THE HIGHER ORDER THINKING SKILLS (HOTS) DIMENSION IN THE TEXTBOOK "WASKITHA BASA Lan SASTRA JAWA SMA KELAS X"

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Abstract

To enhance critical thinking skills and the basic literacy of Indonesian human resources, textbooks containing HOTS are needed as a guide in the education process. This study aims to reveal the dimensions of HOTS cognitive processes contained in the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" published by Erlangga in 2023. This research is a qualitative descriptive study with content analysis technique within the book in the form of sentences indicating HOTS-based activities or tasks. The data collection technique used intensive reading. The data obtained were analyzed using the Revised Bloom's Taxonomy 2001 table. The analysis results of HOTS data dimensions in lesson planning, learning processes, and learning evaluation in the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" show a consistent emphasis on the development of high-level thinking skills such as analysis, evaluation, and creation. There is a significant amount of HOTS data in all aspects of learning, indicating that this textbook encourages students to think critically. The evaluation dimension (C 5.1) has the highest amount of HOTS data, emphasizing the importance of students' ability to evaluate and criticize materials. However, there is potential to improve the focus on the creation (C 6.1) and planning (C 6.2) dimensions, which have lower amounts of HOTS data. Therefore, the main conclusion is that this textbook has succeeded in promoting high-level thinking skills, but there is still room for improvement, especially in the aspects of creating and planning learning.

Keywords: Dimensions, HOTS, Textbook.

Introduction

Currently, there is a need for human resources with strong critical thinking and basic literacy skills to compete nationally and internationally. According to the Programme for International Student Assessment (PISA) conducted by the Organization for Economic Co-Operation and Development (OECD) in 2018, the critical thinking and basic literacy skills of Indonesian students ranked among the bottom 10 out of 79 participating countries (McComas, 2014). Kepala Badan Penelitian dan Pengembangan (Balitbang) Kementerian Pendidikan dan Kebudayaan (Kemendikbud), Totok Suprayitno, believes that to address Indonesia's lag in international surveys, particularly in PISA results, Indonesia needs to implement learning methods that demand students to enhance their critical thinking skills or Higher Order Thinking Skills (HOTS). HOTS itself is a set of high-level thinking skills that require individuals to think critically, creatively, and analytically about information and data to solve problems (Tasrif, 2022).

The application of HOTS in efforts to enhance students' abilities has been proven effective, as evidenced by research conducted by (Hasanah & Warjana, 2019), (Siti Rofiqoh, 2020), (Ananda & Retnawati, 2023), and (WIDJANARKO, 2022) which showed improvement in students' abilities after implementing HOTS-based learning. According to (Kristiyono, 2018), the implementation of HOTS requires the involvement of all parties not only at the conceptual level but also in practical terms, such as providing supporting facilities like textbooks or other media. To meet the expected human resource needs, the learning process can be facilitated by using quality textbooks that incorporate HOTS in all aspects. Previous research conducted by (Suvina & Ramly, 2021), (Huda et al., 2021), and (Rosdiana et al., 2022) examined the content of HOTS in textbooks, but only in specific aspects. Therefore, the presence of HOTS content in the textbooks under study cannot be fully understood in all aspects. This raises doubts about the quality of textbooks currently in circulation.

(Mudzakir AS, 2010) explains that there are two components that determine the quality of textbooks: the basic component and the enhancement component. HOTS can be included in the basic component in the presentation aspect, which includes learning objectives and content/material aspects, while in the evaluation aspect or questions, it falls under the enhancement component. The inclusion of HOTS content in all aspects of textbooks is crucial, especially since textbooks are the most trusted source of learning today. This is reinforced by (Permendikbud Nomor 8 Tahun 2016, 2016) regarding textbooks used by educational units, which states that textbooks are the main source of learning to achieve basic competencies and core competencies and are deemed suitable by the Ministry of Education and Culture for use in educational units.

The launch of the Merdeka curriculum in 2022 by Menteri Pendidikan Nadiem Anwar Makarim has impacted the entire education system, including the textbooks used, as the curriculum is the main reference for textbook development. In addition to the curriculum as a reference in textbook development (Sitepu, 2014). adds that in its presentation, textbooks need to consider and apply several learning theories in developing the main material. The inclusion of HOTS content in all aspects should be presented using appropriate learning theories so that each aspect and main material in the textbooks correlate and are continuous, aiming to facilitate students' understanding of the subject matter and enhance their learning motivation.

To meet the needs of the latest curriculum, Erlangga published the "Waskitha Basa lan Sastra Jawa" textbook for Grade X in 2023. While the textbook includes Higher Order Thinking Skills (HOTS) content in its assessment aspects, further research is necessary to identify HOTS content within its learning objectives and core materials. This study aims to conduct an in-depth examination of the textbook to assess the distribution and integration of HOTS dimensions across all aspects. The benefit of this research is to serve as a reference for teachers or educators in selecting textbooks once the HOTS content within all aspects of the textbook is known.

Methodology

A qualitative descriptive approach with content analysis technique was utilized in this study. The data collected consisted of sentences indicating activities or tasks with HOTS content in the aspects of lesson planning, learning process, and learning evaluation in the textbook. The object or data source of this research is the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" published by Erlangga in 2023. In each chapter of the textbook, there are three parts: Lesson planning presented in the form of learning objectives, learning process consisting of material and activities for students, and learning evaluation consisting of questions.

To obtain data, the data collection technique employed was intensive reading, meaning repeated and in-depth reading to obtain valid results overall. The acquired data were then recorded using data card research instruments and categorized accordingly. The data were analyzed using the Bloom's taxonomy table, which divides cognitive process dimensions into six. C 1, C 2, C 3 fall into the category of Low Order Thinking Skills (LOTS). Analyzing (C 4), evaluating (C 5), and creating (C 6) fall into the category of Higher Order Thinking Skills (HOTS) (Anderson et al., 2001). The focus of this research was solely on data of cognitive process dimension categories of HOTS, which were then divided according to their sub-indicator dimensions such as analyzing (C 4) divided into three: differentiation dimension (C 4.1), organization dimension (C 4.2), attribution dimension (C 4.3). for evaluating (C 5) divided into two: inspection dimension (C 5.1), and criticism dimension (C 5.2). while for creating (C 6) divided into three: creation dimension (C 6.1), planning dimension (C 6.2), and production dimension (C 6.3).

Finding and discusion

In the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" published by Erlangga in 2023, there are 6 chapters divided into Chapters 1-3 for the odd semester and Chapters 4-6 for the even semester. Chapter 1 covers non-literary texts, Chapter 2 covers news reports (pawarta), Chapter 3 covers poetry (geguritan), Chapter 4 covers wayang texts, Chapter 5 covers Javanese script (aksara Jawa), and Chapter 6 covers Javanese language etiquette (unggah-ungguh bahasa Jawa).

In the book "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X," a total of 319 sentences indicating student activities or tasks were found. After analyzing these 319 sentences, it was found that 192 sentences contained HOTS content, while the rest were categorized as LOTS data. The distribution of data in the book regarding lesson planning consisted of 24 data points, 66 data points for the learning process aspect, and 102 data points for the learning evaluation aspect.

lesson planning

In the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" published by Erlangga in 2023, lesson planning is presented in the form of learning objectives in each chapter. There are 41 competencies divided into six chapters in the textbook that are expected to be achieved after students complete the learning process. After analyzing these 41 competencies, 24 competencies containing HOTS content in the cognitive process dimension of analyzing (C 4), evaluating (C 5), and creating (C 6) were identified. The distribution of HOTS data according to its sub-indicators can be seen in the table below.

Table 1. Distribution of HOTS Data in Lesson Planning of the Textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X"

Cognitive Process Dimension	Sub-Indicator Dimension	amount
C 4 (Analyze)	1. (Differentiation)	2
	2. (Organizing)	5
	3. (Attribution)	7
C 5 (Evaluate)	1. (Checking)	2
	2. (Critiquing)	2
C 6 (Create)	1. (Making)	0
	2. (Planning)	0
	3. (Production)	6
Total		24

Based on Table 1, in the differentiation dimension (C 4.1), there were 2 HOTS data found. For example, data number 6:

“Setelah mempelajari bab ini, peserta didik diharapkan mampu: 4. Menunjukkan isi yang terdapat dalam pawarta;”
"After studying this chapter, students are expected to: 4. Show the content found in the news report;"
The above data falls into the differentiation dimension (C 4.1) because the competency expected of students is to show the content of the news report or news, students need to analyze the provided news text by separating the important and unimportant parts in the news. Competencies classified in the differentiation dimension (C 4.1) can be found in chapters 2 and 4.
HOTS data classified in the organization dimension (C 4.2) were found in 5 instances. For example, organization data number 23:
“Setelah mempelajari bab ini, peserta didik diharapkan mampu: 3. Mengidentifikasi penggunaan bahasa Jawa sesuai dengan kaidah kebahasaan dan unggah-ungguh basa untuk acara resmi.”
"After studying this chapter, students are expected to: 3. Identify the use of Javanese language in accordance with language rules and etiquette for official events."
The above data falls into the organization dimension (C 4.2) because the competency expected of students is to identify the use of Javanese language in accordance with language rules and etiquette. Students need to have the ability to determine elements that comply with language rules. This type of data can be found in chapters 2, 3, 5, and 6, with 1-2 competencies each, while in chapters 1 and 4, no competencies classified in the organization dimension (C 4.2) were found.
HOTS data classified in the attribution dimension (C 4.3) were found in 7 instances. For example, attribution dimension data number 2:
“Setelah mempelajari bab ini, peserta didik diharapkan mampu: 4. Menemukan makna tersurat dan tersirat dari berbagai jenis teks non sastra;”
"After studying this chapter, students are expected to: 4. Find the explicit and implicit meanings of various non-literary texts;"
The above data falls into the attribution dimension (C 4.3) because the competency expected of students is to find the explicit and implicit meanings from various types of non-literary texts, to find the explicit and implicit meanings, analysis needs to be done on the presented non-literary texts first. This type of data can be found in chapters 1 through 5, each consisting of 1-2 competencies classified in the attribution dimension (C 4.3), while in chapter 6, no competencies in the attribution dimension (C 4.3) were found.
HOTS data classified in the examination dimension (C 5.1) were found in 2 instances. For example, examination dimension data number 13:
“Setelah mempelajari bab ini, peserta didik diharapkan mampu: 5. Membandingkan teks sastra geguritan gagrag lawas dan gagrag anyar;”
"After studying this chapter, students are expected to: 5. Compare the geguritan literary texts, gagrag lawas and gagrag anyar;"
The above data falls into the examination dimension (C 5.1) because the competency expected of students is to detect consistency and assess two types of geguritan texts, gagrag lawas and gagrag anyar. Competencies classified in the examination dimension (C 5.1) can be found only in chapters 3 and 4.
HOTS data classified in the criticism dimension (C 5.2) were found in 2 instances. For example, criticism dimension data number 14:
“Setelah mempelajari bab ini, peserta didik diharapkan mampu: 7. Mengkritik teks sastra geguritan;”
"After studying this chapter, students are expected to: 7. Critique geguritan literary texts;"
The above data falls into the criticism dimension (C 5.2) because the competency expected of students is to evaluate and provide feedback or input on geguritan

texts regarding their structure and meaning. Competencies classified in the criticism dimension (C 5.2) can be found in chapters 3 and 5.

Based on Table 1, HOTS data classified in the making dimension (C 6.1) and HOTS data in the planning dimension (C 6.2) did not find relevant competencies in the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X."

HOTS data classified in the production dimension (C 6.3) were found in 6 instances. For example, production dimension data number 3:

"*Setelah mempelajari bab ini, peserta didik diharapkan mampu: 5. Menulis teks non sastra;"*

"After studying this chapter, students are expected to: 5. Write non-literary texts;"

The above data falls into the production dimension (C 6.3) because the competency expected of students is to produce non-literary texts, not just to write. This type of data can be found in chapters 1 through 3, each with 2 competencies, while in chapters 4 through 6, no competencies classified in the production dimension (C 6.3) were found.

learning process

In the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" published by Erlangga in 2023, the learning process is presented in the form of materials and student activities or tasks that hone students' language skills such as listening, reading, speaking, and writing.

The presentation of materials in the learning process cannot be analyzed using Bloom's taxonomy, so only the presentation of student activities or tasks can be examined. In the research process, 86 sentences indicating student activities or tasks were found. After analysis, out of these 86 sentences, 66 activities or tasks were identified to contain HOTS content. The distribution of HOTS data according to its sub-indicators can be seen in the table below.

Table 2. Distribution of HOTS Data in the Learning Process of the Textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X"

Cognitive Process Dimension	Sub-Indicator Dimension	amount
C 4 (Analyze)	4. (Differentiation)	9
	5. (Organizing)	20
	6. (Attribution)	7
C 5 (Evaluate)	3. (Checking)	10
	4. (Critiquing)	10
C 6 (Create)	4. (Making)	1
	5. (Planning)	1
	6. (Production)	8
Total		66

Based on Table 2, HOTS data in the differentiation dimension (C 4.1) were found in 9 instances. An example of differentiation dimension data (C 4.1), like data number 42, is as follows:

"Sawise ngidentifikasi unggah-ungguh basa kang digunakake ing teks pawarta kasebut, para siswa saiki bisa gladhen ngrembug isi pawarta nggunakake basa krama. Ewadene sing dirembug kaya kaandharake ngisor iki. Kepriye mula bukane wayang ing Yogyakarta miturut wacan kasebut.*"*

"After identifying the language norms used in the news text, students can now practice discussing the content of the news using formal language. The topics discussed are as described below. How did wayang initially emerge in Yogyakarta according to the reading."

This data falls into the differentiation dimension (C 4.1) because students are required to analyze and discover the initial emergence of wayang in Yogyakarta according to the provided news, necessitating the ability to distinguish between important and unimportant parts.

HOTS data in the organization dimension (C 4.2) were found in 20 instances. An example of organization dimension data (C 4.2), like data number 35, is as follows:

“para siswa maca utawa nyemak pawarta ing ngisor iki kanthi tumemen. Sadurunge para siswa maca utawa nyemak, coba nggatekake pitakon ing ngisor iki. 1. Golekana tema pawarta.“

"Students read or listen to the news below attentively. Before students read or listen, please pay attention to the questions below. 1. Find the news theme."

This data fits into the organization dimension (C 4.2) because students are required to identify one of the internal structures that build the news after reading or listening to the provided news text.

HOTS data in the attribution dimension (C 4.3) were found in 7 instances. An example of attribution dimension data (C 4.3), like data number 67, is as follows:

“Para siswa bisa nuduhake budi pakartine Duryudana lan Arjuna. Para siswa uga bisa ngrungokake utawa nyemak crita kanthi mindai tandha QR kang sumandya. Sawise ngrungokake crita, coba tulisen dudutan budi pakarti saka Duryudana lan Arjuna.”

"Students can identify the character virtues of Duryudana and Arjuna. Students can also listen or read stories by scanning the provided QR code. After listening to the story, try writing down the character virtues of Duryudana and Arjuna."

This data falls into the attribution dimension (C 4.3) because students are required to find the character virtues obtained from the wayang characters Duryudana and Arjuna, after engaging in listening activities.

HOTS data in the examination dimension (C 5.1) were found in 10 instances. An example of examination dimension data (C 5.1), like data number 28, is as follows:

“Coba ditiliki maneh pangira-iramu ana ing kegiatan 1. Pangira-iramu bener apa durung? Wacan babagan wohwohan kasebut bisa mbiyantu anggone nemtokake benar apa orane wangsulan pangira-iramu mau.”

"Take another look at your estimates from activity 1. Are your estimates correct or not? The reading about fruits can help when determining whether your estimates from before are correct or not."

This data fits into the examination dimension (C 5.1) because the sentences refer to activities that require students to evaluate the results of their previous work.

HOTS data in the critique dimension (C 5.2) were found in 10 instances. An example of critique dimension data (C 5.2), like data number 74, is as follows:

“Sawise maca crita wayang kanthi kanthi irah-irahan “Sumantri Ngenger”, sabanjure para siswa bisa ngrembug karo kanca-kancane gegayutan sastra wayang kasebut. Bab kang dirembug kaya kang kaandharaken ing ngisor iki. 5. Wenehana panemumu gegayutan karo crita wayang kanthi irah-irahan “Sumantri Ngenger”.”

"After reading wayang stories with the title "Sumantri Ngenger", then students can discuss with friends about the wayang literature. The topics discussed are as described below. Provide your opinion on the wayang story with the title "Sumantri Ngenger"."

This data falls into the critique dimension (C 5.2) because students are required to give their opinions on the wayang story titled "Sumantri Ngenger".

HOTS data in the creation dimension (C 6.1) were found in 1 instance. An example of creation dimension data (C 6.1), like data number 69, is as follows:

“Para siswa bisa mangerteni isi crita wayang. Saka pethilan crita wayang “Sumantri Ngeger” tulisen critane kanthi mentes ing papan kang wis sumadya.”

"Students can understand the contents of the wayang story. From the excerpt of the wayang story "Sumantri Ngenger", write the story briefly in the provided space."

This instance fits into the creation dimension (C 6.1) because after students understand the provided wayang literary

story, they are required to reproduce the puppetry text concisely.

HOTS data in the planning dimension (C 6.2) were found in 1 instance. An example of planning dimension data (C 6.2), like data number 47, is as follows:

"sadurunge tulis pawarta, para siswa nulis ancer-ancer pawarta kanthi tema bisa milih babagan pendidikan, kabudayan, utawa kedadeyan ing sakiwa tengene. Siswa bisa ngisi ing papan kang wis sumadya."

"Before writing news, students write down the main points with themes that can be chosen about education, culture, or events in their surroundings. Students can fill in the provided space."

This instance fits into the planning dimension (C 6.2) because the activity requires students to make plans before production.

HOTS data in the production dimension (C 6.3) were found in 8 instances. An example of production dimension data (C 6.3), like data number 48, is as follows:

"sawise tulis ancer-ancer, banjur tulis pawarta adhedhasar kagiyatan 6. Siswa bisa ngrembakakake saka ancer-ancer sing wis digawe saka kagiyatan sakdurunge mau ing papan kang wis sumadya."

"After writing the main points, then writing the news based on activity 6. Students can develop from the main points previously made in the previous activity in the provided space."

These instances fit into the production dimension (C 6.3) because the sentences require students to continue the activity of producing news text after preparing the previously made plans.

learning assessment

In the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" published by Erlangga in 2023, learning assessments at the end of each chapter are presented in the form of multiple-choice questions, short answer questions, AKM model questions, pre-projects, and reflections. Meanwhile, for the end-of-semester assessments, there are multiple-choice questions, short answer questions, and AKM model questions. Overall, there are 192 questions in the textbook. After analysis, within these 192 questions, there are 102 questions containing HOTS content to assess students' learning outcomes.

Table 3. Distribution of HOTS Data in Learning Assessment of Textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X"

Cognitive Process Dimension	Sub-Indicator Dimension	amount
C 4 (Analyze)	7. (Differentiation)	25
	8. (Organizing)	9
	9. (Attribution)	16
C 5 (Evaluate)	5. (Checking)	33
	6. (Critiquing)	3
C 6 (Create)	7. (Making)	5
	8. (Planning)	0
	9. (Production)	11
Total		102

Based on Table 3, HOTS data in the differentiation dimension (C 4.1) were found in 25 instances. An example of differentiation dimension data (C 4.1) is data number 186.

"Golekana surasa saka wacan kasebut."

"Find the mood from the text."

The above question falls into the differentiation dimension (C 4.1) because it requires students to analyze and identify the mood or atmosphere in the provided text, necessitating the ability to analyze and select relevant and irrelevant parts to answer the question.

HOTS data in the organization dimension (C 4.2) were found in 9 instances. An example of organization dimension data (C 4.2) is data number 172.

“Miturut stimulus 1, unggah-ungguh basa kang digunakake ing layang kang ditulis Widaningsih migunakake basa . . .”
"According to stimulus 1, the language used in the letter written by Widaningsih uses the language..."
The above question falls into the organization dimension (C 4.2) because it requires students to analyze and organize the stimulus text to identify the language used in the letter.
HOTS data in the attribution dimension (C 4.3) were found in 16 instances. An example of attribution dimension data (C 4.3) is data number 175.
“Golekana makna kang katon ing wacan (tersurat) lan makna kang ora katon ing wacan (tersirat) adhedhasar stimulus 2.”
"Find the meaning seen in the reading (explicit) and the meaning not seen in the reading (implicit) based on stimulus 2."
The above question falls into the attribution dimension (C 4.3) because it requires students to analyze and identify explicit and implicit meanings conveyed by the author.
HOTS data in the evaluation dimension (C 5.1) were found in 33 instances. An example of evaluation dimension data (C 5.1) is data number 114.
“Para siswa wis kasil sinau babagan pawarta. Coba wenehana tandha centhang ing kolom “iya” lan ”durung/ora” gegayutan kagiyatan kang wis dilakoni. Banjur tulisen kang bakal koklakoni ing kolom “kang bakal ditindakake”.”
"Students have learned about news. Try to assess whether the activities that have been carried out are correct or not by marking in the 'yes' and 'not yet' columns. Then write down what will be done in the 'to be done' column."
The above data represents one of the learning assessment activities in the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X", involving reflection activities presented at the end of each chapter. This data falls into the evaluation dimension (C 5.1) because it requires students to evaluate their own understanding of the material learned, followed by introspective actions.
HOTS data in the criticism dimension (C 5.2) were found in 3 instances. An example of criticism dimension data (C 5.2) is data number 99.
“Saka wacan ing stimulus, apa kang ditindakake nom-noman yen dijak mertamu? Miturutmu, tumindak apa kang luwih becik ditindakake?”
"From the reading in the stimulus, what do young people do when invited as guests? In your opinion, what action is better to take?"
The above question falls into the criticism dimension (C 5.2) because it requires students to provide constructive criticism in response to the stimulus presented by the author.
HOTS data in the creation dimension (C 6.1) were found in 5 instances. An example of creation dimension data (C 6.1) is data number 112.
“Coba andharna cara nglestarekake Candhi Pawon supaya tetap misuwur. Andharna kanthi nggunakake basa krama alus.”
"Try to imagine how to preserve Candi Pawon to remain famous. Explain using polite language."
The above question falls into the creation dimension (C 6.1) because it requires students to provide solutions in the form of hypotheses to solve problems presented in the text.
For the planning dimension (C 6.2), no HOTS data were found in the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X"
HOTS data in the production dimension (C 6.3) were found in 11 instances. An example of production dimension data (C 6.3) is data number 177.
“Praktik anggone atur-atur acara bancakan (bermain peran) lan uga bisa atur-atur ngajak para mudha kadang mitra supaya bisa ngormati antarane siji lan sijine gegayutan kebinekaan global.”
"Practice organizing a banquet event and also invite young people to respect each other in relation to global diversity."

The above data represents one of the learning assessment activities in the, "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" involving pre-project activities presented at the end of each chapter. This data falls into the production dimension (C 6.3) because it requires students to be creative in creating role-playing projects in accordance with Javanese culture.

Conclusion

From the data presented in the three tables of HOTS distribution on lesson planning, learning process, and learning assessment in the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X", several conclusions can be drawn as follows.

In the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X", a total of 319 sentences indicating student activities or tasks were found. After analyzing these 319 sentences, 192 sentences were identified as HOTS, while the rest were categorized as LOTS. The distribution of data in the textbook "Waskitha Basa lan Sastra Jawa untuk SMA/MA sederajat kelas X" is as follows: 24 data for lesson planning, 66 data for the learning process, and 102 data for learning assessment. The distribution of HOTS data according to its sub-indicator dimensions are as follows: 36 data for differentiation dimension (C 4.1), 34 data for organization dimension (C 4.2), 30 data for attribution dimension (C 4.3), 45 data for evaluation dimension (C 5.1), 15 data for criticism dimension (C 5.2), 6 data for creation dimension (C 6.1), 1 data for planning dimension (C 6.2), and 25 data for production dimension (C 6.3).

The evaluation dimension (C 5.1) has the highest number of HOTS data in all aspects of learning, totaling 45 data. This indicates that the textbook emphasizes students' abilities to evaluate, examine, and criticize the presented material.

Although there is a good representation of HOTS in analysis and evaluation, it is evident that the creation (C 6.1) and planning (C 6.2) dimensions have lower HOTS data compared to other dimensions. This suggests that there is potential to enhance the focus of learning towards the cognitive process of creation and planning.

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