Analysis of higher order thinking skills questions in reading exercises of "Bright" textbook for ninth grade

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A B S T R A C T

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This research aims to identify the cognitive dimensions present in the textbook "Bright" and examine the composition and distribution of higher order thinking skills in reading exercises as classified by Revised Bloom's Taxonomy. The research employs a descriptive quantitative methodology, focusing on the ninth-grade textbook "Bright," published by Erlangga in 2024. Data collection was conducted using a checklist instrument. The findings reveal that: 1) The reading questions in the "Bright" textbook encompass only five cognitive dimensions: remembering, understanding, applying, analyzing, and evaluating. 2) Analysis results indicate that 92.8% of the reading questions are categorized as Lower Order Thinking Skills (LOTS), while only 7.2% fall under Higher Order Thinking Skills (HOTS). This suggests a predominance of Lower Order Thinking Skills over Higher Order Thinking Skills in the reading questions of the "Bright" textbook. Consequently, the questions presented in the "Bright" textbook primarily focus on Lower Order Thinking Skills rather than fostering Higher Order Thinking Skills. Relying solely on the English textbook as a pedagogical resource is insufficient for enhancing students' abilities in Higher Order Thinking Skills.

1. INTRODUCTION

The importance of developing Higher Order Thinking Skills (HOTS) among students has become increasingly recognized globally. These skills are essential for equipping learners with the critical analytical abilities required for success in an increasingly complex world. In English language teaching, enhancing these skills is vital, as reading comprehension exercises improve linguistic proficiency and encourage deeper engagement with content. This engagement fosters skills such as analysis, evaluation, and creativity. Books and teachers play an important role in improving students' reading habits, with teachers preparing a comfortable and supportive reading environment, engaging students in diverse reading activities, and providing abundant reading materials (Wiranegara, 2022).Therefore, It is, therefore, inevitable that the textbook meets some criteria for the success of the students' learning(Istiqomah & Maunah, 2020). Recent studies highlight the significant role of textbooks in this developmental process, indicating that exercises within learning materials greatly influence students' ability to build and practice Higher Order Thinking Skills (Ragab et al., 2024; Erdiana & Panjaitan., 2023).

Textbooks play a crucial role in the teaching process, as educators often have limited time to create personalized educational materials for their students. Research conducted by Sánchez

and Valcárcel (1999) indicates that 92% of teachers rely on their textbooks, while 59% modify these texts to better meet their instructional needs. In various educational settings, teachers utilize a wide array of textbooks. These resources commonly include exercises or questions considered essential for learning. Each question is designed with a specific purpose and classification to develop student's skills and abilities. According to Stoller et al. (2013), questions related to reading instruction can help students improve their reading proficiency, demonstrating that such questions are beneficial for skill development. Furthermore, Lubliner (2004) emphasizes that questions can serve as valuable tools for enhancing students' thinking skills, suggesting that engaging students with questions can foster their cognitive growth.

Numerous factors contribute to the challenges of answering questions, with a significant aspect being each question's varying difficulty levels. The difficulty of answering questions is influenced by a various of factors that span cognitive, contextual, and structural dimensions. Cognitive abilities, such as memory and reasoning, play a pivotal role in navigating complex or ambiguous questions (Knäuper & Belli, 1997). Furthermore, the construction and phrasing of questions, as well as their alignment with the respondent's knowledge and perceptions, can either facilitate or hinder effective responses (Sung et al., 2015; Lingard et al., 2009). These insights provide valuable guidelines for designing assessments and systems that accommodate varying levels of question complexity, ensuring better outcomes in diverse fields. These challenges are closely tied to the concept of Higher Order Thinking Skills (HOTS), which are essential for handling complex questions. Research has shown that the cognitive demands involved in answering questions, particularly those requiring analysis, synthesis, and evaluation, align with Higher Order Thinking Skills (HOTS). According to Cambridge Assessment (2020), questions that require deeper cognitive engagement tend to be more difficult, as they go beyond simple recall and require application and evaluation of knowledge. Similarly, Aslan Alta (2022) discuss how complex questions, especially those demanding reasoning, are challenging because they necessitate advanced cognitive processing. Further, Monari (2020) highlight that higher order questions often involve multiple layers of information, which require learners to use Higher Order Thinking Skills to deconstruct and synthesize knowledge. Moreover, Budsankom et al. (2015) emphasized that external factors such as motivation and social support also influence how individuals apply Higher Order Thinking Skills when answering difficult questions. These studies illustrate that higher order thinking is essential in answering difficult questions and that the complexity of a question is directly related to the cognitive skills required to respond effectively. However, difficulties that challenge students to think critically can enhance their intellectual capabilities. In an educational context, questions are practical when they stimulate critical thinking, ensuring a productive learning process. Such questions motivate students to think critically and promote a deeper understanding of the content. Hayati et al. (2012) noted that reading is most effective when it prompts questions that encourage critical thought. Additionally, reading can spark curiosity, leading to a more nuanced understanding of the material.

The Revised Bloom's Taxonomy outlines six levels within the cognitive dimension: remembering, understanding, applying, analyzing, evaluating, and creating. Gak (2011) asserts that a well-constructed textbook is an essential resource for educators who design learning experiences and students who navigate the content. A dedicated textbook supports each subject area, which enhances the learning process. Textbooks used in different curricula vary because they are tailored to align with the specific concepts of those curricula. Thus, the textbook serves as a vital tool for achieving the objectives of the curriculum.

The book "Bright," designed for ninth-grade English learners, is a widely used resource in language classrooms. Its reading exercises provide a valuable opportunity to analyze the presence and depth of Higher Order Thinking Skills (HOTS) questions. In recent years, research has increasingly focused on analyzing textbook content, particularly regarding how well reading exercises align with cognitive demand levels as classified by Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001). This framework categorizes cognitive tasks into lower-order skills, such as remembering and understanding, and higher-order skills, like analyzing, evaluating, and creating. Researchers argue that for language learners to develop more assertive critical thinking and comprehension skills, reading materials must include questions beyond simple recall and understanding (McTighe&Wiggins, 2013).

Recent analyses of English textbooks in various educational contexts reveal significant differences in incorporating Higher Order Thinking Skills (HOTS). For example, Freahat & Smadi (2014) investigated the inclusion of HOTS in secondary school English textbooks and found a predominance of lower-order questions. This indicates a disconnect between curriculum goals and the actual content of the materials. Similarly, Utami et al. (2019) conducted a content analysis of reading questions in Indonesian textbooks. They concluded that although curriculum standards promote HOTS, the reading materials often fail to meet these objectives. In Iraq, Tayyeh et al. (2021) determined that English textbooks do not effectively present higher-order thinking skills. Aqeel and Farrah (2019) also observed that the "English for Palestine" textbook is dominated by lower-order questions, particularly those focusing on literal comprehension. Additionally, Noya (2016) noted that the Integrated Course book does not comprehensively address all cognitive aspects of the Revised Bloom's Taxonomy. Putri (2020) identified only four cognitive dimensions in the textbook: remembering, understanding, analyzing, and evaluating. These studies highlight the need for a more thorough evaluation of textbook questions, especially regarding their ability to foster critical and independent thinking among students.

This research aims to identify the cognitive dimensions in the book "Bright" and analyze the composition and distribution of lower-order and higher-order thinking skills within the reading exercises, as classified by Revised Bloom's Taxonomy. By applying Bloom's Taxonomy as an evaluative framework, the study seeks to understand the composition of Higher Order Thinking Skills and identify the dominant cognitive dimensions. The analysis contributes to educational materials discourse on Higher Order Thinking Skills (HOTS). It provides insights for educators and curriculum developers to enhance language learning outcomes. Research objectives include analyzing the cognitive dimensions represented in the "Bright" reading questions and determining the distribution of higher-order and lower-order thinking skills. The findings from this study may be helpful for the author and educators when assessing the effectiveness of the textbook. Future research may also benefit from a comprehensive analysis of the complete text and all associated activities, facilitating a thorough evaluation of the textbook as a cohesive entity.

2. METHOD
2.1 Research Design
The research design employed in this study was a descriptive quantitative approach. This methodology uses numerical data to summarize outcomes through statistical analysis. According to Margono (2005), descriptive research aims to outline the characteristics and relevant data of the population being studied. The main goal of this descriptive framework is to gather accurate, factual, and systematically organized data. The findings are presented in percentage terms with detailed explanations provided.

2.2 Subject of Study

The focus of this research was the "Bright" textbook, which was chosen as the primary object of analysis. Published by Erlangga in 2024, this textbook is designed for ninth-grade junior high school students and consists of five sub-learning chapters. Each chapter includes a reading segment that poses questions for student engagement. In total, the textbook contains 83 reading questions, all of which were thoroughly analyzed.

2.3 Research Instrument

A checklist was utilized as the main research instrument. The researchers created a table outlining various cognitive levels based on the Revised Bloom's Taxonomy. The data were systematically categorized, allowing the researchers to organize the information into different classifications. Observations were recorded by marking a (X) in the appropriate columns of the established table, referencing the reading questions in the "Bright" textbook. Data collection was conducted using a checklist instrument adapted from Pratiwi's (2014) research. This checklist table was designed to streamline the research process and effectively meet the study's objectives.

2.4 Data Collection

The process of data collection involved compiling and listing all reading questions found in the "Bright" textbook. This was accomplished through several steps. First, the researchers developed a checklist table that incorporated the cognitive levels outlined in Revised Bloom's Taxonomy, using a checklist adapted from Pratiwi (2014). Second, the researchers analyzed the reading questions present in the "Bright" book. Third, the data collected were systematically recorded in the checklist table. Finally, the researchers categorized the reading questions by marking them with a check (X) in the designated column of the table.

2.5 Data Analysis

After gathering the data, the researchers undertook several stages to ascertain the results. As outlined by Krippendorff (1989), content data analysis encompassed six stages: document analysis, tabulation, coding, classification, analysis, and reporting. The initial stage involved the researchers analyzing the documents. They carefully examined the textbook relevant to the study, identifying and compiling each reading question found within. Following this, the researchers compiled the data into the pre-prepared checklist table for this purpose.

The process for classifying data became more streamlined in the later stages of the research. In the third phase, the researchers applied a coding system, using a specific code for each category identified in the table. This coding framework was based on the Revised Bloom's Taxonomy. In the fourth phase, the data collected in the previous stages were organized according to this taxonomy, allowing for the grouping of data based on cognitive dimensions. During this period, researchers collaborated with a co-rater to ensure accurate classification.

Once the data classification was completed, calculations were performed to determine the percentages reflecting the various classifications. This analysis helped identify which cognitive process dimensions were either the least or most significant. Following this, the researchers evaluated the composition and distribution of cognitive dimensions associated with higher-order and lower-order thinking skills present in the "Bright" book. Finally, the researchers compiled

their findings into a checklist table to summarize the results, draw conclusions, and address the research questions posed.

To enhance the reliability of the data findings, the researchers were supported by a co-rater. The inter-rater agreement indicates the level of concordance between the raters, underscoring the appropriateness of the analysis performed by both the researchers and the co-rater regarding the research subject. As a result, the data obtained were considered reliable. A junior high school educator from Bengkulu served as the co-rater for this research. To evaluate the agreement between the researchers and the co-rater, Holsti's Method was utilized. According to Wang (2011), Holsti's system is a variation of percentage agreement measurement. Brown and Abeywickrama (2010) emphasize that a reliable test produces consistent results under similar conditions, whether administered by one or more researchers. Thus, if the same test is given to the same student or to matched students on two different occasions, it should yield similar outcomes.

3. RESULTS AND DISCUSSION

3.1 RESULTS

This research analyzed the data collected from reading questions found in the "Bright" textbook. The focus of the analysis was on the reading questions corresponding to each unit within the textbook. In total, the study examined 83 reading questions. The results revealed that the most prominently represented cognitive process dimension is remembering, which includes 39 reading questions, accounting for 47% of the total. Following this, the second dimension is understanding, represented by 32 reading questions, which corresponds to 38.6%. Applying ranks third, with 6 reading questions making up 7.2%. Analyzing comes next, with 4 reading questions, accounting for 4.8%. Lastly, evaluating is represented by 2 reading questions or 2.4%. Notably, no reading questions were identified for the creating dimension, as shown in the table below.

Table 1. The composition of cognitive dimension

	Ch 1	Ch 2	Ch 3	Ch 4	Ch5	Total
Remembering (C1)	7	10	12	4	6	39
Understanding (C2)	7	4	12	1	8	32
Applying (C3)	1	0	3	0	2	6
Analyzing (C4)	0	1	3	0	0	4
Evaluating (C5)	0	0	1	0	1	2
Creating (C6)	0	0	0	0	0	0

It can be concluded based the table above, "Bright" textbook covers a lot amount of lower order thinking skill with total 92.8% consist of Remembering (C1) with 39 question takes 47%, then Understanding (C2) with 32 questions takes 38.6%, then Applying (C3) with 6 questions takes 7.2%. Move to higher order thinking skills only cover 7.2% with Analyzing (C4) with 4 questions takes 4.8%, next Evaluating (C5) with 2 questions take 2.4%. For the Creating (C6) are absent from the "Bright" textbook. The following explanations provide a detailed analysis of each chapter in the "Bright" textbook:

Chapter 1: What an Amazing World

This chapter discusses various animals around the world. It includes 15 reading questions: 7 are categorized as remembering (C1), 7 fall under the understanding category (C2), and 1 is classified as applying (C3).

Table 2. Reading questions presented in Chapter 1

Question	Cognitive Dimension
What is the difference between males and females' tusks?	Remembering (C1)
Which part of the text do you like best?	Understanding (C2)
Is there any non-land mammal bigger than the African elephants? Find out	Applying (C3)

Chapter 2: We Went Camping

This chapter explains and retells past experiences. It contains the same number of reading questions as Chapter 1: 15, 10 under Remembering (C1), 4 under Understanding (C2), and 1 question under Analyzing (C4).

Table 3. Reading questions presented in Chapter 2

Question	Cognitive Dimension
Where did the writer go for their most memorable holiday?	Remembering (C1)
Why did the writer mention the experienced climbers standing out?	Understanding (C2)
Do you think the writer enjoy the performance? Why/why not?	Analyzing (C4)

Chapter 3: Stories Around Us

This chapter explains narrative stories and includes 31 reading questions. It begins with 12 questions under the Remembering category (C1), followed by another 12 questions under the Understanding category (C2). There are 3 questions for Applying (C3), the same number for Analyzing (C4), and 1 question for Evaluating (C5).

Table 4. Reading questions presented in Chapter 3

Question	Cognitive Dimension
Where did Alexa live?	Remembering (C1)
What did Tiara do to comfort Alexa?	Understanding (C2)
If you were Johnny what would you do on the next day?	Applying (C3)
Did you enjoy the story? Why/Why not?	Analyzing (C4)
What do you think of the story? Write your opinion	Evaluating (C5)

Chapter 4: Let's Take A Part

This chapter discusses daily activities and describes procedures. It has the fewest reading questions, with a total of only 5, with Remembering (C1) taking 4 questions and Understandings (C2) only 1 question.

Table 5. Reading questions presented in Chapter 4

Question	Cognitive Dimension
How many kinds of charity boxes are there at school?	Remembering (C1)
What makes the students love doing charity	Understanding (C2)

Chapter 5: The World Today

In this last chapter, it explains about procedure text. It has 17 reading questions, with Remembering (C1) with 6 questions, understanding (C2) with 8 reading questions, Applying (C3) with 2 reading questions, and Evaluating (C5) with only 1 reading question.

Table 6. Reading questions presented in Chapter 5

Question	Cognitive Dimension
What do you need the sticks for?	Remembering (C1)
In which part of the text can you find the goal of the procedure?	Understanding (C2)
Based on the text, what should youngsters do to stop the trend?	Applying (C3)
Do you think the procedure is easy to follow? Why/Why not?	Evaluating (C5)

Upon determining the categories included in the book, researchers observed a significant contrast between higher-order thinking skills and lower-order thinking skills. The study reveals that the reading questions featured in the "Bright" book primarily focused on the aspect of remembering, which corresponds to lower-order thinking skills.
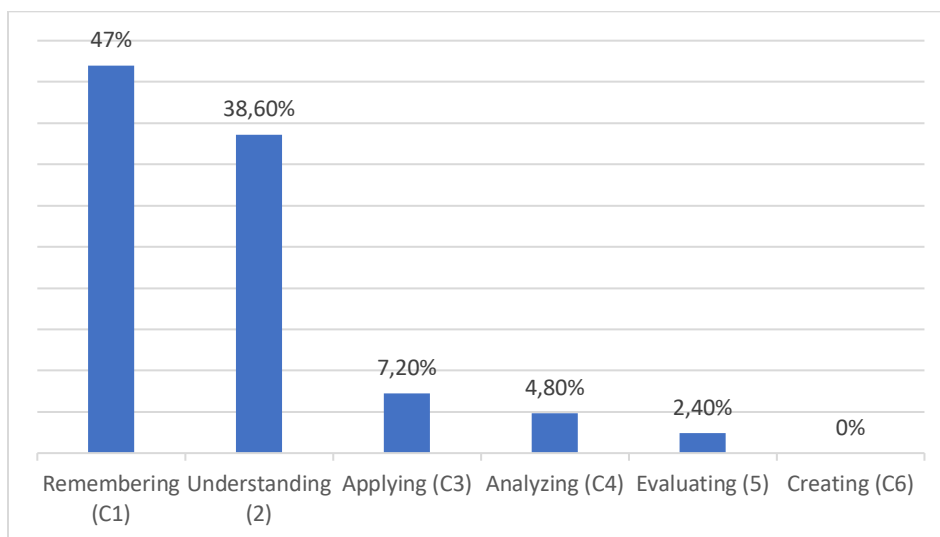

Figure 1. Distributions of HOTS in "Bright" book

The data shown in Figure 1 indicates that 92.80% of the reading questions in the "Bright" textbook are categorized as lower order thinking skills, while only 7.20% are classified as higher order thinking skills. This analysis highlights that the reading questions in the "Bright" textbook predominantly focus on lower order thinking skills, with a significant majority at 92.80%. The "Bright" textbook reading question focus only in lower order thinking skills and also absent of Creating (C6) cognitive domain.

3.2 DISCUSSION

The analysis of the reading questions presented in the ninth-grade textbook "Bright" revealed that these questions predominantly engage Lower Order Thinking Skills, as classified by the Revised Bloom Taxonomy. The analysis indicates that the "Bright" textbook categorizes cognitive into five domains: remembering, understanding, applying, analyzing, and evaluating. Among these categories, the "remembering" category is the most prevalent, suggesting that a significant number of reading questions are designed to enhance students' retention of the reading materials. The

"understanding" category also plays a substantial role, as it encourages students to practice comprehending the reading texts.

In contrast, the "applying" category, which also falls under lower order thinking skills, is less represented, indicating that only a small selection of questions is available to foster students' ability to apply the information or concepts they have learned to different situations or problems. Furthermore, the "analyzing" category, which represents higher order thinking skills, contains very few questions. This implies that the textbook offers limited opportunities for students to develop their ability to break down a concept or piece of information into smaller parts and identify the relationships between these components. For example: "How does Maria's hesitation at the door reflect her internal conflict? Identify and explain the textual clues that reveal her emotions and predict how they might influence her actions moving forward" This question prompts students to break down the character's emotions, infer deeper meanings, and evaluate how this affects the story's progression. Lastly, the "evaluating" category also includes a few questions, but it still provides some opportunities for students to practice evaluating information and making informed decisions based on the content presented, for example: "Assess the strengths and weaknesses of the new policy banning single-use plastics. Based on the passage, do you believe the policy's benefits outweigh its drawbacks? Justify your response with evidence from the text". This type of question encourages students to evaluate different perspectives, weigh arguments, and justify their stance.

The absence of creating category tasks that require students to design solutions, compose original essays, or develop new ideas from the material is essential for nurturing creativity and innovation. Addressing this gap ensures a comprehensive approach to developing all facets of higher order thinking. For example: "Imagine you are a social reformer during the Industrial Revolution. Design a new initiative or program to address one of the social challenges mentioned in the passage. Describe how your initiative could improve living or working conditions and explain the reasoning behind your solution". This question encourages students to synthesize information and generate new ideas, fostering creativity and innovation.

Higher order thinking skills (HOTS) are vital for ninth grade students as they transition to more advanced learning. These skills, including analysis, evaluation, and creation, enhance problem-solving, critical thinking, and communication. HOTS prepare students for complex academic challenges, foster adaptability, and develop essential life skills. For examples Indonesia's Kurikulum Merdeka emphasizes Higher Order Thinking Skills (HOTS) to align with national and global educational standards like Bloom's Taxonomy. Higher Order Thinking Skills (HOTS) support subject-specific goals by promoting inference, reflection, and project-based learning across disciplines. Additionally, they cultivate 21st century competencies, ensuring students are well-prepared for future academic and professional success.

The findings indicate that the reading questions in the "Bright" book lack the necessary cognitive level categorization. This leads to the conclusion that the reading questions in this book do not fully encompass all levels of the cognitive domain as outlined in the Revised Bloom's Taxonomy. Consequently, it can be inferred that these reading questions fail to address every level of the cognitive domain defined in the taxonomy. According to the Revised Bloom's Taxonomy, achieving the desired learning outcomes requires focusing on the applying level (C3). This cognitive level is crucial for students to effectively utilize spoken, written, and visual texts, thereby enhancing their communication skills in English. Additionally, students should be encouraged to engage with diverse text types, which relate to the analyzing level (C4) and the evaluating level (C5). This engagement will enable them to express their opinions, feelings, and

desires more effectively. The creating level (C6) is also significant, as it empowers students to produce their own texts. The results of this study indicated a predominance of questions focused on the remembering level (C1), whereas it is suggested that there should be a stronger emphasis on applying (C3), analyzing (C4), evaluating (C5), and creating (C6) categories.

The findings of this research are consistent with those of Putri (2020) and Noya (2016), who noted that the reading questions in the books they examined did not cover all levels of the cognitive domain. While their studies focused on different educational contexts specifically, a grade 12 senior high school book and a university book this research examines a textbook designed for grade 9 junior high school students. This suggests that reading questions across various educational levels may similarly fail to address all levels of the cognitive domain. In contrast, Laila and Fitriyah (2022) reported that their analysis of a grade 12 senior high school book revealed the presence of every level of the cognitive domain. The discrepancy may arise from the fact that the grade 9 textbook is tailored for beginners, prioritizing foundational cognitive skills such as remembering, understanding, and applying. As a result, the emphasis on lower-order thinking skills in this book leads to an uneven representation of the cognitive domain in its reading questions.

The balance between lower-order thinking skills and higher-order thinking skills is crucial and notable. There is a pronounced difference in their occurrence and proportional representation, with Lower Order Thinking Skills being more dominant than Higher Order Thinking Skills. In their research, Febrina et al. (2019) reached a different conclusion, suggesting that Higher Order Thinking Skills are more significant than Lower Order Thinking Skills in reading questions from textbooks for 11th-grade senior high school students. This observation is likely due to the complexity of reading questions at this educational level, which necessitates a higher cognitive level consistent with Higher Order Thinking Skills (HOTS). Conversely, the findings of this research align with those of Tayyeh et al. (2021), who reported a greater prevalence of Lower Order Thinking Skills compared to Higher Order Thinking Skills in their analysis of textbooks. This phenomenon can be explained by the design of reading questions in both types of textbooks, which primarily target lower-level cognitive processes. Consequently, there is a stronger emphasis on questions that require recall. Additionally, the category of remembering is the most significant within the cognitive domain across both textbooks.

Research findings indicate that the reading questions presented in the "Bright" book do not cover the full range of cognitive domains outlined in the Revised Bloom's Taxonomy. Specifically, the book addresses only the levels of remembering, understanding, applying, analyzing, and evaluating. The reading questions in the "Bright" book predominantly emphasize lower-order thinking skills. Textbook authors and educators can incorporate more project-based assignments, encourage cross disciplinary activities, and include prompts that stimulate creative responses. Educators can supplement textbooks by integrating additional activities that promote the creation of original content, ensuring students engage fully with all levels of Bloom's Taxonomy. Additionally, textbook authors should collaborate with educators to identify areas where Higher Order Thinking Skills are underrepresented, developing targeted materials that expand opportunities for students to engage in creating, thus fostering a more balanced cognitive skillset.

4. CONCLUSION

This research investigates the reading questions presented in the "Bright" book for ninth-grade junior high school students. The analysis uses the cognitive domain of the Revised Bloom's

Taxonomy as a framework. The findings indicate that the reading questions in this book have a limited scope, addressing only the categories of remembering, understanding, applying, analyzing, and evaluating. Furthermore, these questions do not promote critical and creative thinking skills among students, as they predominantly emphasize lower-order thinking skills. Higher-order thinking skills constitute only 7.20%, while lower-order thinking skills represent 92.80%, which dominate the content of the textbook. This low percentage implies that the majority of textbook questions and activities emphasize Lower Order Thinking Skills (LOTS) such as remembering, understanding, and applying. Consequently, students may engage more frequently in rote memorization and surface level learning, which can hinder their ability to develop critical thinking, problem solving, and creativity essential skills for adapting to complex, real-world challenges. The implications of this imbalance extend beyond academic performance. Students who encounter fewer Higher Order Thinking Skills (HOTS) oriented tasks may struggle with tasks requiring independent thought, analysis, and innovation. To enhance learning outcomes, the curriculum should incorporate more HOTS based activities, ensuring that students are consistently challenged to evaluate information, synthesize ideas, and create solutions. This shift can foster deeper learning, improve retention, and better equip students to navigate a rapidly evolving world.

To enrich Higher Order Thinking Skills (HOTS) in textbooks, questions and activities should align with the upper levels of Bloom's Taxonomy analysis, evaluation, and creation Below are specific examples that promote these cognitive skills:

1. Analysis
   Cause and Effect Analysis: *"What are the potential consequences if [a certain event or action] did not happen? Justify your reasoning."*

2. Evaluation
   Justification Questions: *"Do you agree with the author's perspective on [topic]? Provide evidence from the text to support your stance."* This type of question prompts critical evaluation and supports the development of argumentative skills

3. Creation
   Scenario Development: *"Imagine you are tasked with solving [a real-world problem]. Develop a step-by-step action plan to address the issue."* Scenario-based learning encourages creative application of knowledge in real-world contexts

The findings suggest that the reading questions included in the "Bright" book must focus more on higher-order thinking skills to align with the current curriculum, which aims to enhance students' critical and creative thinking abilities. It is crucial for the reading questions in textbooks to align with the desired learning outcomes. This research can serve as a foundation for evaluating and improving textbooks. Additionally, educators should actively seek supplementary resources that facilitate the teaching of critical thinking. Teachers may also consider modifying the textbook questions to encourage critical thinking, ensuring these inquiries are designed to promote higher-order thinking skills. Therefore, the educational approach should prioritize the development of students' critical thinking competencies.

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