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AN ANALYSIS OF HIGHER ORDER THINKING SKILL (HOTS) IN MERDEKA CURRICULUM ENGLISH TEXTBOOK "PATHWAY TO ENGLISH" PUBLISHED BY ERLANGGA FOR GRADE X OF SENIOR HIGH SCHOOL

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Abstract

Higher order thinking skills (HOTS) refer to the more advanced mental processes outlined in Anderson and Krathwohl's updated version of Bloom's taxonomy (2021), comprising analysis, evaluation, and creation.". This research aimed to investigate the composition of HOTS (Higher Order Thinking Skill) in language tasks and knowledge of the English textbook on titled "Pathway" To English For SMA/MA Grade X and to explain the dominant cognitive dimension used in this textbook. The design of this research was descriptive qualitative. This research is classified as a content analysis. A table checklist based on the cognitive domain of the revised Bloom's taxonomy was the instrument of this research. The findings of the research indicate that for language skills, this book is more concerned with HOT than LOTS with the percentage of HOTS at 58,34% and LOTS at 41,66%. The result showed The most dominant level of thinking skill of language skill in this book is analyze (C4), followed by apply (C3), remember (C1), create (C6), evaluate (C5), and understand (C2). For knowledge, it can be concluded that the composition of the Higher Order Thinking Skill (HOTS) presented in the instruction question on the English Textbook is not lower than the Lower Order Thinking Skill (LOTS) with the percentage of HOTS at 20,83% and LOTS at 79,17%. The dominant composition is Apply (C3), followed by Remember (C1), Apply (C4), and Understand (C2). The researcher concludes that for language skill and knowledge, the cognitive dimension of each instruction question is present in the imbalance portion. Based on the result, this book has followed the ministry of education regulation and mereka curriculum in providing HOTS material in the teaching and learning process for language skills and proving LOTS material for knowledge because grammar and vocabulary teach the basics of language. It is suggested for teachers who use this book to be innovative, and creative, even teachers can adapt from other sources in giving instruction to develop students' critical thinking.

Keywords: High Order Thinking Skills (HOTS), Merdeka Curriculum, English Textbook

INTRODUCTION

Textbooks play a crucial role for both educators and learners in the educational journey, particularly when it comes to language learning. Only Textbooks provide teachers with a planned curriculum that outlines what should be covered during the course (Mithans & Ivanus Grmek, 2020). It includes pre-written lesson plans, saving teachers the time and effort of creating learning materials from scratch. Activities, exercises, and examples are frequently included in textbooks that teachers can use in their classes (Mallipa & Murianty, 2019). This collection of resources boosts student participation and engagement in the classroom. Quizzes, examinations, and exercises are common assessment items in textbooks (Puspitayani et al., 2020) These tools help teachers assess student progress and change lessons accordingly. It provide student with a planned learning path to follow. It acts as a reference center for students, allowing them to refer back to explanations, examples, and guidelines anytime they meet difficulties or have questions. This is enable students to learn independently. They can learn at their own pace, return to chapters as needed, and take ownership of their language-learning journey. also sometimes provide a variety of exercises designed to accommodate different learning styles (Yotta, 2023). This variety allows students to practice and improve their language skills.

The selection of the right textbook can have a significant impact on the effectiveness of teaching and learning. The appropriate textbook corresponds to the curriculum and learning objectives(Dharma & Aristo, 2018). It decision guarantees that the textbook's content corresponds to what students are supposed to learn. Textbooks provide a uniform framework for teaching in a variety of classrooms and educational settings. This is critical for preserving educational standards consistency. A well-chosen textbook includes a wide range of topics, providing students with a thorough understanding of the subject (Dharma & Aristo, 2018). It is interesting and visually appealing and can improve student interest and motivation, making the learning process more pleasurable and successful. However, several factors must be considered in order to develop textbook components that meet the demands of students. "Many features of textbooks need to be assessed, one of which is the assignments contained within them (Sihombing & Fitrawati, 2023). Similarly, (Anasy, 2016) suggests that Various components of textbooks, including their design, instructional guidance, teaching materials, and related factors, ought to undergo evaluation. The caliber of these elements significantly impacts students' learning achievements and engagement throughout the educational experience.

Many features should be included in textbooks that can influence learning outcomes and motivate students in the learning process, as required by the curriculum. The Merdeka curriculum is utilized in schools today. In the Merdeka Curriculum, the primary emphasis lies in shaping students' character to align with the Pancasila student profile, which is rooted in six noble personality traits: global diversity, independence, collaborative spirit, critical thinking, and creativity((Putri et al., 2022). It is used as a guideline for all learning implementation in educational units and is developed in response to the demands of students and educational units to make them more relevant. The school has the authority to establish and manage curriculum and learning in accordance with the educational unit's and students' characteristics (Kemendikbudristek BSKAP, 2022). This curriculum will concentrate on key materials as well as the progressive development of student competencies. Students serve as learning centers in the Merdeka Curriculum and are referred to as Student Centers. Students are regarded as the essence of education, thus they must be the primary focus when the learning process requires a facilitator to help them develop their talents, interests, and potential in the subject of English. Teachers, principals, and staff serve as facilitators.

Indonesia introduced the Merdeka Curriculum last year, shifting from a teacher-centered to a student-centered approach. The curriculum overhaul in Indonesia demands a greater emphasis on fostering higher-order thinking skills (HOTS). This enhancement attempts to improve students' readiness for real-world situations. The ability to think critically, logically, reflectively, metacognitively, and creatively is known as Higher Order Thinking Skills (HOTS). Higher-order thinking skill (HOTS) is made up of three cognitive skill categories from Bloom's taxonomy: analysis, synthesis, and assessment. Higher-order thinking skills help students think critically and logically in order to solve difficulties in their daily lives. The government wants students to think more logically and analytically in order to address problems in their daily lives. Furthermore, the policy of the Directorate of High School (2015), referenced in (Febrina et al., 2020) specifies that teacher evaluation of students is expected to develop higher-order thinking abilities, inventiveness, and self-reliance in problem-solving.

There are some previous studies about implementation of HOTS (higher order thinking skill) in English textbook. First conducted by (Sukmawijaya et al., 2020). The results revealed that the HOTS in language skills is well integrated. Furthermore, the content of higher-order thinking skills in assignments from the compulsory English textbook is applicable to the 2013 curriculum. Second conducted by (Febriyani et al., 2020). The results demonstrate that the Higher Order Thinking Skill (HOTS) composition is lower than the Lower Order Thinking Skill (LOTS) composition. Furthermore, recall (C1) is the most prevalent cognitive dimension used in the language skill tasks in

this textbook. The third conducted by (Oktarini et al., 2022). The result showed this journal is more concerned with LOTS than HOTS. The most dominant level of thinking is Understanding (C2). It can be said that it has not fully met the 2013 curriculum standards of the Ministry of Education and Culture. The last conducted by (Anasy, 2016). The result showed this journal is The writer finds that the distribution of the higher order thinking level is lower than the lower order thinking level.

From the 4 journals above It can be concluded that English textbook that have been researched demonstrate that the Higher Order Thinking Skill (HOTS) composition is lower than the Lower Order Thinking Skill (LOTS) composition. In using it, the material to be taught to students must be sorted out because the content of the book is not in accordance with the 2013 curriculum guidance. Here the researcher will examine Composition HOTS and cognitive dominant using in this English textbook on merdeka curriculum on titled “Pathway To English” published by Erlangga for grade x of senior high school PHRASE E. The researcher chose this book because there is no previous research to analyzes the HOTS composition in the book. However, in this study, the researcher applies the higher-order thinking skill hypotheus based on Krathwhot and Anderson's revised edition of Bloom's Taxonomy, which consists of three skills analyze, evaluate, and create. This revised edition is change of Bloom's original taxonomy.

METHOD

The researcher used content analysis because it analyze English textbook content, entitled “Pathway To English” published by Erlangga For Grade X PHRASE E. The researcher employed content analysis on the manual's contents after gathering data through categorization into specific HOTS categories. Additionally, this study used qualitative data because its goals were to analyze data in the form of question-based words through question-word reading exercises based on Bloom's revised taxonomy distribution in English textbooks for each level, particularly the higher-order level of reflection. After that, the data were qualitatively interpreted using a very basic statistical calculation.

The data for this study came from the English textbook on titled “Pathway To English” published by Erlangga For Grade X of Senior High School PHRASE E. In this research, the researcher collected and listed all of tasks in the textbook. The researcher separated all the tasks in the textbook depending on the topics.

Table 1. The Contribution of Tasks

No	Unit	Number of tasks
1.	Language, lens of understanding	33
2.	Unlock the ideas to arts	27
3.	When a disease was declared as a pandemic	35
4.	Good habits during pandemics	27
5.	Smart teenagers in a smart community	27
6.	Help the planet we call home	31

To identify the question, the researcher using table checklist based on the cognitive domain of Bloom’s taxonomy. The original table checklist simply has four columns that include Bloom's taxonomy numbers (NO), task and cognitive domains. As the objective of this study was to evaluate the four skills and two knowledge components within the Merdeka Curriculum English textbook titled "Pathway To English," published by Erlangga for grade X of senior high school, the researcher incorporated a dedicated skill column in this assessment tool. This talent's column was useful for distinguishing each skill under consideration. This instrument comes from a journal written by

febrianty. In this instrument, a keyword column has been introduced to indicate whether the word is intended as lower order thinking skill (LOTS) or higher order thinking skill (HOTS).

Table 2. Table Checklist Form

Unit:									
No	**Task**	**Skill/knowledge**	**Keyword**	**Cognitive Domain of Bloom's Taxonomy**					
				Lower Order Thinking Skill (LOTS)			Higher Order Thinking Skill (HOTS)		
				C1	C2	C3	C4	C5	C6

The analysis card was adapted from (Anderson et al., 2001). The researcher included a column of instructional verbs. The analysis card served as a guide for the researcher in placing words at the appropriate level of Bloom's taxonomy.

Table 3. The Analysis Card

Level	Key Words
Remember:	recall pertinent information from long-term memory
Understand:	Make sense of instructional messages through oral, writing, and graphic communication.
Apply:	In a specific situation, carry out or use a procedure.
Analyze:	Separate a substance into its constituent pieces and establish how the parts relate to one another and to a larger structure or purpose.
Evaluate:	Make decisions using criteria and standards.
Create:	Reorganize elements into a new pattern or structure; bring elements together to make a coherent or functional whole.

RESULT

In this book, there are 180 instruction questions from 6 unit. It consist of 89 reading skills task, 26 listening skills task, 26 writing skills task, 16 speaking skills task, 12 vocabulary knowledge task, and 11 grammatical knowledge task.

Table 4. The composition of HOTS for language skills in English Textbook entitled pathway to English for SMA/MA Grade X PHRASE E

Levels Based on The Revised Bloom's Taxonomy		**Instruction Question**		**TOTAL**	
		Frequency	Percentage	frequency	Percentage
LOTS	Remembering (C1)	23	14,74	65	41,66
	Understanding (C2)	11	7,05		
	Applying (C3)	31	19,87		
HOTS	Analyzing (C4)	57	36,53	91	58,34
	Evaluating C(5)	13	8,33		
	Creating C(6)	21	13,46		
Score		157	100	157	100

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The table above shows that the composition of HOTS (higher other thinking skill) is higher than that of LOTS (higher other thinking skill) for 4 skills in language. The total of HOTS is 58,34% and lots is 41,66%. The distance between HOTS and LOTS is 16,68%. The table clearly showed the composition of Levels Based on Bloom's Taxonomy for language skills in this textbook presented in imbalance portion. As showed in the table above, the difference of compositional percentage is quite big between one and another. In detail, the analyze (C4) has big composition in the textbook with the average of 36,53%, followed by apply (C3) with 19,87%, then the remembering (C1) with 14,74%, next is Creating(C6) 13,46%, after that is evaluate (C5) with 8,33%, and the last is understanding (C2) with 7,05%. Below is an explanation of each Unit's compositional detail and the cognitive dimension that each unit employs.

Table 5. The composition of HOTS for knowledge in English Textbook entitled pathway to English for SMA/MA Grade X PHRASE E

Levels Based on The Revised Bloom's Taxonomy		Instruction Question		TOTAL	
		Frequency	Percentage	Frequency	Percentage
LOTS	Remembering (C1)	6	25	19	79,16
	Understanding (C2)	2	8,33		
	Applying (C3)	11	45,83		
HOTS	Analyzing (C4)	5	20,83	5	20,83
	Evaluating C(5)	-	-		
	Creating C(6)	-	-		
Score		24	100	24	100

The table above shows that the composition of HOTS (higher other thinking skill) is not higher than that of LOTS (higher other thinking skill) for knowledge in language. The total of HOTS is 79,16% and lots is 20,83%. The distance between HOTS and LOTS is 58,33%. The table clearly showed the composition of Levels Based on Bloom's Taxonomy for language skills in this textbook presented in imbalance portion. As showed in the table above, the difference of compositional percentage is quite big between one and another. In detail, the apply (C3) has big composition in the textbook with the average of 45,83%, followed by remember (C1) with 25%, then the analyze (C4) with 20,83%, and the last is understanding (C2) with 8,33%.

DISCUSSION

This section discusses the data that was previously gathered displayed, and analyzed. There were two key areas of focus for the results They involved The composition of HOTS (higher order thinking skill) and The predominant cognitive dimension utilized in language skill and knowledge within the Merdeka Curriculum's English textbook "Pathway To English," published by Erlangga for Grade X of Senior High School.

This study shows that there is a cognitive dimension imbalance in the total language skill tasks examined in the English textbook "titled pathway to English for SMA/MA Grade X PHRASE E." The results showed that the tasks given in this textbook involved both HOTS and LOTS. Reading skill tasks emphasize HOTS, whereas most listening, reading, and speaking tasks emphasize LOTS. The outcome demonstrated that Higher Order Thinking Skill (HOTS) has a higher composition than Lower Order Thinking Skill (LOTS). However, the difference between HOTS and LOTS composition in this book is much different, around 16,68% more composition of HOTS than LOTS.

Instruction questions of HOTS in English textbook very important. HOTS questions better prepare students for real-world challenges where problem-solving and critical analysis are crucial. This

emphasis reflects a shift in education toward developing skills that are applicable in various contexts. It HOTS questions often require a deeper level of understanding. By engaging with more complex questions, students are prompted to explore topics in greater detail, leading to a more comprehensive grasp of the subject matter (Surono et al., 2022). HOTS questions often stimulate creativity and innovation. By prompting students to think beyond the obvious and come up with original ideas, educators aim to develop well-rounded individuals who can approach challenges with creativity.

For language skill to emphasize in HOTS (higher order thinking skills) is reading skill. Reading comprehension often requires students to apply their knowledge to interpret and understand information in a given context. This application of knowledge is a higher-order cognitive process. Many reading comprehension questions aim to go beyond surface-level understanding and encourage students to critically analyze the text, infer meaning, evaluate arguments, and make connections (Anasy, 2016). These tasks involve higher-order cognitive skills. Reading skills are essential for various disciplines, and the ability to critically analyze written information is a valuable real-world skill. Emphasizing HOTS in reading questions helps prepare students for the complexity of information they may encounter in academic, professional, and personal contexts.

For other skill between speaking, listening, writing are more dominant level lots. LOTS questions are often used to assess foundational knowledge and basic understanding of language elements (Surono et al., 2022). Assessments may begin with these questions to ensure that students have a solid grasp of essential vocabulary, grammar, and comprehension before moving on to more complex tasks. The learning objectives for a particular set of exercises may prioritize foundational knowledge and skills over higher-order thinking (Arnellis et al., 2021). The design of educational materials often aligns with specific learning goals and outcomes.

Developing educational materials with a balanced mix of LOTS and HOTS questions requires time and resources. In some cases, constraints such as limited development time or a specific curriculum focus may result in a higher prevalence of LOTS question (Sihombing & Fitrawati, 2023). The design of the curriculum or educational materials may prioritize a gradual and scaffolded approach. LOTS questions provide a stepping stone for students to build their understanding before engaging with more complex HOTS questions (Surono et al., 2022). The questions in the exercises may align with specific learning objectives or assessment criteria. If the primary goal is to assess basic knowledge and comprehension, the questions may naturally reflect this focus. Exercises often start with questions that assess foundational knowledge and understanding. This method guarantees that students acquire a thorough understanding of basic concepts prior to advancing to more intricate cognitive activities.

For knowledge in this book, The outcome demonstrated that Higher Order Thinking Skill (HOTS) has not a higher composition than Lower Order Thinking Skill (LOTS). However, the difference between HOTS and LOTS composition in this book for knowledge is much different, around 58,33% more composition of HOTS than LOTS. Lower-order thinking skills are often necessary to build a foundation of knowledge before moving on to higher-order thinking skills. It's a natural progression in the learning process. Some assessments include a mix of question types, including both lower and higher-order thinking questions, to assess a student's comprehensive understanding of a subject. Educational materials aim to cater to diverse learner needs. Including lower-order thinking tasks can help ensure that all students can grasp fundamental concepts before moving on to more complex ideas. It's essential to have a balanced approach to education, incorporating both lower and higher-order thinking skills to promote a well-rounded understanding of the material.

This book emphasizes instruction questions on level apply (C3). In this step the questions that arise are more dominant on complete sentence. For example complete the sentence for knowledge grammatical. Questions related to completing sentences based on correct grammar are often categorized as Lower Order Thinking Skills (LOTS) because they typically involve the recall and

application of basic grammatical rules (Sainyakit & Yulia, 2021). LOTS questions are focused on foundational knowledge and the ability to remember and apply information rather than higher-order cognitive processes like analysis, synthesis, or evaluation. Completing sentences with correct grammar often requires applying specific rules or conventions that have been previously learned. This is a straightforward application of memorized information. These types of questions usually focus on basic comprehension of grammatical concepts rather than requiring a deeper understanding or analysis of language. Mastering basic grammar is a foundational skill that is necessary before progressing to more advanced language tasks. It provides the groundwork for effective communication and more complex language activities.

It's not uncommon for educational materials to have similarities in instructional questions or prompts between chapters. Similarities in instructions help maintain a cohesive structure across chapters (Maili & Sondari, 2020). This consistency can provide students with a sense of familiarity, making it easier for them to navigate the learning material. If specific skills or learning objectives are consistently addressed across chapters, using similar instructional questions can reinforce those skills. This repetition can contribute to the mastery of key concepts and the development of particular competencies. While questions be similar in structure, they might vary in complexity or depth of thinking (Maili & Sondari, 2020). This allows for a gradual progression in the difficulty of tasks, aligning with the overall learning trajectory. Similarities in instructional questions can make it easier for educators to assess students' progress over time. They can compare responses to similar prompts across different chapters to gauge the development of skills and understanding.

At the end of each chapter there are instruction questions about writing skills at the create (C6) level. Writing ability questions typically require students to integrate and synthesize information from the entire chapter. Placing them at the end ensures that students have covered the necessary content before engaging in a higher-level thinking task that requires them to connect ideas and concepts. Writing ability questions often involve the application of critical thinking, analysis, and communication skills (Baig et al., 2021). By placing them at the end of the chapter, students have the opportunity to develop a solid understanding of the material before being challenged to express their thoughts and ideas in a coherent and well-structured manner. Writing ability questions often require reflection on the material and the application of concepts to real-world situations (Anderson et al., 2001). Placing them at the end encourages students to reflect on what they have learned and articulate their understanding through written expression.

The composition of HOTS in each chapter is wavy. The nature of the content covered in each chapter can influence the complexity of HOTS questions. Some topics may naturally lend themselves to more intricate and abstract thinking, while others may focus on foundational concepts. The variation in question complexity allows for alignment with the specific content being taught (Atiullah et al., 2019). Different chapters may have diverse learning objectives. Some chapters may emphasize analytical thinking, while others may focus on creative problem-solving or evaluative skills. The composition of HOTS questions reflects the varied objectives set for each chapter. Educators often consider the cognitive load placed on students (Surono et al., 2022). Too many highly complex questions in succession can be overwhelming, leading to cognitive fatigue. By incorporating a mix of question complexities, educators aim to manage cognitive load effectively, ensuring that students can engage with the material without feeling overwhelmed.

There are the instruction level of the questions is designated as HOTS but the material level seems to be at a lower order, there reasons why for this discrepancy. Sometimes, educators may start with lower-level material to ensure that learners have a solid foundation before moving on to more complex concepts. It's a progressive approach to scaffold learning (Sainyakit & Yulia, 2021). Educators may use a mix of question levels to cater to the diverse learning needs of students. While

some questions may be higher-order to challenge critical thinking, others may serve to reinforce basic concepts.

The dominant cognitive using for language skill in this book Based on Levels The Revised Bloom's Taxonomy is analyze (C4) with percentage 29,93%. Analyze (C4) has a big composition is almost half of the tasks to HOTS in this textbook. analysis is dominated by reading skills. The total number of reading skills is 39 from 47 instruction question in level.

Reading skills will be better if the instruction questions on level HOTS. Proficient reading skills are fundamental to academic success. Whether in primary, secondary, or higher education, the ability to comprehend and analyze written information is crucial for learning in all subjects (Sihombing & Fitrawati, 2023). Regular reading exposes individuals to new words and phrases, thereby expanding their vocabulary. A rich vocabulary enhances communication skills and contributes to overall language proficiency. Exposure to well-written texts can positively impact one's writing skills. Reading helps individuals understand sentence structure, writing style, and effective communication, leading to improved writing abilities.

The dominant cognitive using for knowledge in this book Based on Levels The Revised Bloom's Taxonomy is apply (C3)with percentage 60,86%. Apply (C3) has a big composition is almost half of the tasks to HOTS in this textbook. analysis is dominated by grammatical. The total number of grammatical is 9 from 11 instruction question in level.

There are no instruction questions of HOTS in knowledge. The complexity of questions often aligns with the educational level and learning objectives. Educational materials often follow a logical progression. Basic concepts are typically introduced first, and as students advance, the complexity of questions may increase. The absence of HOTS questions in a specific set of exercises may be intentional and aligned with the curriculum (Sundby & Karseth, 2022). Some assessment formats, such as multiple-choice questions or true/false questions, may naturally lean towards assessing basic knowledge (Yuliati & Lestari, 2018). Complex HOTS questions might be more effectively presented in open-ended formats that allow for critical thinking and analysis. The development of educational materials can be constrained by time, resources, or curriculum requirements. As a result, exercise questions may not always cover the full spectrum of cognitive skills.

CONCLUSION

Based on unit-by-unit analysis, the researcher concludes that the cognitive dimension of each instruction question presented in the imbalance portion. For language skills, the dominant composition is analyze (C4), followed by apply (C3), remember (C1), create (C6), evaluate (C5), and understand (C2). From the results explained above, it can be concluded that the composition of the Higher Order Thinking Skill (HOTS) presented in the instruction question on the English Textbook entitled “Entitled Pathway to English for SMA/MA Grade X PHRASE E” is not lower than the Lower Order Thinking Skill (LOTS). Furthermore, analysis (C4) is the dominant cognitive dimension used in the instructional questions for the tasks in this textbook. This book is in accordance with the guidance of the Merdeka curriculum because there are more HOTS-level question instructions than LOTS.

For knowledge, there are 24 instruction questions, which include (C1) until (C4). The dominant composition is Apply (C3), followed by Remember (C1), Apply (C4), and Understand (C2). From the results explained above, it can be concluded that the composition of the Higher Order Thinking Skill (HOTS) presented in the instruction question on the English Textbook entitled “Entitled Pathway to English for SMA/MA Grade X PHRASE E” is lower than the Lower Order Thinking Skill (LOTS). Furthermore, application (C3) is the dominant cognitive dimension used in the instructional questions for the tasks in this textbook. Despite this, the researcher discovered that it was challenging to get

students to be HOTS because 53.88 percent of the textbook's tasks were devoted to LOTS. It is evident that they were not aware of the Merdeka curriculum program's philosophy, which aimed to develop students' critical and higher-order thinking abilities.

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