



IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS QUESTIONS IN TEXTBOOKS

Siti Aulia Rohmawati¹, Mujimin²

^{1,2}Universitas Negeri Semarang, Indonesia

Email: ^{1,2}aulyarahmawati330@students.unnes.ac.id

Accepted :

10 January 2025

Published :

10 June 2025

Corresponding Author:

Siti Aulia Rohmawati

Email Corresponding :

aulyarahmawati330@students.unnes.ac.id

ABSTRACT

The application of Higher Order Thinking Skills (HOTS) in the questions of the Gayeng Javanese Language textbook is essential to assess the feasibility of the textbook. One of the indicators for evaluating the feasibility of a textbook in the learning assessment component is the presence of an evaluation format, including worksheets, activity sheets, and HOTS-based practice questions. Therefore, this study aims to describe the implementation of HOTS in both formative and summative assessment questions in the Gayeng Javanese Language Class X textbook, published by Media Karya Putra. This study uses a qualitative approach with a descriptive method and a data card instrument in the form of a table, with data collection techniques based on document review using reading and note-taking techniques. Based on the data analysis, the study shows that the implementation of HOTS in Formative Assessment and Summative Assessment is divided into cognitive level C4, categorized as 'describing', 'organizing', and 'finding implied messages', and cognitive level C5, categorized as 'checking' and 'criticizing'. However, the textbook does not include cognitive level C4 categorized as 'describing', cognitive level C5 categorized as 'criticizing', nor cognitive level C6.

Keywords: *HOTS, Textbooks, Learning Assessment, Javanese Language*

1. INTRODUCTION

The independent curriculum highlights the importance of critical thinking skills, particularly in assessment tools. These skills are demonstrated through comprehension at the cognitive level (Permatasari & Yahya, 2024; Shocheb, 2023). In line with the opinion regarding the quality of assessment tools to improve students' critical thinking skills, there needs to be more attention regarding how to measure the instruments (tests and non-tests) used, as well as the assessment and evaluation methods (Purwaningsih, 2022; Rohmawati, 2022; Southworth, 2022). One of the recommended methods in various forms of learning assessment is by implementing HOTS questions (Rosdiana et al., 2022; Himawan & Suyata, 2021). HOTS questions themselves are closely related to the cognitive domain of Bloom's

taxonomy which is in the category C4 (analyzing), C5 (evaluating), and C6 (creating) (Anderson in (Ichsan et al., 2024; Bloom et al., 1956; Anderson & Krathwohl, 2021).

HOTS-based questions have been emphasized in the current curriculum. However, there is still a gap between the policy and its implementation in the development of questions in textbooks, exam questions, practice questions, and student worksheet questions. In reality, there are still many exam questions or practice questions on worksheets and textbooks that are dominated by memorization and low-level understanding (LOTS) and intermediate-level (MOTS) questions. This can be seen from the research (Astuti, 2021) which analyzes the Javanese language school exam questions for class XII at

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SMAN 1 Kasihan. The Javanese language school exam questions for class XII at the high school are still dominated by questions at the remembering level (C1) totaling 5 questions, understanding questions (C2) totaling 10 questions, and applying questions (C3) totaling 23 questions. There are 7 questions out of 45 questions that are HOTS questions. This is also shown in the study (Ichsan et al., 2024) regarding the implementation of HOTS on school exam questions in Yogyakarta City and Bantul Regency which are not yet proportional because there are no HOTS level questions with the cognitive dimension of creating (C6) which should be 5% of the total questions with this dimension. From these problems, it can be indicated that the development of HOTS questions is still lacking and cannot be used as a means of improving students' critical thinking skills (Elder & Paul, 2020; Fadilah et al., 2023; Putri et al., 2023).

A survey conducted by the OECD (Organization FOR Economic Co-operation and Development) in PISA (Program FOR International Student Assessment) in 2019, showed that Indonesia was ranked 62nd out of 70 countries that were included in the last top ten rankings regarding reading interest (OECD in (Wahyudi et al., 2022; OECD, 2022; OECD, 2020). In line with this opinion, Indonesia has a science literacy ability that is still relatively low with points below the average of other countries at 493 (OECD in Wahyuningsih & Esti, 2021). According to TIMSS and TIMSS Advance in Wahyuningsih and Utami (2021) In relation to high-level thinking skills, the fact shows that physics achievement in Indonesia is ranked 50th out of 53 countries. This can indicate that the level of critical thinking of students in education in Indonesia is still considered lacking. Thus Fauzi et al. (2021) argues that each student's critical thinking indicators can be achieved if the assessment or evaluation given to students uses HOTS level questions. This can be done by getting students used to practicing questions using

various types of questions. Students are given questions that are different from the practice questions that have been worked on before. With that, teachers can create their own practice questions or utilize practice questions found in learning resources such as textbooks.

Textbooks play a role for students as a learning tool that can help them understand and master the teaching material (Mutmainna & Musdar, 2022; Sitio et al., 2023 Baleghizadeh, 2012).

In addition to helping to master the teaching material, textbooks can also help students to measure their understanding of the material taught by the teacher by working on the practice questions contained therein. Textbooks have an important role, therefore textbooks must be of good quality and meet certain standards (Puspitasari, 2019; Novak et al., 2023). Putri et al. (2022) states that the impact of curriculum changes on learning resources can be seen from the updating of textbooks used at each level that have been adjusted to the applicable curriculum standards. The more relevant the textbook is to the curriculum, the better the quality of a textbook. In addition to textbooks having to be relevant to the curriculum, it is also necessary to pay attention to several assessment indicators in other textbooks in order to measure the eligibility of the textbook.

According to Rohmawati and Amalia (2023) in reality there are still 60% of practice questions that are not HOTS level in the Smart Indonesian Language Textbook for Class XII. There are 151 questions that are still LOTS and MOTS level, and 105 HOTS-based questions out of 256 assignment questions in the textbook. In line with this opinion Jihan and Khaq (2024) also argued that there were 82.2% LOTS-based questions and 17.2% HOTS-based questions in the competency test contained in the Natural and Social Sciences Learning textbook for Grade IV Elementary Schools and Islamic Elementary Schools for the 2022/2023

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Academic Year. The opinion above is proof that textbooks still need to be improved in their quality and suitability, especially in the textbook assessment indicators in the evaluation component. With this increase in quality and suitability, it is hoped that textbooks can be used as a learning tool that can be used by teachers to utilize HOTS-based practice questions contained therein. In addition, fulfilling the textbook assessment indicators in the evaluation component can also help students improve their critical thinking quality.

One of the Javanese language textbooks based on the independent curriculum is the Gayeng Basa Jawa Class X Textbook published by Media Karya Putra. This book is equipped with an introduction, greeting, instructions for using the book, learning outcomes, table of contents, and a learning scheme containing learning outcomes, learning objectives, Pancasila student profiles, learning activities, and assessments. The book contains six learning materials, each of which contains teaching materials and practice questions or assessments. The assessments in the textbook are written explicitly, including diagnostic assessments, formative assessments, and summative assessments. In each material, there is one diagnostic assessment and two formative assessments. The formative assessments contained in each material consist of ten multiple-choice questions and five essay questions. The summative assessment is located at the end of each semester in the form of multiple-choice questions consisting of fifty questions. In line with this (Sudaryanto & Widodo, 2020) revealed that assessment and learning cannot be separated, because the quality of good learning can be seen from the quality of its assessment. With the existence of several forms of assessment, textbooks can be used as an effective means in facilitating HOTS-based learning and can help develop high-level thinking skills in students.

One of the indicators of textbook eligibility assessment in the learning evaluation component is the existence of an evaluation format in the form of worksheets, activity sheets, and HOTS-based practice questions. In relation to the research to be conducted, the practice questions or assessments contained in the Gayeng Basa Jawa textbook for class X, it is not yet known whether the operational verbs used in each question item are directed at the high-level cognitive domain or not, so an analysis of the book is needed. This research will be able to provide a comprehensive picture by analyzing HOTS questions in Javanese language textbooks, so that specific differences in the pattern of Javanese language questions can be identified with other subjects contained in previous research. In addition, the research to be conducted is sourced from textbooks, so that this research can be used as a basis for development related to improving the quality of HOTS questions in textbooks in order to improve the quality and eligibility of textbooks in textbook assessment indicators in the evaluation component.

Research related to the implementation of HOTS questions on formative assessment and summative assessment questions in the Gayeng Basa Jawa textbook for class X has been widely conducted previously. Research conducted by (Astuti, 2021) which analyzes the Javanese language school exam questions for class XII at SMAN 1 Kasihan. The Javanese language school exam questions for class XII at the high school are still dominated by questions at the remembering level (C1) totaling 5 questions, understanding questions (C2) totaling 10 questions, and applying questions (C3) totaling 23 questions. There are 7 questions out of 45 questions that are included in HOTS questions. The research (Ichsan et al., 2024) regarding the implementation of HOTS in school exam questions in Yogyakarta City and Bantul Regency which are not yet proportional due to the absence of HOTS level questions with

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the cognitive dimension of creating (C6) which should have questions with this dimension as much as 5% of the total questions. Research Anggarsika et al., (2024) Developing a reading literacy assessment instrument in Javanese language learning with the results of research on reading literacy evaluation instruments in Javanese language learning at junior high school level is needed as a standard test to measure students' reading literacy abilities. Previous studies have not examined the implementation of HOTS questions in formative and summative assessments in the Gayeng Basa Jawa textbook for grade X. Previous studies only focused on the analysis of school exam questions and the development of evaluation instruments. This study will fill the gap in research on the implementation of HOTS questions in textbooks.

Based on the background above, the formulation of the problem of this study is how is the implementation of HOTS on formative and summative assessment questions in the Gayeng Basa Jawa textbook for grade X, published by Media Karya Putra? This study aims to describe the implementation of HOTS on formative and summative assessment questions in the Gayeng Basa Jawa textbook for grade X, published by Media Karya Putra.

2. METHODS

This research employs a qualitative approach with a descriptive method. The data for this study consists of questions from the formative and summative assessments found in the Gayeng Basa Jawa textbook for grade X, published by Media Karya Putra. The source of the data is the Gayeng Basa Jawa textbook for grade X. A data card instrument in the form of a table is used in this study. The data collection technique involves a document review with reading and note-taking methods. Data analysis is conducted through content analysis, following the steps

outlined by Miles and Huberman (in Mayada et al., 2023). The Miles and Huberman analysis model includes four stages, including the data collection stage, data reduction stage, data presentation stage, and conclusion drawing/data verification stage (Miles & Huberman, 2019; Tisdell et al., 2025; Patton, 2020). At the data collection stage, data was collected using a document review method with a reading and note-taking technique on the data source, namely the Gayeng Basa Jawa textbook for class X, published by Media Karya Putra according to the thinking level category in Bloom's Taxonomy theory. The data obtained were in the form of questions on the formative assessment in each chapter and summative assessment in semesters one and two. The second stage is data reduction, the data found is presented using a data card instrument in the form of a table with a cognitive level column, a category of thinking level in the cognitive domain, question codes, and the total of all questions. From the table, the author describes the data based on the main findings with systematic, logical, and easy-to-understand language. The conclusion drawing in this study is by interpreting the results of data analysis and interpretation. In this case, it will be known whether the formative and summative assessment questions in the Gayeng Basa Jawa textbook for class X, published by Media Karya Putra have been classified as meeting the HOTS indicators.

3. RESULTS AND DISCUSSION

The data taken in this study were formative assessment and summative assessment questions in semesters one and two. The questions were taken from chapters one to six with a total of 215 multiple-choice questions. In the formative assessment of chapters one, four, five, and six, there were 20 questions in each chapter, chapter two had 25 questions, and chapter three had 10 questions. In the summative assessment, there were 50 questions in each semester. Of

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the total formative and summative assessment questions above, 60 questions were found to meet the HOTS indicators. Based on the data analysis above, it shows that the implementation of HOTS in Formative Assessment and Summative Assessment is divided into cognitive level C4 which is categorized as 'describing',

'organizing', and 'finding implied messages'. Cognitive level C5 which is categorized as 'checking' and 'criticizing'.

The following table shows the results of the HOTS analysis on the Formative Assessment and Summative Assessment in the Gayeng Basa Jawa textbook.

Table 1. HOTS Question Distribution Table in Formative Assessment and Summative Assessment in Gayeng Basa Jawa Class X textbook.

Level Cognitive	Thinking Process Category	Question Code	Number of Questions
C4	To explain	-	-
	Organize	AS11, AS13, AS14, AF415, AF54, AF55, AF512, AF61, AF62, AF63, AF615, AF610, AF612, AF618, AF619, AS220, AS221, AS233, AS235, AS242, AS247	21
	Finding the Implicit Message	AS136, AS138, AF416, AF420, AS26, AS210, AS238	7
C5	Inspect	AF15, AF25, AF210, AF211, AF216, AF217, AF218, AF219, AS116, AS117, AS118, AS119, AS120, AS121, AS122, AS123, AS124, AS146, AS147, AF419, AF64, AF66, AF611, AF620, AS234, AS236, AS243, AS244, AS245, AS246, AS249, AS250	32
	Criticize	-	-

Based on table 1, the results of the HOTS question analysis in the formative assessment and summative assessment in the Gayeng Basa Jawa textbook are described as follows;

1) Analyzing Category (C4)

The implementation of HOTS in formative and summative assessment questions with the cognitive level of analysis (C4) consists of three categories of thinking processes. These processes include 'describing', 'organizing', and 'finding implied messages'. The following are examples of formative and summative assessment questions that are the implementation of HOTS with the cognitive level of analysis.

AS11 Question Item

This is a terrible thing to do!

1. *Minangka green hill backdrop Mburi Segara*

2. *Swaraning the waves immediately touches the heart*

3. *The air immediately feels fresh*

4. *For lots of piles on the edge of the river*

5. *Whitening sand makes people feel at home on their holiday*

Ukara kang ggunakake panca driya paningal yaiku numbers....

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(Sentences that use *panca driya paningal* are indicated by the number)

- 1, 2, & 5
- 2, 3, & 4
- 1, 4, & 5
- 1, 2, & 4
- 3, 4, & 5

Question item AS11 is the number one question item in the first semester summative assessment. The question is classified as an analytical cognitive level with the category of 'organizing' thinking process. In this question, students are not only required to recall the material on the five principles, but are also required to think more critically by distinguishing the relevant and irrelevant parts of the question item above. In line with the opinion (Winarti & Istiyono, 2020), distinguishing certainly involves the process of selecting and sorting out relevant or important parts of a structure. Therefore, students must analyze by selecting the choices of sentences in the questions above that are relevant to sentences that use *panca driya paningal*.

AS13 Question Item

Gatekna wacan ing ngisor iki kanggo mangsuli pitaonan number 3-4!

One of the tourism destinations in Yogyakarta City is Parangtritis. Parangtritis menika wonten ing Kretek Distri

Pasawangan Parangtritis pancen nengsemake. Want to set aside kiwa katon cliff sing dhuwur really, want to set aside tengen katon watu gedhe minangka pangaling-aling saka waves kang guess when wae. The beach is neat with white, gray waves and a really neat combination of green.
(2)

Adhebasic description text structure, kapisan paragraph (1) namely Minangka

(Based on the structure of the descriptive text, the first paragraph (1) is)

- definition
- section description
- seat*'conclusion'
- identification
- the irahan*'title'

Question item AS13 is question item number three in the first semester summative assessment. The question is classified as HOTS C4 with the category of 'organizing' thinking process. In this question, students are not only required to recall the material regarding the structure of descriptive text, but are also required to think more critically by organizing or determining parts of the structure of the descriptive text in the first paragraph of the question. Organizing is the process of determining an element that fits in a structure or organization by identifying the elements that form it (Winarti & Istiyono, 2020). Therefore, students will think more critically by not only remembering the structures of descriptive texts, but also directly determining which part of the paragraph referred to in the question is included in the structure of the descriptive text.

AF45 question item

Wacanen geguritan ing ngisor iki!

Sun-gegurit:

The character of the teak village people,

Be careful,

Waning to do Juti's wedding,

Love is the key to happiness,

Bring a wise man,

Relieved by the constant kindness,

Keep your promise,

Bekti Gusti yayah wibi

Text geguritan ing ndhuwur migunakake paugeran Tibaning swara padha, mula geguritan kabuat kalebu gagrag

(The text of the poem above uses the same rhyme, so the poem is a type of poem....)

- new*'new'
- literature
- old*'long'
- voice*'voice'
- middle*'mid'

Question AF45 is question number five in the formative assessment chapter four. The question is classified as HOTS C4 with the category of 'organizing' thinking process. In this question, students are not only required to recall the material regarding the types of

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geguritan and the characteristics of geguritan according to their types, but are also required to think more critically by organizing or determining what type of geguritan the question above belongs to. In line with the opinion (Winarti & Istiyono, 2020), organizing is also a process of recognizing the correlation between its constituent elements. From the questions above, students do not only remember the types of geguritan and the characteristics of geguritan gagrag lama, tengahan and baru, but also need to directly relate them to the examples of geguritan in the questions including which types of geguritan.

AS26 Question Item

Gatekna pethilan geguritan ing ngisor iki!

*Rikmanu luwih alus saka sewuning silk
I didn't wipe it, I just got angry
time*

*Citraan kang kamot ing pethilan geguritan
ing ndhuwur yaiku....*

(The imagery contained in the poem excerpt above is...)

- the wizard*'vision'
- deaf*'hearing'
- 'feeling*'feeling'
- 'pandemic*'touch'
- taste image

Question item AS26 is question item number six in the second semester summative assessment. The question is classified as HOTS C4 with the category of thinking process 'finding implied messages' or in other words attributing. Attributing is the process of determining the point of view, bias, values, or intent on a material presented (Winarti & Istiyono, 2020). From the questions above, students are not only required to recall the material regarding the elements contained in the poem. This will be able to improve students' thinking process because they not only carry out the process of remembering and understanding, but also carry out the process of analyzing the intrinsic elements in the story to find the answer.

AS210 Question Items

Wacanen geguritan ing ngsor iki!

LITTLE NANDUR

The Name of Yusuf Susilo Hartono

Nandur kecil because tuwuh becik

Yen made sis a joke

People don't bother dancing

*Nanging dina iki sadhengan in the kebak
ravine,*

Add to my mind

Amba ambra-ambra

Human beings have different appearances

Raseksa-rasek, the land of Java

Megatruh Kebak

Planting a small tree, downloading rawe

Well, this is a beautiful person

Oglak-aglik

Sing Dora adds minulya

Panjebar Spirit No.31, 30 July 2022

*Manut geguritan ing ndhuwur, kang kamot
yaiku theme....*

(In accordance with the poem above, the theme contained is...)

- 'the treasury*'life'
- 'romance*'
- 'love*'friendship'
- culture*'culture'
- 'religion*'education'

Question item AS210 is question item number ten in the second semester summative assessment. The question is classified as HOTS C4 with the category of the thinking process 'finding implied messages' or in other words attributing. From the question item above, students are not only required to recall the material regarding

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the elements contained in the geguritan. To be able to answer the questions in the question item above, students need to understand the contents contained in the poem above and then conclude what theme the poem above includes.

2) Evaluating Category (C5)

The implementation of HOTS in formative assessment questions and summative assessments which are the implementation of HOTS C5.

AF15 Question Item

Gatekna wacan ing ngisor iki kanggo mangsuli pitakonan number 5-6!

The Harau Valley is located in Limatpuluh Kota Regency, West Sumatra Province, and there is a Kanthi ravine with a diameter of 400 meters. Harau Valley misuwur kanthi kaendahan sing nggumunake. Uniquely shaped granite cliffs line the valley. Wiwit mlebu Harau valley, local visitors can live in Pasawangan sing nggumunake iki.

Ukara kang bener kanggo jangkepi ukara ing paragraph yaiku

(The correct sentence to complete the paragraph is)

- The steep granite cliffs are 80-300 meters high*
'These steep granite cliffs have a height of 80-300 meters'
- Visitors to Suwe Island want to ndeleng this Pasawangan*
'Visitors have long wanted to see this view'
- Harau Valley is no less beautiful than the Grand Canyon in the United States*
'Harau Valley is no less beautiful than the Grand Canyon in the United States'
- This granite cliff in Minangka is one of the tourist boards in West Sumatra Province*
'This granite cliff is one of the tourist attractions in West Sumatra Province.'
- So the visitors are very happy with the Harau Valley*

'Many visitors are attracted by the beauty of Harau Valley'

Question item AF15 is question item number five in the formative assessment chapter one. The question is classified as HOTS C5 with the category of 'checking' thinking process. In line with the opinion (Winarti & Istiyono, 2020), checking is the process of testing hypotheses and or statements and or hypotheses. In the question above, students conduct testing which is a form of data investigation in the form of several sentence choices in the answer options can support or even contradict the context of the sentence in the paragraph above.

AS234 Question Item

Ing ngisor iki basa ngoko alus bro bener yaiku

(Below is the correct use of ngoko alus language, namely....)

- Kowe arep ndherek Sir or not?*
'Do you want to come with me or not?'
- I'm ready to be flushed, nganggo banyu anget*
'I want to take a warm shower'
- Kite iki paringna pakdhe utawa budhe*
'Give this letter to your uncle or aunt.'
- Kindergarten kids yen jam sanga wis padha kondur*
'Kindergarten children go home at nine o'clock.'
- I'm ready to follow the market and my mother follows the shopping*
'I want to go to the market with my mother to shop'

Question item AS234 is question item number thirty-four in the second semester summative assessment. The question is classified as HOTS C5 with the category of 'checking' thinking process. Checking is the process of detecting errors or mistakes in a process or product. (Winarti & Istiyono, 2020). In the questions above, students are not only required to remember the material on Javanese politeness, but students are also required to check each answer option one by

one and then detect which answer is included in the category of polite language.

4. CONCLUSION

The implementation of HOTS in the formative and summative assessments of the Gayeng Javanese Language textbook for grade X is distributed across the analytical thinking process category (C4), with variations of critical thinking including 'describing', 'organizing', and 'finding implied messages'. A total of 28 multiple-choice questions in both the formative and summative assessments for the first and second semesters are classified under C4. In the evaluating thinking process category (C5), with the variation of critical thinking 'checking', there are 32 multiple-choice questions in the formative and summative assessments for both semesters. The study indicates that HOTS is adequately implemented in the Gayeng Javanese Language textbook, with a focus on critical thinking skills such as analysis and evaluation. However, the absence of higher-level cognitive processes (such as 'criticizing' and 'creating') suggests room for improvement in the textbook's assessment design. The findings highlight the need to integrate a wider range of cognitive levels in assessment questions, especially those involving evaluation and creation (C5 and C6), to further develop students' higher-order thinking abilities. This could enhance the textbook's effectiveness in fostering critical thinking skills in students. Future studies could explore the inclusion of higher cognitive levels (C5 and C6) in assessment questions and investigate their impact on students' learning outcomes. Additionally, research could focus on comparing the application of HOTS in other textbooks to identify best practices in developing effective assessment tools for fostering critical thinking in students.

5. ACKNOWLEDGEMENT

The research on HOTS implementation in Gayeng Basa Jawa textbook is still incomplete and varies in the cognitive processes applied. Therefore, it is hoped that in the future the application of HOTS questions will be further improved. With the improvement in quality and feasibility, it is hoped that textbooks can be used as a learning tool that can be used by teachers to utilize HOTS-based practice questions contained therein. In addition, by fulfilling the textbook assessment indicators in the evaluation component, it can also help students improve the quality of more critical thinking.

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