

COGNITIVE DOMAIN LEVELS IN ENGLISH FOR TOUR GUIDE TEXTBOOK USED IN INDONESIAN TOURISM VOCATIONAL SCHOOLS

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Abstract

This study aims to identify cognitive domain categories found in the textbook used for teaching English for tour guides in tourism vocational schools in Bali, Indonesia. The identification was based on the revised version of Bloom's taxonomy, which suggests six levels of cognitive dimension. The book entitled "English for Professional Tour Guiding Services", was published by PT Gramedia Pustaka Utama. The research employed a mixed-methods approach, combining both qualitative and quantitative data analysis techniques, including content analysis and descriptive quantitative methods. The data were organized in the data analysis table, and the activities were classified based on cognitive dimension levels. The result revealed that the textbook contained 180 activities. The task included 53 (29,4%) remembering, 29 (16%) understanding, 47 (26,1%) applying, 19 (10,5%) analyzing, 16 (9%) evaluating, and 16 (9%) producing. In addition, 129 activities were identified as higher order thinking (HOTS) and 51 activities were considered as lower order thinking (LOTS). The main exercise was remembering and applying which highest cognitive level of the Revised Bloom's Taxonomy. Also, each chapter has a distinct amount of HOTS and LOTS exercises as well. These findings could be treated as an important reference for the decision of material selection in teaching English for Tour Guides in tourism vocational schools.

Keywords – Cognitive Domain, Revised Bloom Taxonomy, HOTS

Introduction

Textbooks serve as pedagogical tools employed by educators and learners, providing a foundational framework for classroom instruction and academic engagement (Radić-Bojanić & Topalov, 2016). Comprising curated content and instructional exercises, textbooks are meticulously crafted resources aimed at elucidating subjects of scholarly inquiry (Zhadko & Ko, 2019). Presently, this instructional material is accessible in both traditional print format and contemporary digital iterations. English guide teachers usually use textbooks as the main materials in the learning process (Tursunovich, 2022). According to Hasibuan (2006), textbooks are compilations authored by experts within a specific field, designed for instructional purposes and objectives. Furthermore, textbooks incorporate teaching tools that are coherent and readily comprehensible to students.

The Curriculum Merdeka, also known as independent learning, originated from the efforts of educational reform in Indonesia (Zidan & Qamariah, 2023). This concept emerged as part of a broader framework for an educational renewal aimed at enhancing the curriculum's relevance to the needs of the workforce and fostering the development of student's potential. The Curriculum Merdeka aims to provide a more meaningful learning experience, prioritizing student-centred learning approaches and allowing more excellent

space for creativity and innovation in the learning process (Agustinova et al, 2023). The Curriculum Merdeka, also known as independent learning, defines a teaching approach that facilitates students to acquire knowledge in a manner characterized by a stress-free, joyful, calm, and unhurried atmosphere. This approach not only emphasizes a relaxed learning environment but also encourages students to express their creativity, innovate, and exhibit their innate abilities (Retnaningrum et al, 2023). In essence, Curriculum Merdeka promotes a holistic and student-centric educational experience that goes beyond traditional methods, fostering a more engaging and fulfilling learning journey. Additionally, Curriculum Merdeka emphasizes individuality and originality, prioritizing the encouragement and development of students' unique abilities (Putra, 2023). Suhartoyo (2017) asserts that critical thinking stands as a pivotal component within the Merdeka curriculum, necessitating seamless integration into the teaching and learning processes. Critical thinking, defined as the intellectual capacity to assess and appraise matters of value, plays a crucial role in honing students' analytical skills and fostering a deeper understanding of various subjects.

In the broader context of English language education, the incorporation of critical thinking skills is imperative for several reasons (Liyange et al, 2021). Firstly, proficiency in critical thinking enables students to engage with English texts more effectively, allowing them to decipher complex ideas and arguments. Moreover, it equips learners with the ability to critically analyze and interpret diverse literary works, thereby enhancing their comprehension and interpretation skills. In the practical application of the English language, critical thinking is indispensable for effective communication, as it enables individuals to express thoughts, ideas, and opinions in a coherent and well-reasoned manner. Ultimately, integrating critical thinking into English language education not only enriches linguistic competence but also cultivates a more discerning and intellectually adept student body.

Nafiati (2021) asserts that when referring to knowledge, it corresponds to the categorization and understanding outlined in Bloom's taxonomy. Bloom's taxonomy is a theoretical concept of thinking by American psychologist Benjamin S. Bloom. The hierarchy describes abilities from LOTS (lower-order thinking) to HOTS (higher-order thinking). The purpose of classification is clear and precise to help teachers achieve their learning goals. The Revised Bloom Taxonomy is the cornerstone of a more realistic approach to curriculum development, teaching and assessment.

According to Darmawan and Sujoko (2013) Bloom divided skills into six categories. Knowledge, comprehension, application, analysis, synthesis, and assessment are among them. Bloom's Taxonomy was revised in the 1990s and the terms or words used in Bloom's Taxonomy information were changed from nouns to verbs. Recall, comprehension, application, analysis, evaluation, and creation are examples of skills. It is then divided into LOTS (lower thinking skills) for remembering, understanding and application, and HOTS (higher thinking decision-making) for analysis, evaluation and design.

In short, many things about HOTS and HOTS ratio are important in the book. The workbook affects the learning process and therefore future learning. This study aims to determine the relationship between book contents and the knowledge dimensions of the Revised Bloom Taxonomy, as well as the main content of the Revised Bloom Taxonomy in the books because the book is an important teaching material for teachers and can be used as the basis for teaching in the classroom to achieve the goals of the class.

The findings align with the work of Horváthová & Nad'ová (2021) from the School of Education at Slovak Nitra Konstantin University. Their study focused on developing critical thinking in reading comprehension across various levels of Bloom's taxonomy. Based on the

research, the author found that the workbook focuses more on thinking (HOTS) and the average score has decreased in the past as there is no average score below 50.0%. The main levels of thinking in this book are memory (C1), analysis (C4), and creation (C6). Additionally, Goktepe (2015) found in textbook "Analysis of Two ESP Courses Using the Revised Bloom Taxonomy" that the most important one is Lower Level Thinking Skills (LOTS). The fact that the ratio of each chapter in the workbook is comprehension (C2) and application (C3), and this ratio is around 30%, shows that these books give more importance to high-level emotions rather than low-level emotions.

In the context of tourism vocational schools in Bali, Indonesia, the book "English for Professional Tour Guiding Services" is the leading learning resource for students. Identification of the problem in this research involves evaluating the book's effectiveness in supporting learning, especially in developing high-level (HOTS) and low-level (LOTS) thinking skills in accordance with Bloom's revised taxonomy. The formulation of the problem in this research involves questions about the extent to which the book succeeds in covering critical aspects of Bloom's revised taxonomy and whether there needs to be more focus on HOTS and LOTS. Meanwhile, this research aims to analyze the tendencies and distribution of cognitive categories in the book. Against this background, there is a gap in research, namely the need to understand to what extent the book "English for Professional Tour Guiding Services" supports the development of students' thinking abilities in the cognitive domain, as well as why there is a need to focus on this research to provide a more in-depth view regarding the curriculum tourism at the vocational level.

The results of this and other studies indicate that the books focus on HOTS and LOTS in the Revised Bloom Taxonomy skills. However, it falls into the higher requirements (HOTS) category. Additionally, the LOTS categories represent only a few of the three lowest levels of knowledge in Bloom's Revised Taxonomy. Based on the findings, the authors of the book "English for Professional Tour Guiding Services" focused on further information. The results of the modified classification of cognitive activities in Bloom's book "English for Professional Tour Guiding Service" showed that the average occurrence of thinking results related to cognitive activities occurs at different rates in each section, while the average occurrence is less. The idea of cognitive activity is considered sufficient, and activity at an average skill level is considered sufficient.

The findings from this and other studies emphasize a predominant focus on Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) within the Revised Bloom Taxonomy skills in the analyzed educational materials. Notably, a concentration on the higher requirements (HOTS) is observed, with limited representation of the three lowest levels of knowledge in Bloom's Revised Taxonomy under the LOTS categories.

What sets our work apart is the specific examination of the book "English for Professional Tour Guiding Services." In contrast to existing studies, our research delves into further details regarding the author's emphasis on additional information. The modified classification of cognitive activities within this specific book reveals divergent rates of occurrence for thinking results related to cognitive activities across different sections. Notably, the average occurrence is found to be less, suggesting a nuanced evaluation of cognitive activity distribution.

The significance of our contribution lies in the meticulous examination of cognitive activities within the context of tour guiding education. This goes beyond the general trend identified in prior studies and provides a nuanced understanding of the distribution of cognitive activities, shedding light on potential areas for improvement. Such insights are

crucial for refining educational materials, ensuring that they effectively address cognitive domain levels in the unique context of Indonesian Tourism Vocational Schools. Our work serves as a valuable addition to the existing literature by offering a more granular analysis and contributing to the ongoing discourse on optimizing educational resources for enhanced learning outcomes in this specialized field.

Methods

Qualitative research was employed in this study, utilizing descriptive research to elucidate and elaborate on the data before its analysis. Becker (2017) declared by connecting data, concept, and evidence iteratively, research can provide understanding. Content analysis was one of the tools the researcher utilized. This shows that this study uses the level of knowledge of the Revised Bloom Taxonomy to analyze the problems in the English book for professional tourism services.

Tasks were analyzed using the cognitive levels of the Revised Bloom Taxonomy scale to understand what level they were at Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5) or Creating (C6). This book identifies which projects fall into LOTS or HOTS groups and which groups are more common.

In this study, the textbook names English for Professional Tour Guiding Services written by Sutanto Leo and published by PT Gramedia Pustaka Utama was used. The book provided independent study materials adapted to practice. The textbook is divided into 17 chapters, each covering a specific topic.

The book "English for Professional Tour Guiding Services" by Sutanto Leo, published by PT Gramedia Pustaka Utama, was chosen to be studied in this research because of its relevance to the tourism vocational school curriculum in Bali, Indonesia. This research aims to evaluate the extent to which the book supports English language learning objectives in the context of professional tour guides, including evaluation of the quality of the materials, teaching methods, and the potential for improving students' English skills. In addition, the research wants to determine the extent to which the book encourages the development of higher-order thinking skills (HOTS) in accordance with the Merdeka Curriculum approach. The decision to research this book reflects the importance of research into learning materials to improve the effectiveness of curriculum and teaching methods in the context of tourism education.

A classification method based on cognitive levels was employed to identify and group learning activities in the book "English for Professional Tour Guiding Services" according to Bloom's revised taxonomy. Additionally, descriptive statistical methods were applied to analyze the frequency and distribution of activities at each taxonomic level, offering a detailed portrayal of the extent to which certain cognitive levels are represented in the learning materials. The data were analyzed using the descriptive method outlined by Miles, Huberman and Saldaña (2014). This analytical approach, commonly referred to as the interactive method, encompasses various tasks, including data reduction, data visualization, and decision-making or validation.

In the data reduction stage, selection, identification, classification and coding of essential data that is relevant for research is carried out. At this stage, Bloom's revised taxonomy is used to identify activities (teaching or problem sources). Next, after data reduction, data presentation is carried out, which involves presenting information in the form of maps, stories or diagrams, as explained by Ose (2016) as data display. In the context of qualitative research, data is presented in the form of worksheets, graphs, tables, or similar

forms, with tables used as one method for displaying data.

In the data analysis process, several measures are used. In this context, "measures" refers to concrete steps taken to group lessons or questions in a book based on levels of knowledge in Bloom's revised taxonomy. This level of knowledge includes Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6). Each chapter is then analyzed, and an evaluation is carried out to determine whether the material falls into the LOTS or HOTS cognitive level. This process involves counting how many instructional elements and questions fall into each category for each chapter and then evaluating the results of the data analysis.

Finding and Discussion

Finding

The prevalent emphasis on Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) in existing studies provides a backdrop for this specific exploration of the book "English for Professional Tour Guiding Services." This aim to unravel distinctive insights into the distribution of cognitive activities within this educational resource. By closely examining cognitive activity occurrence rates across different sections of the book, this research strives to provide a nuanced understanding of thinking results. This in-depth analysis is not only pivotal for refining educational materials but also holds the potential to shape future instructional strategies, offering targeted improvements tailored to the specific needs of learners in the specialized context of professional tour guiding in Indonesia Top of Form.

The textbook under examination comprised a total of 180 tasks, with activities distributed among the participants as follows: 29% fell under the category of "remembering," 16% were classified as "understanding," 26% involved the application of knowledge, 11% required analysis, while both evaluation and creating tasks each constituted 9% of the activities. These findings offer a comprehensive breakdown of the cognitive engagement levels across various tasks in the textbook, shedding light on the emphasis placed on different cognitive skills within the instructional materials. These findings results are shown in the table below.

Table 1. Frequencies and percentages of activities at six levels of expertise

No	Theme	Cognitive Dimensions					
		C1	C2	C3	C4	C5	C6
1	Chapter 1: Greeting and Welcoming Tourists	1 7%	6 40%	3 20%	2 13%	1 7%	2 13%
2	Chapter 2: Asking and Giving Tourist Information	1 8%	1 8%	8 62%	1 8%	1 8%	1 8%
3	Chapter 3: Preparing Tour Itineraries	3 38%	1 13%	3 38%	-	-	1 13%
4	Chapter 4: Orientation Meeting and Briefing	4 40%	3 30%	1 10%	1 10%	1 10%	-
5	Chapter 5: Guiding Commentary on the Way	5 36%	5 36%	2 14%	-	2 14%	-
6	Chapter 6: Giving Local Food Service Information	4 27%	3 20%	4 27%	2 13%	2 13%	-
7	Chapter 7: Telling a Legend	2 18%	1 9%	5 45%	-	2 18%	1 9%
8	Chapter 8: Suggesting Places of Interest to Visit	3 33%	1 11%	3 33%	-	2 22%	-
9	Chapter 9: Dealing with Unexpected Tour Events	1 13%	4 50%	2 25%	1 13%	-	-
10	Chapter 10: Handling Customer Complaints	5 33%	-	7 47%	1 7%	-	2 13%
11	Chapter 11: Explaining Safety, Rule, Etiquette and Customs	3 27%	-	2 18%	1 9%	-	5 45%
12	Chapter 12: Closing and Reporting Tour Activity	4 40%	1 10%	-	2 20%	3 30%	-
13	Chapter 13: Designing Tourist Brochures	3 33%	-	1 11%	3 33%	-	2 22%
14	Chapter 14: Planning Packaged Tours	1 20%	1 20%	-	2 40%	1 20%	-

No	Theme	Cognitive Dimensions					
		C1	C2	C3	C4	C5	C6
15	Chapter 15: Jobs of Tour Guide, Operator, and Manager	3 43%	-	1 14%	3 43%	-	-
16	Chapter 16: Applying For a Job	7 54%	1 8%	3 23%	-	-	2 15%
17	Chapter 17: Attending Job Interviews	3 43%	1 14%	2 28%	-	1 14%	-
	Total = 180	53	29	47	19	16	16
	Percentage = 100%	29%	16%	26%	11%	9%	9%

Table 1 offers a detailed breakdown of the cognitive engagement levels within the analyzed textbook, organized by chapters addressing distinct themes related to tour guiding. Notably, chapters 2, 4, 5, 6, 10, 11, and 16 emerge with a substantial number of activities, signifying a heightened focus on these topics. Meanwhile, chapters 3, 7, 8, 12, 13, 14, and 15 exhibit a moderate number of activities, and chapters 1, 9, and 17 incorporate relatively fewer tasks. Across cognitive dimensions (C1-C6), the most notable trend is the prevalence of "Remember" tasks, indicating a strong emphasis on information recall. "Understand" tasks are present at a moderate level, while activities involving the application of knowledge (C3) are frequent, suggesting a focus on practical skills. Notably, higher-order cognitive skills such as analysis, evaluation, and development are incorporated but to a lesser extent. Chapter 17 stands out with a significant emphasis on higher-order cognitive skills, particularly in the "Remember" and "Apply" dimensions. Overall, the distribution of cognitive tasks underscores a nuanced approach, reflecting varying degrees of cognitive engagement across chapters and shedding light on the textbook's instructional design.

The arrangement of activity categories at certain levels of knowledge, such as remembering, applying, understanding, analyzing, evaluating, and creating, is based on Bloom's revised taxonomy (Bloom et al., 1956). This framework provides a basis for organizing learning activities, facilitating understanding and grouping the different levels of knowledge and cognitive skills that students can achieve. For example, in the book "English for Professional Tour Guide Services," activities such as identifying famous tourist locations in Bali or evaluating the negative impacts of environmental policies in tourism destinations can be grouped into remembering and evaluating levels according to this taxonomy.

The Table 2 shows the distribution of rates and frequencies. According to the explanation above, the dimensions of Bloom's revised taxonomy are used in each section.

Table 2. Cognitive Dimension Distribution in the English for Professional Tour Guide Services

No	Cognitive Dimension Level		Frequencies	Percentage
1	Low Order Thinking Skill	Remembering	53	29%
2		Understanding	29	16%
3		Applying	47	26%
Total			129	72%
4	High Order Thinking Skill	Analyzing	19	11%
5		Evaluating	16	9%
6		Creating	16	9%
Total			51	29%

Table 2 delineates the cognitive dimension distribution within the "English for Professional Tour Guide Services" textbook, categorizing tasks into Low Order Thinking Skills (Remembering, Understanding, Applying) and High Order Thinking Skills (Analyzing, Evaluating, Creating). Notably, remembering tasks hold the highest frequency, constituting 29% of the cognitive activities and suggesting a significant emphasis on information recall. Tasks related to understanding are moderately represented at 16%, reflecting a balanced focus on grasping concepts. Applying tasks, with the highest frequency in the Low Order Thinking

Skills category, account for 26% of activities, underscoring a pronounced emphasis on practical and operational aspects. In contrast, High Order Thinking Skills exhibit a lower overall frequency of 29%, with analyzing tasks at 11%, evaluating at 9%, and creating at 9%. This distribution indicates a multifaceted approach, with a predominant focus on foundational cognitive skills complemented by a balanced inclusion of higher-order thinking tasks, contributing to a well-rounded learning experience for aspiring tour guides. Top of Form

Discussion

The data analysis of this textbook indicates that the most prevalent cognitive feature, according to Bloom's Taxonomy, is remembering in "English for Professional Tour Guiding Services". This indicates that retaining previously covered content is the most crucial aspect of the teaching and learning process in this textbook. According to the study result Table 1, 53 out of 180 tasks involve memory. Tasks that involve creating or obtaining lists, definitions, or facts, or those requiring the recall of previously learned material, appeared to be the most common ones, constituting 29% of the total. Following this, the next significant category is application. There are 47 out of 180 tasks, or 26%, that describe situations for applying knowledge through models, demonstrations, interviews, and simulations.

The data analysis of "English for Professional Tour Guiding Services" underscores a predominant focus on the remembering cognitive dimension, aligning with Bloom's Taxonomy. This finding highlights the significance of retaining previously covered content, suggesting that memory-related tasks play a crucial role in the teaching and learning process within this textbook. In line with recent studies, this emphasis on remembering aligns with broader trends in educational literature that recognize the foundational role of memory in building a strong cognitive framework (Drigas & Mitsea, 2021). However, it's noteworthy to consider contemporary discussions in education, which often advocate for a balance between lower-order and higher-order thinking skills to foster comprehensive cognitive development. Öner, F., & Cırık, İ. (2023) studies in educational research emphasize the importance of application-based learning experiences, aligning with the observed focus on practical knowledge within the textbook.

In the evolving landscape of educational methodologies, Keleman et al (2021) studies stress the need for a balanced approach that integrates both foundational and higher-order cognitive skills. While remembering and applying knowledge remain essential components, contemporary educational discourse encourages the incorporation of tasks that foster analysis, evaluation, and creativity. Therefore, while the emphasis on remembering aligns with the traditional view of building foundational knowledge, future considerations may involve a nuanced approach that integrates diverse cognitive dimensions to cultivate a holistic skill set among learners.

The "English for Professional Tour Guiding Services" textbook features 29 tasks under the category of understanding, constituting 16% of the total. These tasks involve activities such as deciphering, categorizing, summarizing, inferring, comparing, or explaining textual or visual information. The analysis category includes a fewer number of activities, specifically 19 tasks, representing 11%. This proportion, namely 11%, reflects how often analysis activities occur in the overall "English for Professional Tour Guiding Services" book or material. In other words, a fraction of the assignments in the analysis category are compared to the total assignments in the book. This indicates that 11% of the tasks necessitate students to break down ideas or information into smaller parts and then assess how those parts

operate together, relate to one another, or interact with a bigger picture or objective. Furthermore, evaluating and creating activities exhibit the lowest frequency, with only 16 tasks each, making up 9% in the overall tasks for these two activities.

According to Wilson (2001), HOTS they constitute the three highest cognitive levels of the Revised Bloom Taxonomy. They analyze, evaluate, and create. The term HOTS describes the capacity to assess, appraise, and generate original ideas or thoughts (Practice & Bloom 2008). It goes beyond basic memory or understanding and requires critical thinking, problem-solving, and creativity. Later, the three lowest levels of knowledge in the revised Bloom taxonomy were added to the LOTS category. LOTS refers to basic cognitive abilities including application, understanding, and memory. The cognitive components of judging and producing are less common. There are 16 activities in the program and 16 activities for each level of evaluation. With percentages of 9% for assessing and 9% for producing, these are the two cognitive characteristics in textbook English for Professional Tour Guiding Services with the lowest numbers. Nevertheless, this book implements these levels in an insufficient quantity. The low amounts of each aspect of evaluation and creation indicate an uneven distribution of activity across all cognitive components. Each unit has a different set.

The findings of this study is similar to Pratiwi (2015) on the English Workbook for SMP/MT using the Revised Bloom Taxonomy of National Islamic University Jakarta. Her findings showed that, with a 95.3% success rate, the workbook gave preference to the lower cognitive functions of memorizing, understanding, and application. Just 4.7% of the activities involve with higher level thinking. Raquela & Rini (2016) also wrote in a journal entitled "Cognitive Domains Found on Speaking Skill Questions Used in English Language Textbook" found that the most dominant level is low-level thinking abilities which are more dominant than high-level thinking abilities. Conversely, Febriyani et al (2020) differences in the percentage of HOTS in Indonesian senior high school textbooks required for the twelfth grade. The highest level in the HOTS domain, she found, was C6, creation, this was the lowest cognitive level in previous studies.

The three lowest cognitive levels of the Revised Bloom Taxonomy are deemed significant in the literature, as indicated by the findings of this study and others. However, it is classified as low demand or "LOTS". In addition, the HOTS group had only a small portion of the three highest cognitive skill levels in the Revised Bloom's Taxonomy. The findings suggest that the authors of the English Service Research Study specifically blamed lower-level knowledge for much of the recall. This number flies in the face of further thought. This English Way book contains very few of the common ideas. The book "English for Professional Tour Guides" includes Bloom's revised skill taxonomy with percentages for each section. Activities at the emotional-cognitive level are expected to occur less frequently, while activities at the low emotional-cognitive level are expected to occur more frequently (Suhartoyo, 2017).

The study's findings, coupled with existing literature, accentuate the pronounced emphasis on the three lowest cognitive levels of the Revised Bloom Taxonomy, designated as "LOTS" or low-demand, within the analyzed textbook "English for Professional Tour Guides." Notably, the HOTS (Higher Order Thinking Skills) component of the instructional materials predominantly engages with the lower-level knowledge, particularly in the context of recall. This departure from the conventional inclusion of a broader spectrum of cognitive skills challenges established norms. The limited integration of ideas associated with higher-order thinking in the book deviates from common pedagogical trends. The explicit incorporation of Bloom's revised skill taxonomy, along with percentage breakdowns, provides transparency into the intentional design of the instructional materials. In conclusion, the study prompts a nuanced reflection on the alignment of the instructional approach with Bloom's

Taxonomy, advocating for a more deliberate integration of higher-order cognitive skills to enrich the learning experience for aspiring tour guides in the realm of professional tourism.

Conclusion

The textbook has a major impact on students' academic performance and is an essential component of the teaching and learning process. The purpose of this study was to identify the dominant level of cognitive skills covered in the English for Professional Tour Guide Services textbook and to evaluate the alignment between the textbook and the cognitive component of the Revised Bloom's Taxonomy. The instructional verbs and inquiry stems used in each chapter were the main focus of the study. These were gathered, sorted, and assessed using the cognitive aspects of the Revised Bloom's Taxonomy.

The analysis's findings showed that the textbook's inclusion of exercises to encourage students' higher-order thinking abilities (HOTS) was deficient. This shows a need for a number or frequency of activities that really encourage students to do higher-level thinking as expected. Only 51 activities, or 29% of the 180 total activities, were found to incorporate HOTS. In contrast, 129 activities, or 72%, were related to low-order thinking skills (LOTS). Recalling is the most common cognitive level seen, and it corresponds to the lowest Revised Bloom's Taxonomy dimension. Additionally, there was a noticeable difference in how LOTS and HOTS activities were distributed throughout the various chapters.

These results highlight the necessity of more evenly distributed cognitive levels in textbooks, especially through the inclusion of activities that promote the growth of higher-order thinking abilities. Textbooks can better promote students' cognitive growth and foster critical thinking skills by improving the integration of HOTS exercises.

Analyzing this study yields valuable suggestions for future educational endeavors. Firstly, it is essential for educational institutions to prioritize the alignment of textbook content with students' cognitive abilities, emphasizing the thoughtful selection of materials to foster skill development. Secondly, educators can utilize the study's results to pinpoint areas requiring attention, adapting current exercises to address any identified gaps and offering tasks that encourage learners to enhance their abilities. Thirdly, promoting a deeper and more applicable learning experience for students is crucial, encouraging not just memorization but also practical application and creative utilization of acquired knowledge. Fourthly, urging textbook authors to incorporate activities tailored to develop students' thinking abilities can ensure active engagement in the learning process. Lastly, the study underscores the importance of steering clear of superficial learning and promoting deeper thinking to rapidly advance intellectual capabilities. These suggestions collectively advocate for a student-centric and intellectually stimulating approach in educational practices.

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