DIMENSIONS OF HOTS IN THE *"MARDIKA BASA LAN SASTRA JAWA"* TEXTBOOK FOR GRADE VII

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Abstract:

Higher-order thinking skills are closely related to cognitive, affective, and psychomotor domains, forming an integrated part of the teaching and learning process. This study aims to reveal HOTS in the cognitive process dimension within the *"Mardika Basa Lan Sastra Jawa"* textbook for Junior High School/Madrasah Tsanawiyah (SMP/MTs) Grade VII, published by Erlangga in 2022. This research employs a qualitative approach with a descriptive method. The data collected consists of HOTS dimensions found in sentences indicating student activities involving HOTS in the textbook, covering aspects of lesson planning, learning activities, and learning assessments. The data collection technique uses document analysis with reading and note-taking techniques. The obtained data are then analyzed and categorized according to Bloom's taxonomy table, including HOTS in the cognitive process dimension: analyzing (C4), evaluating (C5), and creating (C6). The results of this study indicate that the *"Mardika Basa Lan Sastra Jawa"* textbook for Grade VII contains 25 instances of HOTS in the lesson planning aspect, 83 instances in the learning activities aspect, and 95 instances in the learning assessment aspect.

Keywords: Dimensions, HOTS, Textbook.

Introduction

Improving the quality of education has become a primary focus for various countries, including Indonesia. One effort to achieve this goal is through the development of Higher Order Thinking Skills (HOTS). HOTS is a cognitive process at a higher level that is developed from various concepts and cognitive learning taxonomy methods, such as problem-solving methods, Bloom's taxonomy, and the taxonomy of learning, teaching, and assessment (Saputra, 2016:91). Resnick (1987) explains that higher-order thinking skills involve complex cognitive processes in dissecting material, making conclusions, building representations, analyzing, and establishing complex relationships.

According to Bloom, thinking skills can be divided into two parts: lower-order skills, which include remembering, understanding, and applying, and higher-order skills, which include analyzing, evaluating, and creating. Learning oriented towards HOTS has been a program developed by the Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel (Ditjen GTK) to improve the quality of learning and graduates. This program follows the Ministry of Education's policy that emphasizes HOTS-based learning.

The strengthening of HOTS in the curriculum is a response to the 2015 Programme for International Student Assessment (PISA) research results, which showed that Indonesian students' literacy was ranked among the lowest ten, below Thailand and Vietnam (Huda et al., 2021). This was due to the lack of application of HOTS-oriented questions and materials, such as contextual questions, reasoning, argumentation, and creativity (Fanani, 2018).

Higher-order thinking skills are closely related to the cognitive, affective, and psychomotor domains, which are integrated into the teaching and learning process. The cognitive domain's learning objectives, according to Bloom, include learning activities at six levels from C1 to C6, from the lowest to the highest level. Besides the cognitive domain, the affective domain is also important, relating to attitudes, values, feelings, emotions, and the degree of acceptance or rejection of an object in learning activities (Yoki Ariyana dkk, 2018). Learning resources encompass everything in the form of data, people, and specific objects that can be used to support learning activities, thereby facilitating students in achieving specific learning goals or competencies (Cahyadi A, 2019). One important learning resource is the textbook. Textbooks are compiled based on grade levels and contain learning materials (Febriana et al., 2022). Textbooks are the primary learning resource for achieving basic and core competencies, and they are deemed suitable by the Ministry of Education and Culture for use in educational units (Permendikbud Nomor 8 Tahun 2016, 2016). The presence of textbooks is crucial as the main resource for the independent curriculum. For students, textbooks are the primary learning resource, while for educators, textbooks are the main teaching resource. This is because textbooks are designed to meet the learning achievements of the independent curriculum according to the Minister of Education's decision No. 958/P/2020 (Mawarti & Waskitaningtyas, 2021). A textbook is a standard book that contains instructional texts or teaching materials from a branch of study and is used in schools or educational institutions to obtain certification (Mudzakir AS, 2010). In the context of HOTS dimensions, textbooks are an effective means to facilitate learning based on higher-order thinking skills. The use of textbooks specifically designed to develop HOTS can provide students with deeper understanding, stimulate curiosity, and enhance their critical thinking skills.

Various studies have shown that the analysis of questions in textbooks/student books/teaching materials already includes HOTS indicators based on question analysis guidelines that align with Bloom's taxonomy (Anufa, 2023); (Julianti et al., 2023); (Inderasari et al., 2019); (Sabir et al., 2021). Research by Asphar et al., (2021) aimed to analyze the lesson plans prepared by educators in elementary schools based on HOTS-based lesson plan development indicators. The study by Huda et al., (2021) mapped HOTS in the materials and questions found in high school Indonesian textbooks published by the Ministry of Education and Culture, showing HOTS levels C4, C5, and C6. Questions and materials containing HOTS can habituate students to think critically. However, these books need to increase the number of HOTS-oriented questions and materials. Wardani's (2024) research describes the content feasibility and language feasibility of the *Mardika Basa Lan Sastra Jawa* textbook, obtaining 74.4% content feasibility and 87.5% language feasibility.

Based on research conducted by several researchers, there are similarities and differences in the studies. The similarity lies in the research object being textbooks or teaching books, while the difference lies in the subject studied. Previous research only focused on HOTS questions, while this research analyzes the HOTS dimensions in lesson planning, learning processes, and evaluation of the Mardika Basa Lan Sastra Jawa Class VII textbook.

Methodology
This research employs a qualitative approach with a descriptive method. The data collected consists of sentences that

indicate student activities incorporating HOTS in the textbook's aspects of lesson planning, learning activities, and learning evaluation. The data source used in this study is the *"Mardika Basa Lan Sastra Jawa"* Class VII textbook, published by Erlangga in 2022.

The data collection technique in this study involves document analysis using reading and note-taking techniques. The data is then categorized according to cognitive process dimensions: analyzing (C4), evaluating (C5), and creating (C6). This categorization is done using data cards aligned with sub-indicators (advanced cognitive process dimensions), where analyzing (C4) is divided into three dimensions: differentiation (C4.1), organization (C4.2), and attribution (C4.3). Evaluating (C5) is divided into two dimensions: checking (C5.1) and critiquing (C5.2), while creating (C6) is divided into three dimensions: generating (C6.1), planning (C6.2), and producing (C6.3).

The collected data is then recorded and categorized according to the categories based on Anderson and Krathwohl's revised Bloom's Taxonomy theory.

Finding and Discussion

In the *Mardika Basa Lan Sastra Jawa* textbook for junior high school (SMP/MTs) grade VII, published by Erlangga in 2022, there are 7 chapters divided into Chapters 1-4 for the Odd Semester and Chapters 5-7 for the Even Semester. The content of Chapter 1 is Cultural Events, Chapter 2 is Core Character Building, Chapter 3 is Emulating Heroes, Chapter 4 is Agriculture (Javanese Script), Chapter 5 is Tourism, Chapter 6 is Wisdom, and Chapter 7 is Personal Experience. Each chapter consists of lesson planning, learning activities, and learning assessment.

Lesson Planning

In the *Mardika Basa Lan Sastra Jawa* textbook for junior high school (SMP/MTs) grade VII, published by Erlangga in 2022, each chapter's lesson planning is presented in the learning objectives sheet. There are 28 competencies across 7 chapters in the textbook, aiming for students to achieve the learning objectives after studying and engaging in the lessons. The analysis of these 28 competencies reveals that 25 competencies involve HOTS (Higher-Order Thinking Skills) within the cognitive process dimensions of analyzing (C4), evaluating (C5), and creating (C6). The distribution of HOTS data along with its sub-indicators is shown in the table below.

Table 1. HOTS Data in the Lesson Planning of the "*Mardika Basa Lan Sastra Jawa Grade VII*" Textbook

Cognitive Process Dimension	Sub-Indicator Dimension	Quantity
C4 (Analysis)	Differentiation	2
	Organization	0
	Attribution	4
C5 (Evaluation)	Examination	0
	Critique	12
C6 (Creation)	Generation	5
	Planning	0
	Production	2
Total Data		**25**

Based on Table 1, in the differentiation dimension (C4.1), there are 2 instances of HOTS data. Here is an example of differentiation dimension in the lesson planning of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (1)**: Students are able to: Determine information such as ideas, thoughts, views, directions, or messages from various types of Ramayana puppet stories they read (Learning Objective Chapter 6, page 101).

The meaning of Data (1) is that it falls under the differentiation dimension (C4.1) because the expected competency is for students to determine information from various types of Ramayana puppet stories they read, meaning students must first analyze the Ramayana puppet stories to obtain information such as ideas, thoughts, views, directions, or messages from the stories read.

In the attribution dimension (C4.3), there are 4 instances of HOTS data. Here is an example of attribution dimension in the lesson planning of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (2)**: Students are able to: Convey ideas, thoughts, views, directions, or messages about the content of the Gambuh song in Javanese language according to the rules of usage, grammar, and language manners to express opinions, solve problems, and provide solutions orally in the form of logical, critical, and creative monologues and dialogues (Learning Objective Chapter 2, page 21).

> The meaning of Data (2) is that it falls under the attribution dimension (C4.3) because the expected competency after studying the Gambuh song material is for students to determine the values, content, or meanings underlying the Gambuh song presented.

In the critique dimension (C5.2), there are 12 instances of HOTS data. Here is an example of critique dimension in the lesson planning of the "Mardika Basa Lan Sastra Jawa Grade VII" textbook:

> **Data (3)**: Students are able to: Convey ideas, thoughts, views, directions, or messages in Javanese language according to the rules of usage and grammar to express opinions, solve problems, and provide solutions orally in the form of logical, critical, and creative monologues and dialogues in narrative essays (Learning Objective Chapter 1, page 1).

> The meaning of Data (3) is that it falls under the critique dimension (C5.2) because the expected competency after studying narrative essays is for students to convey ideas, thoughts, views, or evaluations based on the narrative texts according to the rules of Javanese usage.

In the generation dimension (C6.1), there are 5 instances of HOTS data. Here is an example of generation dimension in the lesson planning of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (4)**: Students are able to: Write ideas, thoughts, views, directions, or messages in descriptive essays about tourism for various purposes in a logical, critical, and creative manner using Javanese language according to the rules of usage and grammar (Learning Objective Chapter 5, page 81).

> The meaning of Data (4) is that it falls under the generation dimension (C6.1) because the expected competency after studying descriptive essays is for students to create descriptive essays creatively using Javanese language according to the rules of usage and grammar.

In the production dimension (C6.3), there are 2 instances of HOTS data. Here is an example of production dimension in the lesson planning of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (5)**: Students are able to: Write narrative essays from ideas, thoughts, views, directions, or

messages about socio-cultural topics for various purposes in a logical, critical, and creative manner using Javanese language according to the rules of usage and grammar (Learning Objective Chapter 1, page 1).

The meaning of Data (5) is that it falls under the production dimension (C6.3) because the expected competency after studying narrative essays is for students to produce narrative essays about socio-cultural topics in a logical, critical, and creative manner.

Learning Activities

In the Mardika Basa Lan Sastra Jawa textbook for junior high school (SMP/MTs) grade VII, published by Erlangga in 2022, the learning activities presented in each chapter consist of several tasks. Chapter 1 consists of 6 activities, Chapter 2 consists of 5 activities, Chapter 3 consists of 4 activities, Chapter 4 consists of 8 activities, Chapter 5 consists of 6 activities, Chapter 6 consists of 5 activities, and Chapter 7 consists of 7 activities. An analysis of 107 sub-activities revealed that 83 sub-activities involve HOTS (Higher-Order Thinking Skills) within the cognitive process dimensions of analyzing (C4), evaluating (C5), and creating (C6). The distribution of HOTS data with sub-activities is shown in the table below.

Table 2. HOTS Data in Learning Activities of the *"Mardika Basa Lan Sastra Jawa Grade VII"* Textbook

Cognitive Process Dimension	Sub-Indicator Dimension	Quantity
C4 **(Analysis)**	Differentiation	18
	Organization	40
	Attribution	6
C5 **(Evaluation)**	Examination	5
	Critique	6
C6 **(Creation)**	Generation	0
	Planning	2
	Production	6
Total Data		**83**

Based on Table 2, in the differentiation dimension (C4.1), there are 18 instances of HOTS data. Here is an example of differentiation dimension in the learning activities of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (6)**: *"Tembang macapat Gambuh isih ana ing masarakat Jawa. Coba endi panemumu kang nalar (logis) lan ora nalar (ora logis) marang pratelan ing ngisor iki? Wenehana tandha centhang (√) marang pratelan kang jumbuh."* (Chapter 3 Activity 3, page 26)
> Translation: "The macapat Gambuh song still exists in Javanese society. Give your opinion on which statements below are logical and illogical. Check (√) the correct statements."
> Meaning: Students are expected to distinguish between relevant and irrelevant parts or logical and illogical parts of the Gambuh song by checking the appropriate answers.

In the organization dimension (C4.2), there are 40 instances of HOTS data. Here is an example of the organization dimension in the learning activities of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (7)**: *"Sawise maca crita "Gagak sing Umuk", sapa bae paraga kang ana ing crita kasebut?"* (Chapter 1 Activity 4, page 7)
> Translation: "After reading the story 'The Proud Crow,' who are the characters in the story?"
> Meaning: After reading the story "The Proud Crow," students should be able to find coherence by identifying the characters in the story.

In the attribution dimension (C4.3), there are 6 instances of HOTS data. Here is an example of attribution dimension in the learning activities of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (8)**: *"Andharna piwulang luhur saka crita 'Gagak sing Umuk'."* (Chapter 1 Activity 5, page 8)
> Translation: "Explain the noble values from the story 'The Proud Crow.'"
> Meaning: After reading the story "The Proud Crow," students are expected to explain the noble values in the story. This activity falls under the attribution dimension (C4.3).

In the examination dimension (C5.1), there are 5 instances of HOTS data. Here is an example of the examination dimension in the learning activities of *the "Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (9)**: *"Sawise maca karangan kasebut, saiki siswa bisa mbiji jinise informasi apa wae kang ana, kanthi menehi centhang(√)."* (Chapter 5 Activity 3, page 88)
> Translation: "After reading the text, now students can assess the types of information present by checking (√) the appropriate ones."
> Meaning: After reading the text, students are expected to identify the appropriate types of information by checking them off. This activity falls under the examination dimension (C5.1).

In the critique dimension (C5.2), there are 6 instances of HOTS data. Here is an example of the critique dimension in the learning activities of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (10)**: *"Sawise maca pacelathon iku, coba andharna wosing rembugan antarane Siti lan Yusuf. Apa tanggapanmu ngenani pilihan basa kang digunakake kekarone?"* (Chapter 3 Activity 2, page 41)
> Translation: "After reading the dialogue, try to explain the content of the conversation between Siti and Yusuf. What is your opinion on their choice of language/diction?"
> Meaning: Students are expected to explain the content of the dialogue and provide an evaluation of the language/diction used. This activity falls under the critique dimension (C5.2), where students assess a product based on the dialogue read through their perspective or personal opinion.

In the planning dimension (C6.2), there are 2 instances of HOTS data. Here is an example of the planning dimension in the learning activities of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (11)**: *"Ayo, saiki temtokna sawenehing wujud budaya utawa tradhisi kang ana ing dhaerahmu, banjur tulisen kanthi nggatekake pituduh!"* (Chapter 1 Activity 6, page 12)
> Translation: "Now, identify various forms of culture or traditions in your area and write them down following the instructions!"
> Meaning: Students are expected to identify cultural forms or traditions and create a narrative text based on these, following the narrative text structure. This activity falls under the planning dimension (C6.2), which involves designing a procedure to complete a task based on the given topic.

In the production dimension (C6.3), there are 6 instances of HOTS data. Here is an example of the production dimension in the learning activities of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

Data (12): *"Ayo saiki critakna pengalamanmu sing wis koktulis. Saben siswa kang nyritakake bisa direkam kanthi wujud video. Crita bisa diunggah ing medhiya sosial utawa ing YouTube."* (Chapter 7 Activity 7, page 126)

Translation: "Now, tell your experiences that you have written down. Each student who narrates will be recorded on video. The recorded stories can be uploaded on social media or YouTube."

Meaning: This activity involves creating a product in the form of a video about each student's experiences. The videos are then uploaded to social media or YouTube. This activity falls under the production dimension (C6.3) because it involves creating a product from student learning that is documented as a video and shared on social media or YouTube.

Evaluation of Learning

In the *Mardika Basa Lan Sastra Jawa* textbook for junior high school (SMP/MTs) grade VII, published by Erlangga in 2022, learning evaluation at the end of each chapter includes multiple-choice questions, essay questions, AKM (Assessment of Minimum Competency) model questions, pre-projects, and reflections. At the end of the semester, the evaluation comprises multiple-choice questions and AKM model questions. In total, there are 269 questions in the textbook's evaluations. The analysis results show that out of 269 questions, 95 involve HOTS (Higher-Order Thinking Skills) within the cognitive process dimensions of analyzing (C4), evaluating (C5), and creating (C6). The distribution of HOTS data can be seen in the table below.

Table 3. HOTS Data in Learning Assessment of the *"Mardika Basa Lan Sastra Jawa Grade VII"* Textbook

Cognitive Process Dimension	Sub-Indicator Dimension	Quantity
C4 (Analysis)	Differentiation	22
	Organization	6
	Attribution	17
C5 (Evaluation)	Examination	20
	Critique	17
C6 (Creation)	Generation	6
	Planning	0
	Production	7
Total Data		**95**

Based on Table 3, in the differentiation dimension (C4.1), there are 22 instances of HOTS data. Here is an example of differentiation dimension in the learning assessment of *the "Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

Data (13): *"Gancaran ing ngisor iki jumbuh kaliyan isinipun tembang Gambuh yaiku.."* (Chapter 2 multiple-choice question, page 30)

Translation: "The statement below that matches the content of the Gambuh song is…"

Meaning: Students are expected to analyze the Gambuh song they have read and match it with the correct answer based on the material provided. This data falls under the differentiation dimension (C4.1) in learning assessment because students choose the relevant parts that align with the material read.

In the organization dimension (C4.2), there are 6 instances of HOTS data. Here is an example of the organization dimension in the learning assessment of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

Data (14): *"Geneya ing acara Grebeg Sawal ana rebutan gunungan?"* (Chapter 1 essay question, page 16)

Translation: "Why is there a scramble for gunungan in the Grebeg Syawal event?"

Meaning: Students are expected to elaborate on answers that align with the presented material. This data falls under the organization dimension (C4.2) in learning assessment because it involves arranging evidence about the Grebeg Syawal event into a supporting reason.

In the attribution dimension (C4.3), there are 17 instances of HOTS data. Here is an example of the attribution dimension in the learning assessment of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (15***): "Piwulang kang bisa dijupuk saka tembang kasebut yaiku…"* (Midterm Exam multiple-choice question, page 75)
>
> Translation: "The noble values that can be taken from the song are…"
>
> Meaning: Students are expected to determine the noble values underlying the provided material. This data falls under the attribution dimension (C4.3) in learning assessment because students can conclude the noble values from the Gambuh song material.

In the examination dimension (C5.1), there are 20 instances of HOTS data. Here is an example of the examination dimension in the learning assessment of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (16)**: *"Nitik stimulus 1, antarane Gagak lan Elang duwe kaluwihan dhewe-dhewe. Kalebu duwe watek kang beda antarane paraga cerita. Ing ngisor iki kanyatan utawa minangka fakta kang jumbuh karo pirembugane paraga Elang lan Gagak. Pilihan luwih saka siji."* (Chapter 1 AKM question, page 17)

Translation: "From stimulus 1, both Gagak and Elang have their own strengths. Including having different characters. Below are statements that are facts in line with the discussion of Elang and Gagak characters. Choose more than one."

Meaning: Students are expected to examine statements that are factual in accordance with the conversation between Elang and Gagak by selecting more than one matching statement. This data falls under the examination dimension (C5.1) because students examine the text presented to conclude the statements that match the text.

In the critique dimension (C5.2), there are 17 instances of HOTS data. Here is an example of the critique dimension in the learning assessment of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

> **Data (17)**: *"Adhedhasar stimulus 2, kabecikan sanadyan metu saka apa bae sauger becik pantes dituladhani. Kepriye supaya kabecikan iki bisa dituladhani ora mung awujud tuturan? Andharna panemumu!"* (Chapter 2 AKM question, page 33)
>
> Translation: "Based on stimulus 2, goodness, even in small forms, is worth emulating. How can this goodness be emulated not just in words? Explain your opinion!"
>
> Meaning: Students are expected to provide feedback based on stimulus 2. This data falls under the critique dimension (C5.2) in learning assessment because students evaluate or critique the stimulus.

In the generation dimension (C6.1), there are 6 instances of HOTS data. Here is an example of the generation dimension in the learning assessment of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

Data (18): *"Gawea crita pengalamanmu kang nabet jroning ati 3 paragrap bae. Yen prelu dikantheni poto pengalamanmu."* (End-Term Exam essay question, page 140)

Translation: "Write a story about your most memorable experience in just 3 paragraphs. If necessary, include a photo of the experience."

Meaning: Students are expected to create a story about their memorable experience accompanied by a photo in 3 paragraphs. This data falls under the generation dimension (C6.1) in learning assessment because students generate a story based on their own experiences following the given instructions.

In the production dimension (C6.3), there are 7 instances of HOTS data. Here is an example of the production dimension in the learning assessment of the *"Mardika Basa Lan Sastra Jawa Grade VII"* textbook:

Data (19): *"Praktek gawe pacelathon kanthi paugeran kang trep kanthi wujud video utawa karangan tulis. Asilipun banjur diunggah ing medhiya sosial, umpama Facebook, Instagram, YouTube, TikTok, blog, utawa website sekolah, lan sapanunggalane."* (Pre-project, page 51)

Translation: "Practice making a dialogue according to the rules in the form of a video or written text. The result is then uploaded on social media, such as Facebook, Instagram, YouTube, TikTok, blog, or the school's website, etc."

Meaning: Students are expected to create a video according to the rules, then upload the video on social media, such as Facebook, Instagram, YouTube, TikTok, blog, or the school's website, etc. This data falls under the production dimension (C6.3) because, in the pre-project part of the learning assessment, students create a product in the form of a video.

Conclusions

Based on this research, it can be concluded that the textbook *"Mardika Basa Lan Sastra Jawa"* for junior high school level VII published by Erlangga in 2022 encompasses various levels of Higher Order Thinking Skills (HOTS) in each chapter, including lesson planning, learning activities, and assessments. Through analysis, the book demonstrates that out of a total of 28 competencies in lesson planning, 25 competencies include HOTS cognitive dimensions encompassing analysis (C4), evaluation (C5), and creation (C6). In learning activities, out of 107 sub-activities, 83 sub-activities contain HOTS elements. In assessments, out of 269 questions, 95 questions are HOTS-oriented.

The distribution of HOTS in lesson planning shows dominant data in the dimensions of criticism (C5.2) and creation (C6.1), supporting students' abilities in analyzing information, evaluating, and creating. In learning activities, the organizational dimension (C4.2) predominates, indicating that students are encouraged to organize and articulate the information they learn. Meanwhile, in assessments, the differentiation (C4.1) and examination (C5.1) dimensions are more dominant, guiding students to differentiate relevant information and assess various types of information.

Overall, this textbook has significant potential in developing students' high-level thinking skills (HOTS) through comprehensive activities and assessments. This book can contribute to improving the

quality of learning and students' critical thinking abilities.

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