning evaluation is a process to determine the value of learning carried out through learning measurement and assessment activities.<sup>7</sup> Furthermore, learning evaluation is a decision-making process using information obtained through measurement of learning outcomes, both using test and non-test instruments.<sup>8</sup>

Furthermore, learning evaluation is an action or a process of determining the value of the world of education, namely everything related to, which occurs in the educational field.<sup>9</sup>

From some of the descriptions above, it can be concluded that learning evaluation is a systematic process in education that aims to measure, assess, and provide value to teaching and learning activities. This process involves collecting data, either through tests, observations, or other instruments, to then be analyzed and interpreted. Learning evaluation is to determine the extent to which learning has been achieved, both by lecturers and students. In addition, learning evaluation is carried out to improve the quality of learning by providing constructive feedback. In other words, learning evaluation is the heart of the educational process that allows us to measure the

<sup>5</sup> M.Pd Andri Kurniawan, S.Pd. et al., *Evaluasi Pembelajaran* (Padang, Sumatera Barat: PT. Global Eksekutif Teknologi, 2022).

<sup>6</sup> Robert L. Linn Norman Edward Gronlund, *Measurement and Assessment in Teaching* (New York: Macmillan Publishing Company, 1990).

<sup>7</sup> H.A. Rusdiana Elis Ratnawulan, *Evaluasi Pembelajaran* (Bandug: Pustaka Setia Bandung, 2014).

<sup>8</sup> Muhammad Asra Rahmat Risyawal M., Abd. Haris Nasution, "Efektivitas Pemanfaatan Aplikasi Google Form Sebagai Media Evaluasi Pembelajaran Modern Pada Mata Pelajaran Agama Di MAN 1 Kolaka," *Jurnal Kolaboratif Sains (JKS)* 6, no. 8 (2023): 1087–93.

<sup>9</sup> Moh. Sahlan, *Evaluasi Pembelajaran: Panduan Praktis Bagi Pendidik Dan Calon Pendidik* (Jember: STAIN Jember Press, 2013).

effectiveness of all efforts made in order to achieve learning objectives.

Learning evaluation is an integral component in the educational process that aims to measure, assess and provide feedback on the achievement of learning objectives. Through learning evaluation, a clear picture of the applied learning is obtained, identifying the strengths and weaknesses of students and mapping out the corrective measures needed to improve the quality of learning. The main purpose of learning evaluation is to ensure that the learning process runs in accordance with the predetermined objectives, as well as to provide accurate information on student learning progress. Learning evaluation aims to determine the efficiency of the learning process implemented and the effectiveness of achieving the learning objectives that have been set.<sup>10</sup>

Furthermore, learning evaluation aims to determine the effectiveness of

learning that has been carried out,<sup>11</sup> namely being able to find out where students' abilities are in mastering learning material; identifying difficulties faced by students in the learning process; knowing the effectiveness of learning; monitoring student learning progress; student learning achievement so that it can be used as material for improvement and development of learning programs.<sup>12</sup>

### Learning Evaluation Models

Various learning evaluation models offer a variety of tools and techniques to measure learning success. In the study of learning evaluation, there are many models with different formats or systematics. To ensure the effectiveness of the learning process, various learning evaluation models have been developed. These models offer a systematic framework for measuring, assessing and providing feedback on the achievement of learning objectives. Learning evaluation models

<sup>10</sup> Elis Ratnawulan, *Evaluasi Pembelajaran*.

<sup>11</sup> Andri Kurniawan, S.Pd. et al., *Evaluasi Pembelajaran*.

<sup>12</sup> H. M. Sukardi, *Evaluasi Pendidikan, Prinsip Dan Operasionalnya* (Jakarta: PT. Bumi Aksara, 2009).

offer different frameworks in measuring learning success. Some learning evaluation models focus on learning objectives, while others emphasize the learning process.

The learning evaluation model is divided into four forms of learning evaluation models, among others: a) The Measurement Model is the oldest of the learning evaluation models; b) Congruence Model, this model can be seen as a reaction to the first model; c) System Model: Learning evaluation according to this system model is to compare the performance of various dimensions of the system being developed with a number of specific criteria; d) The Illuminative Model, which was developed based on the rationale that the use of various ways of evaluating learning in this model when combined will help illuminate problems, issues, and significant program features.

### **Principles of Learning Evaluation**

Learning evaluation is one of the important aspects in the learning process

that aims to measure the extent to which learning objectives have been achieved. A good learning evaluation not only assesses student learning outcomes, but also provides an overview of the effectiveness of teaching carried out by lecturers. Therefore, learning evaluation principles are needed that can be used as guidelines in the implementation of learning so that the assessment process takes place fairly, objectively, and meaningfully. These principles include aspects of comprehensive, sustainable, objective, valid, reliable, and other principles that ensure that learning evaluation is not just an administrative process, but also a means of reflection to improve the quality of learning. By understanding the principles of learning evaluation, it is hoped that lecturers can implement more effective, accurate, and meaningful learning evaluation, so that it can provide benefits for the development of students as well as improving the quality of learning as a whole.

Learning evaluation has several principles, including: 1) *Comprehensive*. The comprehensive principle means that learning evaluation can be carried out well if it is carried out thoroughly, including affective, cognitive and psychomotor aspects. 2) *Continuous*. The continue principle means that learning evaluation is carried out regularly, scheduled and sustainable. 3) *Objective*. The objective principle means that learning evaluation should not have subjective factors. 4) *Validity*. The principle of validity means that learning evaluation is carried out appropriately, validly and using the right evaluation tools. 5) *Reliability*. The principle of reliability means that learning evaluations have high confidence in the results that have been achieved. The results of this evaluation must have an element of consistency. 6) *Meaningful*. The meaningful principle means that learning evaluation must have meaning/benefit/high use value, which is needed in improving the quality of learning.<sup>13</sup>

Learning evaluation is done well if it adheres to three basic principles. The three basic principles of learning evaluation are: 1)

*Comprehensive*. Learning evaluation is said to be well done if the evaluation is carried out in a round, whole, comprehensive, not partial manner that includes cognitive, affective, and psychomotor domains; 2) *Continuous*. A good learning evaluation is one that is carried out regularly and continuously; 3) *Objective*. Evaluation can be declared as a good evaluation if it is free from subjective factors.

### Types of Learning Evaluation

Learning evaluation is an important process used to measure student competency achievement. Each type of evaluation has a different purpose and scope ranging from continuous measurement during the learning process to larger testing to determine graduation in the learning process. In addition, learning evaluation can also be carried out using various instruments in the form of tests and non-test techniques. Learning evaluation has an important role in providing a comprehensive picture of student learning progress.

The types of learning evaluations conducted by lecturers are: 1) Repetition is a process carried out to measure the achievement

<sup>13</sup> Rosnita Asrul, Rusydi Ananda, *Evaluasi Pembelajaran* (Medan: Perdana Mulya Sarana, 2015).

of student competencies on an ongoing basis in the learning process, to monitor learning progress, make learning improvements, and determine student learning success; 2) Daily tests are activities carried out periodically to measure the achievement of student competence after completing one or more competencies; 3) Mid-semester test is an activity carried out by lecturers to measure the achievement of student competence after carrying out learning activities; 4) End-of-semester tests are activities carried out by lecturers to measure student competency achievement at the end of the semester.<sup>14</sup>

### **HOTS (Higher Order Thinking Skill)**

#### *Definition of HOTS*

Students are said to be able to solve a problem if they are able to examine a problem and are able to use their knowledge in a new situation. HOTS (Higher Order Thinking Skills) is the ability to think critically, logically, reflectively, metacognitively and creatively, based on these abilities through experiences that have been owned critically and creatively can determine decisions to solve problems in new situations. Along with the

development of science and technology, students are not only required to memorize information, but also be able to implement, analyze, evaluate, and create new solutions to problems faced. In the context of learning, higher order thinking skills (HOTS) become the main focus to develop students' overall competence. Educating students with HOTS means making students able to think critically, logically, reflectively, metacognitively and creatively. Students are said to be able to think at a high level if they can apply their knowledge and develop their skills in the context of new situations.

HOTS is a thinking ability that consists of critical thinking, creative thinking, and problem solving.<sup>15</sup> HOTS is a student's thinking process at a higher cognitive level developed from various concepts and learning taxonomies.<sup>16</sup> Furthermore, HOTS is a way of thinking that is higher than memorizing facts, stating facts, or applying rules, formulas, and procedures. HOTS is something that is done based on facts, making connections between

<sup>14</sup> Permendiknas No. 20 Tahun 2007.

<sup>15</sup> Heri Retnawati Edi Susanto, "PERANGKAT PEMBELAJARAN MATEMATIKA BERCIRIKAN PBLUNTUK MENGEMBANGKAN HOTS SISWA SMA," *JURNAL RISET PENDIDIKAN MATEMATIKA* 3, no. 2 (2016): 189–97, <https://doi.org/https://doi.org/10.21831/jrpm.v3i2.10631>.

<sup>16</sup> Susan M. Brookhart, *How To Assess Higher Order Thinking Skills In Your Classroom* (Alexandria, Virginia USA: ASCD, 2010).

facts, categorizing, manipulating, placing in a new context or way, and being able to apply it to find new solutions to a problem.<sup>17</sup> HOTS is thinking critically, evaluating information, making conclusions, and making generalizations. This is emphasized that HOTS are able to produce original forms of communication, make predictions, suggest solutions, create and solve problems related to daily life, evaluate ideas, express opinions, and make choices and decisions<sup>18</sup> HOTS is someone who has information in memory and obtains new information, then connects and compiles and develops the information to achieve a goal or obtain an answer and HOTS includes critical thinking, creative thinking, problem solving, and decision making.<sup>19</sup>

Furthermore, HOTS is the ability to think at a broad level, a higher level. HOTS does not only assess the ability to memorize or remember, but includes the ability to analyze,

combine, and evaluate.<sup>20</sup> HOTS based learning is the ability to determine a decision to solve a problem by manipulating, connecting, and changing experiences and knowledge that students already have critically and creatively. If students already have the ability to examine a problem by using their knowledge in new things or situations, it means that students have been able to solve a problem.<sup>21</sup>

From the description above, it can be concluded that HOTS is a thinking ability that involves high-level cognitive processes, such as critical thinking, reflective, logical, metacognition, creative, and problem solving, which goes beyond memorizing facts. HOTS requires students to transfer knowledge, relate and apply it in a new context to find innovative solutions to challenges. HOTS is an important learning to prepare students in facing various complex problems in everyday life. HOTS that must be present in students who not only test intellectual abilities in terms of memory but also test the ability to evaluate,

<sup>17</sup> G. Thorne A. Thomas, "How to Increase Higher Order Thinking," 2014, <https://www.readingrockets.org/topics/comprehension/articles/how-increase-higher-order-thinking>.

<sup>18</sup> Kamarulzaman Abdul Ghani Mohd Yusri Kamarudin, Nik Mohd Rahimi Nik Yusoff, Hamidah Yamat, "Inculcation of Higher Order Thinking Skills (HOTS) in Arabic Language Teaching at Malaysian Primary Schools," *Creative Education* 7 (2016): 307–14.

<sup>19</sup> Maria Melania Riyani Sani, Agus Maramba Meha, and Seprianus Arwadi Nenotek, "Penerapan Model Siklus Belajar 5E Untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi (HOTS) Siswa Di SMP Adhyaksa 2 Kupang Tahun Ajaran 2018/2019," *Jurnal Sains Dan Edukasi Sains* 3, no. 1 (2020): 15–23, <https://doi.org/10.24246/juses.v3i1p15-23>.

<sup>20</sup> Walida Wahid Fitriani, "The Realization of HOTS on Summative Test Items Designed by English Teacher Group Discussion," *English Focus* 2, no. 2 (2019), <https://doi.org/10.24905/efj.v2i2.64>.

<sup>21</sup> H N Dinni, "HOTS (High Order Thinking Skills) Dan Kaitannya Dengan Kemampuan Literasi Matematika," *PRISMA, Prosiding Seminar Nasional Matematika* 1 (2018): 170–76, <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/19597>.

creativity and critical thinking about students' understanding of a course and emphasize critical thinking about problem solving.

### **Purpose of HOTS**

The purpose of HOTS in learning is very important, because HOTS is not only to improve students' academic understanding, but also to prepare them to face challenges in the real world. With HOTS objectives, students are encouraged to think more critically, creatively, reflectively and logically which in turn supports their ability to solve problems and make the right decisions.

The purpose of HOTS is to provide students with skills in argumentation and decision making.<sup>22</sup> The purpose of HOTS is to improve students' thinking skills to a high level. Primarily, critical thinking in receiving various information, creative thinking in solving a problem with the knowledge they have, and making decisions in complex situations (Sofyan et al., 2019). The purpose of HOTS is to improve students' thinking skills at a higher level, especially those related to the ability to think critically in receiving various

types of information, think creatively in solving a problem using the knowledge they have, and make decisions in complex situations (Mitana et al., 2021).

This is emphasized that the purpose of HOTS is to improve students' thinking skills at a higher level, especially those related to the ability to think critically in receiving various types of information, think creatively in solving a problem using their knowledge and making decisions in complex situations (Saputra, 2018). The purpose of HOTS is to improve students' thinking skills at a higher level, related to the ability to think critically, logically, reflectively, metacognitively in receiving various types of information, think creatively in solving a problem using the knowledge they have in making decisions.<sup>23</sup> Furthermore, the purpose of HOTS (Higher Order Thinking Skills) is that students will learn more deeply, students will understand concepts better. This is in accordance with the substantive character of a lesson when students are able to demonstrate their understanding well and deeply (Newman & Welage, 2011).

<sup>22</sup> Brookhart, *How To Assess Higher Order Thinking Skills In Your Classroom*.

<sup>23</sup> Dinni, "HOTS (High Order Thinking Skills) Dan Kaitannya Dengan Kemampuan Literasi Matematika."

From the description above, it can be concluded that the purpose of HOTS (Higher Order Thinking Skills) is to improve students' ability to think at a higher level, which includes critical thinking, creative, and decision-making skills in complex situations. HOTS (Higher Order Thinking Skills) aims to provide students with provisions to be able to argue and analyze information in depth. In addition, HOTS (Higher Order Thinking Skills) with a creative approach supported by the knowledge possessed becomes the main focus. The purpose of HOTS (Higher Order Thinking Skills) is to improve students' thinking at a higher level, the first of which is related to the ability to think critically in accepting various types of knowledge, solving problems using the knowledge they have and also making decisions in complex and critical conditions.

### **Introduction to Christian Education Course**

Christian Religious Education is a deliberate effort to help people of all ages entrusted to its care to respond to God's revelation in Jesus Christ, the Bible and the

life of the church so that they, under the leading of the Holy Spirit, can be equipped to serve God in the midst of the family, church, society and the natural world (Boechkle & Eli, n.d.) Christian Religious Education is actually teaching, an effort aimed at each individual student. Although the teaching is given simultaneously to a number of people together, the intention is that each learner will receive the teaching individually. Two different definitions of Christian Religious Education are helping (Robert R. Boechkle & Eli, n.d.) and teaching Homrighausen & Enklaar, 2013).

Christian Religious Education is an activity that seeks to develop all the potential (abilities of students) both children and adults. To obedience and devotion to God and His Word in accordance with the teachings of Christianity based on the New Testament Bible and the Old Testament which obedience and devotion are expressed in everyday life both in the family, church, congregation in society in general.

(Gultom, 1988). Christian Religious Education is the church's effort to foster the life of faith of its members and all those entrusted to the care of the church from all age groups in various ways and forms, for example by teaching and training skills for the realization of Christian faith in their lives. The two definitions of Christian Religious Education are different, namely the activity of developing all potential and the church's efforts to foster the life of Christian faith (Robert R. Boechkle & Eli, n.d.).

The definition according to the PGI formulation has shown two types of education, namely in the first formulation of Christian Education even though it says Christian Religious Education actually refers to Christian Education managed by Christian churches. The second formulation refers to the definition of Christian Religious Education marked as an activity that seeks or aims to develop all the potential (abilities) of students, namely children and adults. These two definitions

show the difference between the definitions of Christian Education and Christian Religious Education. This definition refers to formal institutions in schools and universities, while among Christians it is known as "Christian Religious Education". (Government Regulation No. 55/2007, on Religious Education and Religious Education, 2007).

To develop and enrich the repertoire based on the various definitions proposed, the following objectives, functions of Christian Religious Education are presented based on the opinions of experts and analysis of facts that have been carried out or are ongoing and will be developed in the future in the Christian Religious Education environment.

The purpose of Christian Religious Education is to develop all the potential or abilities of students, both children and adults. To obedience and devotion to God and His Word in accordance with the teachings of Christianity based on the New Testament Bible and the Old Testament

which obedience and devotion are expressed in everyday life both in the family, church, and congregation in society in general (Gultom 1988). The purpose of Christian Religious Education by definition is generally a process of transmitting the great commission to implement the crystallization of the taxonomy. The Great Commission "Teach to Do" in the form of implementation by crystallizing is the process of clarifying the knowledge of students or students based on science sourced from God and its relationship with living things, the surrounding nature or the biblical term earth and its contents including the horizon is called Christian science. The transmission process in addition to the form of Christian knowledge, including efforts to form Christian attitudes followed by real actions of students in the type, path, form and level of Religious Education Christian to do Christian knowledge. The command "Teach to Do" refers to the process, namely the task of carrying out education and

learning about Christian science etymologically derived from three words namely Theos, logos, and practical. Theos means God and logos means science, while practical means easy to implement. The three etymological words combined in one phrase called Practical Theology means the science of God and his relationship with living things, the surrounding nature, and the horizon or otherwise called Christian science.

The purpose of Christian Religious Education is inseparable from the specific definition, while the purpose of Christian Religious Education as a science is inseparable from the general definition. Thus the general and specific objectives of Christian Religious Education distinguish Christian Religious Education as a science, a discipline of practical theology, and Christian Religious Education as a Christian Religion course or subject. The objectives of Christian Religious Education are inseparable from the objectives of National Education, namely to educate the

nation's life and develop the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of community and national responsibility. Christian religious education aims to develop students' abilities to understand, live, and practice religious values that harmonize their mastery of science, technology and art. Respecting means experiencing and feeling yourself inwardly, specifically concerning spiritual matters, while practicing comes from the word *amal* which means good deeds, including the form of the third goal of Christian education (Government Regulation of the Republic of Indonesia Number 55 of 2007, n.d.).

Christian Religious Education aims to provide knowledge and form students' attitudes, personalities, and skills in practicing their religious teachings, which are carried out at least through courses at

all levels and types of education. The purpose of religious education is to encourage students to obey the teachings of their religion in everyday life and make religion the basis of ethics and morals in personal life, family, society, nation, and state. It is no different from the learning objectives of Rabbis, namely "Teaching to Do" classified as *didache* (Matthew 7:28), meaning that learning objectives based on the Rabbinate of Jesus include knowledge, attitudes, and doing (doing) are no different from the learning objectives of Christian Religious Education teachers and lecturers.

From the description above, it can be concluded that the objectives of Christian Religious Education try to build mental attitudes, behave and behave honestly, be disciplined, work hard, be independent, confident, competitive, cooperative, sincere, and responsible, foster critical, innovative, and dynamic attitudes, encourage students to have competence in various sciences, technology, arts (science and technology).

Christian Religious Education organizes learning specifically, inspiring, antique, interactive participatory, enthusiastic participatory fun, challenging, encouraging creativity and independence, and fostering motivation for a successful life.

### **Learning Outcomes**

The learning process is currently experiencing many developments and advances. This development and progress cannot be separated from the urgent demands in improving student learning outcomes. The quality of education that exists today is still considered not fully obtained learning outcomes. Quality learning outcomes have become demands and needs that must be met by every educational institution that cannot be negotiated, starting from the basic level to higher education.

The definition of learning outcomes is the ability of students obtained after learning activities (Nugraha et al., 2020). Furthermore, learning outcomes are certain competencies or abilities achieved by students after participating in the teaching and learning process and include cognitive, affective, and

psychomotor skills (Wulandari & Surjono, 2013). Learning outcomes are everything that students achieve with certain assessments that have been determined by the curriculum of the previous educational institution (Mustakim, 2020). Furthermore, student learning outcomes can depend on the learning process carried out (Jayawardana & Gita, 2020).

From the description above, it can be concluded that learning outcomes are the learning outcomes achieved by students after participating in the teaching and learning process. By understanding certain competencies or abilities achieved by students after participating in the teaching and learning process and includes cognitive, affective, and psychomotor skills. Student learning outcomes point to the results that have been achieved, from what students have done or done in the learning process.

### **Definition of Cognitive Learning Outcomes**

The cognitive domain is one of the important aspects in the learning process that relates to the ability to think and knowledge. In this domain, students are expected not only to absorb information but also to be able to process, analyze, and apply this knowledge in

various situations. Cognitive learning outcomes are changes in behavior that occur in the cognition area. The learning process involving cognition includes activities since from reception external stimulus by sensory, storage and processing in the brain into information to the recall of information when needed to solve problems.

Cognitive learning outcomes are the ability of students related to intellectual learning outcomes after receiving a lesson. Learning outcomes in the cognitive domain emphasize students' thinking skills, such as understanding of subject matter, problem solving and others (Mahananingtyas, 2017). The cognitive domain is a domain that emphasizes intellectual aspects or knowledge, such as being able to know, being able to explain and a skill to think (Ratnawulan & Rusdiana, 2015). Cognitive learning outcomes are learning outcomes that include mental (brain) activities such as the ability to think, understand, remember, apply, analyze, synthesize and the ability to evaluate or improve (Nurbudiyani, 2013). Cognitive learning outcomes are as a process of changing individual behavior with the environment

(Fiteriani & Baharudin, 2017). Cognitive learning outcomes are changes in student behavior that take place in the cognition area or the brain's ability to think (Maksum & Purwanto, 2019).

From the description above, it can be concluded that cognitive learning outcomes are student learning outcomes related to intellectual intelligence which are characterized by changes in behavior in the cognition area in the form of the ability to think and absorb material that has been learned.

### **Factors Affecting Cognitive Learning Outcomes**

Factors that influence cognitive learning outcomes are efforts to understand the various aspects that play a role in the success of the student learning process. Cognitive learning outcomes include students' ability to understand, remember, and apply learned knowledge, which is influenced by a number of factors both internal and external. These factors include individual student characteristics, the teaching used, the learning environment, and family support. Understanding the interaction of these factors

is crucial to creating more effective learning strategies to improve students' academic performance.

Factors that affect learning outcomes are external factors. External factors affect student cognitive learning outcomes that come from outside the student. External factors consist of: a) Family Environment. The situations and conditions that exist in the family have a big role in the cognitive learning outcomes obtained by students because the family environment is the main environment in the student learning process. These family environment factors include parenting, relationships between family members, family situations and conditions, family economy and parental attention; b) Learning environment. The learning environment referred to in this case is the campus environment which has a considerable role in the cognitive learning outcomes obtained by students because the learning environment is a place where students carry out learning activities systematically. These learning environment factors include, among others, the quality of learning; c) The curriculum used, the relationship between lecturers and students, the relationship between

students and learning facilities that support student learning process activities; d) Community environment. The situation in the community environment also affects the cognitive learning outcomes obtained by students because in the community environment there are various kinds of educational backgrounds and behaviors. These community environmental factors include activities in the community, social friends, surrounding neighbors, and mass media (Diona, 2016).

From the description above, it can be concluded that the factors that influence cognitive learning outcomes are internal factors and external factors. As for what includes internal factors are physiological factors and psychological factors, this factor is related to health, body condition, physical, intelligence, and talent possessed by students. While influencing external factors are the family environment, learning environment and community environment, which are places and activities in carrying out learning so as to obtain maximum cognitive learning outcomes.

### **Implementation of HOTS (Higher Order Thinking Skills) Based Evaluation in Introductory Christian Religious Education Learning**

The actual assessment process is the implementation stage of learning evaluation after the planning stage is complete. There are a number of tasks that must be completed and these tasks must be completed systematically. These tasks include collecting data, verifying data, processing and analyzing data, interpreting data, and making conclusions. The implementation of HOTS (Higher Order Thinking Skills) based evaluation in learning Introduction to Christian Religious Education that has been carried out is as follows:

1. Data collection. Data collection is the activity of collecting all information from the object. The purpose of this data collection activity is to achieve the predetermined assessment objectives. There are several steps taken to collect this data. The first is through exams (UTS and UAS), in other words giving measuring instruments to students. The next stage is to verify student answers by comparing them with the question answer key. Based on the exam results, a score in the form of numbers will be generated. This score in the

form of numbers will be the data that will be analyzed further.

2. Data verification. Filtering the data before processing it further is the process of data verification. Verification seeks to distinguish between data that is unsatisfactory or that might obstruct the picture that needs to be obtained and data that helps to clarify the picture of the student being assessed.

3. Processing and analyzing data. The purpose of data processing and analysis is to provide context for the information collected during the assessment effort. Statistical procedures can be used to handle and analyze the data. To process and analyze data for the implementation of Christian Religious Education learning evaluation, lecturers calculate the average of student grades.

4. Interpret and draw conclusions. Follow-up is the activity of following up the results of analysis and interpretation. In the evaluation of the learning process, the follow-up is basically related to the learning that will be carried out next and the evaluation of the learning. Learning that will be carried out next is a decision about learning improvement efforts that will be carried out based on the

results of HOTS (Higher Order Thinking Skills) based evaluation in learning Introduction to Christian Religious Education that has been carried out as an effort to improve the quality of further learning, while follow-up learning evaluation deals with the implementation and evaluation instruments that have been carried out regarding the objectives, processes and instruments of evaluating the learning process.

Analyzing the data that has been collected is the process of interpretation. Interpretation is actually the process of verbally interpreting the data that has been processed. If student learning outcomes are to be understood, the conclusion of this interpretation is student grades. If the student's score is known, then an assessment or decision on the student can be made based on the score, such as pass or not, complete or not, competent or not, and so on. Then through calculating the average student score, it will be known whether the learning has gone well and completely.

### **Follow-up Evaluation Based on HOTS (*Higher Order Thinking Skills*) in Learning Introduction to Religious Education Kristen**

Follow-up is an activity to follow up on the results of analysis and interpretation. In the evaluation of the learning process, the follow-up is basically about the learning that will be carried out next and the evaluation of the learning. The learning that will be carried out next is a decision about learning improvement efforts that will be carried out based on the results of the HOTS (*Higher Order Thinking Skills*) based Christian Religious Education learning evaluation that has been carried out as an effort to improve the quality of further learning, while the follow-up learning evaluation concerns the implementation and evaluation instruments that have been carried out regarding the objectives, processes and learning process evaluation instruments.

### **Findings**

The findings show that the lecturers of the Introduction to Christian Religious Education course have applied the principles of HOTS (*Higher Order Thinking*

*Skills*) based learning evaluation in the Introduction to Christian Religious Education course. Based on interviews with both lecturers, it can be seen that learning evaluation is carried out on an ongoing basis to improve learning and perfect the next learning system, so that learning can progress. Furthermore, the learning evaluation of Introduction to Christian Religious Education that has been carried out can measure the strengths and weaknesses of students in achieving learning outcomes. Making learning instruments always refers to the material in accordance with the Introduction to Christian Religious Education handbook through oral and written questions, as well as practices carried out to understand developing issues that can be used as case studies in learning and adjusted to the RPS. The aspects of assessment made in planning the learning evaluation of Introduction to Christian Religious Education are cognitive, affective, and psychomotor aspects. Learning evaluation of Introduction to

Christian Religious Education is also carried out by adjusting the ability or potential of students. The learning evaluation of Introduction to Christian Religious Education that has been carried out also functions to measure the achievement of student learning outcomes, provide feedback for lecturers and students, and become the basis for learning improvement.

In learning Introduction to Christian Religious Education regarding learning material for the Ten Commandments, the purpose of learning evaluation has also been achieved well. Based on the results of interviews with lecturers teaching the Introduction to Christian Religious Education course, the results stated that every semester there must be a measurement of the level of student mastery of learning material. Measurements are made by paying attention to student responses to questions during class, giving assignments, from the results of UTS and UAS. This is in accordance with the objectives of learning evaluation proposed

by Afandi (2013), which states that one of the objectives of learning evaluation is to monitor student learning progress during the learning process and to provide feedback for improving learning programs. Lecturers also always identify the difficulties faced by students in the learning process by asking students directly, observing students during the learning process, and sometimes asking questions via *WhatsApp* outside the classroom to monitor the obstacles faced in lectures. Lecturers teaching the Introduction to Christian Religious Education course have measured the effectiveness of learning Introduction to Christian Religious Education in the classroom by analyzing and interpreting the results of assignments and test or exam results from students.

Then to measure the development of student learning about the material of the Ten Commandments through the assessment of the cognitive aspects of students is usually done by paying attention to the results of student answers to questions in class during learning, the

results of assignments, and the results of UTS and UAS. Course lecturers have also assessed student attitudes in accordance with the material of Introduction to Christian Religious Education by observing how students respond and behave during class and outside the classroom. Then to measure students' learning achievement about the material of the Ten Commandments through the assessment of students' psychomotor aspects, lecturers teaching the Introduction to Christian Religious Education course make observations during worship activities in the classroom before learning begins. In addition, it can also be measured by giving project assignments to students.

#### IV. CONCLUSION

Based on the results of the research and discussion that has been explained, the researcher can draw the following conclusions: Implementation of HOTS (Higher Order Thinking Skills) Based Evaluation in Learning Introduction to Christian Religious Education First Semester PAK Study Program Students

FY. 2024/2025 at IAKN Tarutung has been carried out by the lecturer teaching the course. This can be seen from the application of the principles of learning evaluation in the HOTS (Higher Order Thinking Skills) based Introduction to Christian Religious Education course and the learning evaluation objectives of Introduction to Christian Religious Education that have been achieved. In addition, the lecturers have also understood HOTS (Higher Order Thinking Skills) based assessment and have done it to measure the level of student knowledge ranging from memory, material understanding, material application, analysis skills, evaluation skills and student creativity.

The implementation process of HOTS (Higher Order Thinking Skills) based evaluation in learning Introduction to Christian Religious Education that has been carried out is:

1. HOTS (Higher Order Thinking Skills) based evaluation planning in Introduction to Christian Religious Education learning which includes: a) Determining the purpose of evaluation, based on the results of the analysis of interviews that have been

conducted, to find out whether students have mastered the material for one semester, lecturers take measurements by paying attention to student responses to questions during class, giving assignments, from the results of UTS and UAS; b) Developing a grid, the first thing that lecturers of Introduction to Christian Religious Education do every time they compile tests and make questions is to make a grid. The grids that are made are always adjusted to the Basic Competencies in the RPS that have been prepared based on HOTS (Higher Order Thinking Skills); c) When asking questions, it is important to note that the questions should be based on the curriculum used, which includes basic competencies and indications that have been taught and are based on HOTS (Higher Order Thinking Skills).

2. Implementation of HOTS (Higher Order Thinking Skills) based evaluation in learning Introduction to Christian Religious Education which includes: a) Data collection, there are several steps taken to collect this data. The first is through exams (UTS and UAS), in other words giving measuring instruments to students. The next step is to

verify student answers by comparing them with the question answer key. Based on the exam results, a score in the form of numbers will be generated. This score in the form of numbers will be the data that will be analyzed next; b) Data verification, filtering data before processing it further is the data verification process; c) Processing and analyzing data, to process and analyze data for the implementation of Christian Religious Education learning evaluation, lecturers calculate the average student score; d) Interpreting and drawing conclusions, If the student's score is known, then an assessment or decision on the student can be made based on the score, such as pass or not, complete or not, competent or not, and so on. Then through calculating the average student score, it will be known whether the learning has gone well and completely.

3. Follow-up evaluation based on HOTS (Higher Order Thinking Skills) in learning Introduction to Christian Religious Education Based on the results of the HOTS (Higher Order Thinking Skills) based Christian Religious Education learning evaluation that has been carried out as an effort to improve the

quality of further learning, while the follow-up of learning evaluation is related to the implementation and evaluation instruments that have been carried out regarding the objectives, processes and evaluation instruments of the learning process.

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