LOTS vs HOTS: Evaluation of History Textbooks for Class XII Senior High School

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LOTS vs HOTS: Evaluation of History Textbooks for Class XII Senior High School

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ABSTRACT

This study aims to find out and compare the total percentage of questions in the LOTS and HOTS categories in each of the books analyzed. The research method is quantitative. The data source is evaluation questions in the first-semester material chapters in Indonesian History textbooks for class XII Senior High School, namely books published by the Ministry of Education and Culture, Erlangga, and Grafindo—data analysis techniques using descriptive statistical techniques. The study's results found that the comparison of the percentage of objective questions in the LOTS and HOTS categories in books published by Erlangga was 82.6%: 17.4%, and Grafindo was 96.7%: 3.3%. A comparison of the description questions in the LOTS and HOTS categories is for books published by the Ministry of Education and Culture 38.9%: 61.2%, Erlangga 73.4%: 26.6%, and Grafindo 90%: 10%. Based on the study's results, the questions in the Indonesian History textbook for class XII Senior High School are not entirely HOTS-based.

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1. INTRODUCTION

21st-century learning encourages students to have communication skills, critical thinking and problem-solving, and creativity and innovation, known as 4C (Septikasari, 2018). With communication skills, students can express their ideas and thoughts effectively to various parties. Collaboration and cooperation skills between students help students to interact and exchange ideas, respect each other's opinions, and work together to solve problems to achieve common goals. Critical thinking skills help students select and analyze credible sources and information amid abundant information flows in the 21st century. In addition, students with critical thinking skills can make decisions to solve problems based on calculating possibilities and rational reasons (Zubaidah, 2018). Critical thinking skills are closely related to problem-solving skills because they are fundamental in solving problems, while

problem-solving skills are closely related to creativity and innovation. Students need creativity and innovation in order to be able to generate theories or models, knowledge in the form of unique and exciting ideas and plans, and take risks (Scardamalia (2010) in Muhali, 2019). By thinking creatively and innovatively, students utilize ideas and imagination to create solutions to the problems at hand.

The 4C skills that students must possess are based on the development of the 21st century, which is increasingly modern and global. Science and technology develop rapidly. These developments have caused the world of education to adapt so that new literacy developments such as digital, information, and media literacy occur. The learning orientation in the 21st century has changed to learner-centred learning by integrating technology. Therefore, 4C skills need to be taught to students to prepare human resources to face the challenges and developments of the times in the 21st century.

Students master the 4C skills by learning High Order Thinking Skills (HOTS). HOTS is a critical and creative thinking skill in processing information, making decisions, and solving problems (Markhamah, 2021). HOTS is part of the cognitive domain contained in Bloom's taxonomy. Bloom's taxonomy is a structure of competency levels introduced by Benjamin Bloom in 1956 which divides education goals into three domains: cognitive, affective, and psychomotor (Magdalena et al., 2020). HOTS in Bloom's taxonomy is in the cognitive domain with the categories of analysis (C4), synthesis (C5), and evaluation (C6), while LOTS are in the categories of knowledge (C1), understanding (C2), and application (C3) (Gunawan & Palupi, 2012). Anderson and Kratwohl later revised Bloom's taxonomy. The revised Bloom's Taxonomy changes nouns into verbs because educational goals should be able to describe cognitive processes and types of behavior expected to be mastered by students (Gunawan & Palupi, 2012). In the revised Bloom's taxonomy, higher-order thinking skills are found at cognitive levels C4 (analyze), C5 (evaluate), and C6 (create), while cognitive levels C1 (remember), C2 (understand), and C3 (apply) are thinking skills—low-level or Low Order Thinking Skills (LOTS) (Anderson & Krathwohl, 2010).

HOTS-based learning is learning that trains critical thinking skills by providing space for students to carry out investigations and problem-solving, developing collaboration and communication skills through collaborative learning, increasing creativity and innovation through learning that is flexible, personal and based on experience, and applying learning project-based and problem-based learning (Mashudi, 2021). HOTS learning needs to be taught to students starting from the lowest level of education. The discontinuity of HOTS learning from the education level before SMA/MA, namely SD/MI and SMP/MTs, resulted in students needing help understanding the mindset for learning (S, In'ami, Audia, & Masrukhin, 2023). This is also reinforced by the results of research, which show that teachers who do not provide space for students to develop critical thinking skills in the learning process result in students answering questions in an unsystematic and coherent manner (Sarwanto et al., 2021), HOTS-based learning needs to be implemented at every level of education to learning optimally.

Learning that encourages students' higher-order thinking skills can be done by using HOTS-based learning resources. This aligns with research results showing that learning modules based on higher-order thinking skills developed as a practical learning resource help improve students' critical and analytical thinking skills (Najuah et al., 2022). Students' high-order thinking skills are trained by choosing HOTS-based learning resources in learning. In addition, HOTS-based learning helps improve students' ability to read critically (Silalahi et al., 2022). Thanks to technological developments, students who can read critically can filter out various hoaxes spread easily (Palupi, 2020).

Textbooks are the leading learning resource used in schools in Indonesia. Textbooks are arranged according to educational goals. There are educational goals that encourage students to have higher-order thinking skills, so textbooks are structured to be able to support the needs of these students. Textbooks present questions as a learning evaluation tool. The aspects assessed in the learning

evaluation tool are in the learning objectives (Sitepu, 2012, p. 89). HOTS-based questions can train students to think at a higher level. In addition, these questions are helpful as a tool to measure student learning outcomes to what extent students' high-order thinking skills. In general, HOTS-based questions use stimuli in the form of scenarios, real-world situations, authentic assignments, text and pictures (Nugroho, 2018, p. 85). The stimulus presented is a contextual and engaging stimulus originating from global issues related to information technology, science, economics, health, education, and infrastructure, as well as from the environment around students (Fanani, 2018).

Research related to the analysis of questions in textbooks shows that there is still a minimum of HOTS-based questions that appear in textbooks. Was proven through previous research, namely in Chemistry textbooks; the questions presented were dominated by questions with the C3 cognitive level (applying), which included LOTS-based questions. In contrast, the HOTS-based questions were only questions with only the C4 cognitive level (analyzing) (Andari et al., 2021). Likewise, Indonesian language textbooks have HOTS-based questions that need to be improved (Huda et al., 2021). The results of the analysis and comparison of Biology textbooks show that LOTS-based questions still dominate the questions raised in Biology textbooks, and the HOTS questions raised to test the C4 (analyzing) cognitive level (Nurnaningsih, 2021). The results of previous research show that even though there are instructions for using HOTS-based assessment instruments along with guidelines for writing HOTS-based questions, the textbooks used as learning resources at SMA/MA level schools still raise very few HOTS-based questions and even have HOTS cognitive level, which is not shown in the question.

Based on this, examining the characteristics of the questions in Indonesian History textbooks is necessary. Thus, the effectiveness of Indonesian History textbooks used as learning resources in improving higher-order thinking skills can be seen.

2. METHODS

The research method used is quantitative. The researcher calculated the number of HOTS dan LOTS-based questions contained in the evaluation questions. The data source is in the form of evaluation questions in the last-semester material chapter in the Indonesian History textbook for class XII SMA/MA, namely the book published by the Ministry of Education and Culture with the title Indonesian History Class the title Indonesian History for SMA/MA Class XII written by Ratna Hapsari, M. Adil, and the book entitled Indonesian History for SMA/MA/SMK/MAK Class The type of research data is quantitative data in the form of numbers. The data collection technique uses a documentation method, which is carried out by collecting Indonesian History textbooks, which are used as handbooks for students in SMA/MA level schools in Medan City in the period 2022/2023, which are then reviewed for aspects of thinking using research instruments in the form of observation sheets. Which are arranged according to cognitive levels C1-C6 to analyze cognitive levels. Researchers analyzed the data using descriptive statistical data analysis techniques using percentages. For the calculation of the percentage value of questions analyzed using the formula:

$$P = \frac{f}{N} x\ 100\%$$

(Source: Adapted from: Arikunto, 2003)

Information:

P: Percentage of questions analyzed in each cognitive level category

f: The number of items on the results of the analysis in each cognitive level category

N: The total number of questions analyzed

3. FINDINGS AND DISCUSSION

Findings

Characteristics of Problems in Indonesian History Textbook Class Xii Sma/Ma Semester 1 From A Cognitive Aspect of Revised Bloom's Taxonomy

Each textbook studied presents evaluation questions in different forms different. The presentation of different forms of questions in the textbook adjusts to the way each textbook author presents the evaluation of the question. Therefore, some textbooks are only equipped with questions-only descriptions. There are also textbooks equipped with objective questions of the type of choice, multiple and causal, and multiple choice only and essay questions.

In the Indonesian History book published by the Ministry of Education and Culture, no objective questions are raised and only raises description questions. Out of 18 description questions, the distribution was dominated by questions that tested the C4 cognitive level, namely 55.6% (10 questions). Cognitive levels C3 and C5 are not shown in the problem.

The book History of Indonesia, published by Erlangga, has two forms of questions: objective questions of multiple choice and causation types and description questions. From a total of 115 objective questions, the distribution of questions was dominated by questions that tested the C1 cognitive level, which was 42.6% (49 questions). Cognitive levels C3 and C6 are not shown in the problem. In the description questions, 30 items were dominated by questions that tested the cognitive level C1, which was 46.7% (14 questions). C3 cognitive level does not appear in the problem.

In the book History of Indonesia, published by Grafindo, there are two types of questions: objective questions of the multiple-choice type and description questions. From 60 multiple-choice objective questions, the distribution of questions was dominated by questions that tested the C1 cognitive level, namely 81.7% (49 questions). Cognitive levels C3, C5, and C6 are not shown in the problem. In the description questions, 30 items were dominated by questions that tested the C2 cognitive level, which was 60% (18 questions). Cognitive levels C3 and C5 are not shown in the problem.

The research results show that questions based on the cognitive aspects of the revised Bloom's Taxonomy are unevenly distributed. A cognitive level appears outside the questions analyzed in the three books, both objective and description questions. Apart from that, the number of questions for objective questions and descriptions in the three books is different, influencing the percentages. The following table illustrates this distribution:

Table 1. Distribution of Questions in the Three Publishers of Indonesian History Textbooks for Class XII SMA/MA Semester 1 Cognitive aspects of Revised Bloom's Taxonomy

Cognitive Level	Publishers					
	Ministry of Education and Culture		Erlangga		Grafindo	
	Number of Questions	Percentage (%)	Number of Questions	Percentage (%)	Number of Questions	Percentage (%)
I.Objective Questions						
C1			49	42.6	49	81.7
C2			46	40	9	15

C3			0	0	0	0
C4			13	11.3	2	3.3
C5			7	6.1	0	0
C6			0	0	0	0
Total Amount			115	100	60	100
II. Essay Questions						
C1	2	11.1	14	46.7	9	30
C2	5	27.8	8	26.7	18	60
C3	0	0	0	0	0	0
C4	10	55.6	4	13.3	2	6.7
C5	0	0	1	3.3	0	0
C6	1	5.6	3	10	1	3.3
Total Amount	18	100	30	100	30	100

As seen in Table 1, the research results show that the questions' distribution based on the cognitive aspects of the revised Bloom's taxonomy is unevenly distributed. A cognitive level appears outside the questions analyzed in the three books, both objective and description questions. Apart from that, the number of questions in both the objective and the descriptions in the three books is different, affecting the percentages calculated.

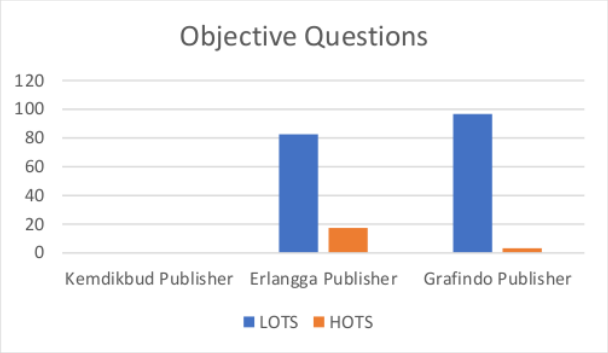
In the Indonesian History book published by the Ministry of Education and Culture, objective questions do not appear and only provide descriptive questions. The percentage comparison for each cognitive level in the questions is 11.1%: 27.8% : 0%: 55.6% : 0%: 5.6%.

In the Indonesian History book published by Erlangga, two forms of questions appear: objective questions, multiple choice, and cause-and-effect type and description questions. The percentage comparison for each cognitive level in the objective test questions is 42.6%: 40%: 0%: 11.3%: 6.1%: 0%. Meanwhile, the percentage ratio for each cognitive level in the description questions is 46.7%: 26.7%: 0%: 13.3%: 3.3%: 10%.

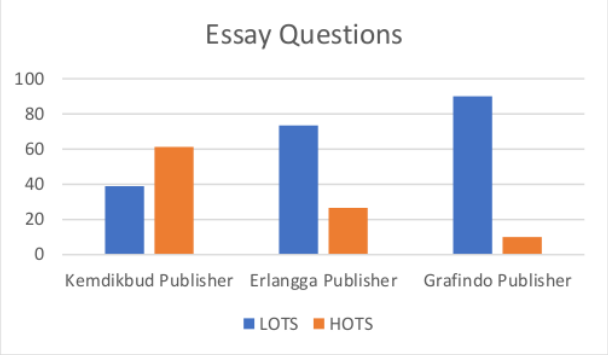
In the Indonesian History book published by Grafindo, there are two forms of questions: multiple-choice objective and descriptive. The percentage ratio for each cognitive level in the multiple choice questions is 81.7%: 15% : 0%: 3.3% : 0% : 0%. Meanwhile, the percentage ratio for each cognitive level in the description questions is 30%: 60% : 0%: 6.7% : 0%: 3.3%.

Based on the research results, the distribution of HOTS-based questions in books published by the Ministry of Education and Culture and Erlangga is more significant than in books published by Grafindo, but not all are HOTS-based. Meanwhile, the book published by Grafindo has the lowest number of HOTS-based questions of the three books, and almost all of the multiple-choice and essay questions are LOTS-based. Details of the distribution of HOTS-based questions across the three publishers can be seen in the following diagram.

Figure 1. Percentage diagram of HOTS and LOTS-based questions in the Indonesian History Book for SMA/MA Class XII.



(a) Percentage diagram of LOTS and HOTS-based questions on objective questions type.



(b) Percentage diagram of LOTS and HOTS-based questions on essay questions type.

Figure 1 (a) and (b) show that the ratio of LOTS and HOTS-based questions in the Indonesian History book published by the Ministry of Education and Culture. In this book objective questions do not appear and only provide descriptive questions which is 38.9%: 61.2%. Of the 18 questions in the book published by the Ministry of Education and Culture, 7 are LOTS-based questions, and 11 are HOTS-based questions.

The comparison of LOTS and HOTS-based objective questions in the Indonesian History book published by Erlangga is 82.6%: 17.4%. Of the 115 objective questions, 95 are LOTS-based, and 20 are HOTS-based. Meanwhile, the comparison of LOTS and HOTS-based description questions was 73.4% and 26.6%. Of the 30 description questions, 22 are LOTS-based, and eight are HOTS-based.

The comparison of LOTS and HOTS-based objective questions in the Indonesian History book published by Grafindo is 96.7%: 3.3%. Of the 60 multiple-choice questions, 58 were LOTS-based questions, and two were HOTS-based. Meanwhile, comparing LOTS and HOTS-based description questions is 90%: 10%. Of the 30 description questions, 27 are LOTS-based, and three are HOTS-based.

The highest comparison of the distribution of HOTS questions among the three books is the book published by the Ministry of Education and Culture, which has a distribution of HOTS questions in essay questions of 61.2%. Followed by books published by Erlangga, namely 17.4% on objective questions and 26.6% on description questions. The lowest distribution of HOTS questions is in books published by Grafindo, namely 3.3% for multiple choice questions and 10% for essay questions.

From the diagram above, it can be seen that in the books published by the Ministry of Education and Culture, the only questions that appear are in the form of descriptions, with the distribution of HOTS questions being more numerous than LOTS questions. In books published by Erlangga and Grafindo, the questions raised are in the form of objective and descriptive questions. In both books, the distribution of objective form questions gave rise to more LOTS questions than HOTS; likewise, the distribution of description questions gave rise to more LOTS questions than HOTS.

Discussion

The learning framework in the 21st century aims to produce human resources with the skills needed following current developments in the 21st century, namely the ability to think critically, creatively, collaboratively, and good communication skills. Students can possess these skills if, during the learning process, they are allowed to develop skills and higher-order thinking skills. Implementing HOTS learning produces students who can think critically, receive various information more quickly, think creatively in solving problems, and make decisions in complex situations (Wibawa & Agustina, 2019).

According to Subakti (2021), the implementation of HOTS learning in history subjects in Indonesia still needs to be improved. Likewise, the results of other research show that the implementation of HOTS learning in elementary schools has yet to be successful (Budiarta et al., 2018). Rapih & Sutaryadi (2018) state that although teachers have implemented HOTS values when preparing learning plans, not all teachers apply HOTS values in implementing learning and evaluation activities.

As a learning resource, textbooks are a reference teachers and students use in the learning process. The research results found that the questions in the Class XII Indonesian History textbooks were partially HOTS-based. Based on the comparison percentage of LOTS and HOTS, only books published by the Ministry of Education and Culture raise more HOTS questions than LOTS questions. Meanwhile, Erlangga and Grafindo published two other books that show more LOTS of questions than HOTS ones.

The three books that only provided HOTS-based questions were considered less supportive of learning and exacerbated the low implementation of HOTS-based learning. Learning that aims to improve students' high-level thinking skills should use HOTS-based assessments in order to measure students' high-level thinking skills. HOTS-based assessment also prepares students' competencies for the 21st century, fosters a sense of love and care for regional progress, increases students' learning motivation, and improves the quality and accountability of learning outcomes assessments Subakti (2021).

Research shows that HOTS-based teaching materials effectively improve students' high-level thinking skills (Heryani, 2023). Therefore, textbook writers need to review the questions prepared when compiling textbooks. According to Budiarta et al. (2018), teachers' understanding of the concept and application of HOTS when implementing HOTS-based learning still needs to be improved due to a lack of training and mentoring oriented towards examples of direct application. Teachers must improve their understanding and skills in selecting HOTS-based textbooks. Using books as an appropriate learning resource will support the implementation of HOTS-based learning so that students' high-level thinking skills are trained. The student's cognitive level reflects the student's level of development and thinking (Adesoji, 2018).

4. CONCLUSION

A comparison of the composition of HOTS and LOTS questions in the three Indonesian History textbooks for SMA/MA Class LOTS and HOTS were 96.7%: 3.3%. Regarding description questions, the book published by the Ministry of Education and Culture has a percentage ratio of the number of LOTS and HOTS-based questions of 38.9%: 61.2% of the total 18 essay questions. The book published by Erlangga has a percentage ratio of the number of questions based on LOTS and HOTS of 73.4%: 26.6% of the total 30 essay questions. The book published by Grafindo has a percentage ratio of the number

of questions based on LOTS and HOTS of 90%: 10% of the total 30 essay questions. Teachers must have understanding and skills in selecting learning resources appropriate to students' cognitive levels per the applicable curriculum.

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