



Content Analysis of Higher-Order Thinking Skills (Hots) in Indonesian High School History Textbooks for 11th Grade Based on 2013 Curriculum

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Abstract. This study aims to describe how Higher-Order Thinking Skills (HOTS) writing forms in Indonesian history textbooks at 11th grade high-school level (SMA) that is based on the 2013 Curriculum which includes how the form of writing materials in textbooks and also the urgency of HOTS in history textbooks. Quantitative content analysis was employed as the research method, which is based on Krippendorff's stages of research, which include unitizing, sampling, coding, data simplification (reduction), conclusion-based analysis (inferring), and reporting results. Through this study, it has become clear that, in the production of the textbook's materials, HOTS was considered in all areas covered by the core competencies (KI) and basic competencies (KD). Second, it is crucial that HOTS be covered in history textbooks since it is a skill that students need to develop in order to engage in historical thinking and history learning in general. Additionally, textbooks play a significant role in urging students to practice HOTS skills as a major learning guideline. Third, the entire HOTS concept is covered in the textbook through a variety of question-and-answer formats that instruct students on how to complete the HOTS procedure.

Keywords: Higher-Order Thinking Skills (HOTS) · History Textbook · History Learning

1 Introduction

In history learning, history textbooks become the main source for the students and also the teachers when learning history at school. Even we could say that history textbooks cannot be separated from the history learning process. Human in the past, as the main object of history, cannot be seen and understandable by the students directly. According to Darmawan and Mulyana “in reality the main object of history has been separated far from the present time. The distant difference of time can cause certain problems. Moreover when we try to understand what was really happened in the past on the context of the present time being, it would be so much worse [1]”. In reality, we as adults sometimes had some difficulties when trying to understand the past and so are the students. Therefore the

history textbook held a crucial role in guiding students to understand certain historical events only via texts and images that is available in the textbook. On every level of education certainly students required having certain skills and it gets more complex in every education level increase.

On this new era of 21st century, technological advancements brought new challenges in education world. Especially in the process of history learning that mainly based on textbooks. Smartphones and gadgets could provide ease-of-access information for educational purposes more than textbooks could provide. Smartphones becomes a part of student's lifestyle. This 21st century challenge for textbooks, especially history textbooks, insists the textbooks writers to adapt with the current situation. Certainly there are many improvements required in textbook-making process and mainly it is the 21st century skills. 21st century skills are required by the students to be able to 'adapt and survive' on this new era of living in all aspects. One of the most relatable with educational purpose is the Higher-Order Thinking Skills or HOTS as stated by Benjamin Bloom and revised by Anderson and Krathwohl [2].

In general, higher-order thinking is indispensable to train students with their thinking skills. As stated by Trilling and Fadel "the new world of work is demanding ever higher levels of expert thinking and complex communicating. Critical thinking and problem solving, and communication and collaboration (as the part of higher-order thinking), are the key learning and knowledge work skills that address these new work skill demands" [3]. According to Trilling and Fadel's statement, clearly higher-order thinking skills become one of the most important skills in learning especially in historical learning process. HOTS in history learning would be able to help students to learn and reconstruct historical events, while they cannot experience them directly because of that difference of time. As stated by Darmawan and Mulyana "even more the object of history is more abstract and verbal so it requires higher-order thinking skills" [1]. Subsequently, historical reconstruction become more complex because the students must search for relevant historical sources, verifies it, do a criticism, interprets, and finally they found some sort of conclusion from a certain historical event. That amplifies the requirements of higher-order thinking skills for the students in history learning.

Based on those certain reasons, researchers could assume that if higher-order thinking skills are applied in the content of history textbook it would be able to help students to understand various historical events and learn from them. In addition to that the students might be able to imagine and also understand the complexity of the world as the historical events happened. HOTS are really required by the students because the problems that they face in the real world are really complex, structure less, complicated, new for them and indeed it requires more than applying what they just learned beforehand [4]. In the other hand, similar to what Pratama and Retnawati has stated, Darmawan and Mulyana states that "through history textbooks, students are expected to be able to think historically and also 'dive' into the past to learn the context at that time. This historical understanding could be one part of the 'humanizing human' processes [5]". Based on Pratama and Retnawati [4], Darmawan, and Mulyana's [5] arguments, and also the importance of higher-order thinking skills as the 21st century skills kept in mind; researchers could assume that indeed there would be so many benefits for the students if

higher-order thinking skills are applied in history textbooks as their guidance in history learning process.

Associated with the importance of history textbooks role in 21th century learning, history textbooks that often considered too boring and less interesting for the students should be able to evolve so that would boost up the eagerness of the students to use them properly. Utilization of history textbooks in school are considered to be less than optimal. According to Darmawan and Mulyana “Currently it is obvious that there are some problems in schools. The problems are the less optimal usage of history textbooks and also the content of history textbooks itself. Apparently it is because all this time the students and also teacher are not yet utilize history textbooks proper enough” [1]. In line with Darmawan and Mulyana’s argument, in Indonesian neighborhoods we could see some kind of assumption that assumes that there are already so many sources from the internet that can be used for history learning so that history textbooks are often considered ‘old fashioned’. Generally, this problem occurs on the most of Indonesian schools nowadays. As stated by Darmawan “history textbooks mostly utilized by the students to do their homework from their teachers only and also only used when they prepare for some exams, those are the main cause of the less optimal usage of the history textbooks in general. Furthermore, there are some cases on history textbooks are considered burdens for the teachers and students” [6].

Besides those problems, the next main problem is about the contents from the history textbook itself. The subject matters that are explained by the teachers sometimes contain ‘facts’ only, not developed into more comprehensive explanation for the students. Even though there are so many resources from books and others that could be used for developing subject materials. According to Darmawan “from the content aspect, history textbooks that being used by teachers in learning process dominantly contains a lot amount of facts that make students ‘drowned in the ocean of facts’[6]. Whereas, if seen from the meaningfulness point of view, history textbooks should contains more meaningful materials so that students can learn from them properly; not contains facts only. However, to be able to achieve that meaningful learning, students should be provided by the ‘historical thinking’ process. As stated by Hasan “in the new paradigm of history, understanding of ‘stories’ and ‘facts’ are not abandoned, but could be developed more into an understanding of historical thinking, so they could explore various values and applications of certain values for the present time and also for the future” [7]. Furthermore, that means history learning (by the guidance of history textbooks) should be able to provide usefulness for the students for their own lives. In the other hands, nowadays teachers more likely to choose smartphones are the main learning media because it’s considered more practical in terms of accessing broad kinds of information for the students. This phenomenon leads to an uncontrollable quality of history learning materials, unlike history textbooks that are already standardized, so those materials that are based on internet sources arguably could not even achieve history learning goals that already been set.

Those problems are not yet contain the reality of higher-order thinking skills importance in history textbooks. The higher-order thinking concept is considered a ‘new’ concept in Indonesia even though it’s already been introduced by Benjamin Bloom in 1956 and being revised by Anderson and Krathwohl in 2001. Let alone to be implemented

in 21st century Indonesian history textbooks. There might be some materials in history textbooks that guide students to achieve higher-order thinking, but it is not explained explicitly. Researchers could argue that the importance of higher-order thinking skills should be contained specifically in history textbooks so the students and teachers could be aware more of it and also could be easily understandable. Higher-order thinking has three main aspects that are important to consider, those aspects are analyzing (C4), evaluating (C5), and creating (C6). Every one of those aspects has its own characteristics and goals to differentiate from one another. But it is not yet explained quite well in Indonesian history textbooks.

In general, the objective of this research is to understand how Higher-Order Thinking Skills (HOTS) are applied in Indonesian history textbooks. To be more exact, there are three main research questions such as (1) how the history textbook writers arrange the materials inside the history textbooks? (2) Why Higher-Order Thinking Skills (HOTS) should be included in history textbooks material? And (3) how writing forms of the Higher-Order Thinking Skills (HOTS) in Indonesian history textbooks?

2 Methodology of Research

This research uses quantitative content analysis method to examine certain aspects from a text (content materials in history textbooks) quantitatively. As mentioned by Berelson “the objective, systematic and quantitative description of the manifest content of communication” [8]. In addition to that, Krippendorff states that content analysis in subject matter categories continues today and is applied to a wide variety of printed matter, such as textbooks, comic strips, speeches, and print advertising. Krippendorff also mentioned that “educators attempting to predict the readability of textbooks” [9]. In general, content analysis method is defined as “a systematical technique to summarize a bunch of texts into a few categories that are defined by a clear coding rule” (Berelson [8], Krippendorff [9], Weber [10]).

To be more specific, content analysis approach that being used on this research is descriptive content analysis approach. According to Eriyanto “descriptive content analysis is meant to describe the details of a certain message or text. The design of this content analysis is not meant to test some hypotheses or examine the relations between variables” [11]. Based on Eriyanto’s definition, this research uses descriptive content analysis approach because researcher only would describe how higher-order thinking skills (HOTS) inscribed in Indonesian high school level history textbooks. In addition to that, the description of HOTS aspects are based on some indicators and sub-indicators that researcher already developed.

On content analysis research method, as stated by Eriyanto [11] “in general content analysis method use samples. Not all population members are observed and inspected but only some aspects that considered representative. In this research object, researcher study Indonesian 11th grade history textbooks that are based on 2013 curriculum that published by the Ministry of Culture and Education of Indonesia. 11th grade textbooks are chosen because researcher considered that students already known basic concepts of history which already been taught at their 10th grade. The samples that are chosen in this research are limited to all of the subject matters that are contained on Chapters I to

VII including the assessments. Beside of that limitation would not be considered by the researcher.

In addition to that, the sampling method that is being used on this research is the probability sampling. Probability sampling gives each population the same opportunity to be picked as a sample of this research. According to Eriyanto “in content analysis method there are various methods in sampling process. In general, it could be categorized into two kinds of sampling methods such as random/probability sampling and non-random/non-probability sampling” [11]. Probability sampling that is being used in this research aims to represent all chapters as the part of the population to have their own samples, mainly the ones that are strongly relevant to higher-order thinking skills.

First of all, the procedures of this content analysis research is based on Krippendorff’s steps such as: (1) Unitizing, relying on unitizing schemes; (2) Sampling, relying on sampling plans; (3) Recording/Coding, relying on coding instructions; (4) Reducing Data to Manageable Representations, relying on Established Statistical Techniques or Other Methods for Summarizing or Simplifying Data; (5) Abductively Inferring Contextual Phenomena, Relying on Analytical Constructs or Models of the Selected as Warrant This research obeys those steps of content analysis research method as stated by Krippendorff [2].

Second of all, to be able to analyze how are the writing forms of higher-order thinking skills in 11th grade Indonesian history textbooks, researcher has developed indicators and sub-indicators that related to HOTS in history textbook context. Those indicators has three main indicators such as analyzing (cognitive level 4), evaluating (cognitive level 5), and creating (cognitive level 6) based on the revised version of HOTS by Anderson and Krathwohl. In addition, sub-indicators are made in each indicator to be able to examine more specifically. Besides it is developed based on the Anderson and Krathwohl’s revision of Bloom’s Taxonomy [2], researcher also adds Brookhart’s [12] own definition of HOTS especially in the terms of assessments. Those indicators and sub-indicators can be seen in Table 1.

Those indicators and sub-indicators of higher-order thinking skills in history textbook are being used as the measurements in this research. In the other hands, in content analysis method, analyst’ should do a *recording/coding* process. That process needs a recording instrument called the *coding sheet*. According to Eriyanto “*coding sheet* is an instrument that usable to count or measure certain aspect from the contents of the media. *Coding sheet* includes all aspects that we were going to examine in content analysis method. Because of its importance, the quality of content analysis research is determined by the quality of the *coding sheet*” [11]. Coding sheet is examined by the coder based on indicators and sub-indicators that has been made. Coding sheet shows all findings on each indicators and sub-indicators by quoting the examined sentences, the pages they’re at, and brief descriptions of what kind of findings are those. On this research, coding sheet that is developed by researcher can be seen on Table 2.

Table 1. Indicators and Sub-Indicators of Higher-Order Thinking Skills in History Textbook.

Indicator (Conceptual Definition)	Sub-Indicator (Operational Definition)
1. Analyzing (C4) Textbook guides students to be able to solve certain problem by examining the relations between details in information and also create a summary from it	1.1 Textbook guides students to relate between history concepts with historical events 1.2 Textbook guides students to compare between historical phenomenon and or historical events 1.3 Textbook guides students to observe the causality in history 1.4 Textbook guides students to locate evidences and or show examples towards an analytical construct of history
2. Evaluating (C5) Textbook guides students to be able to provide an evaluation into certain historical phenomenon, historical events, and also historical figures according to their own arguments that is based on an evaluation process	2.1 Textbook guides students to take values from a certain historical phenomenon, historical events, and historical figures 2.2 Textbook guides students to be able to evaluate a certain historical figures 2.3 Textbook guides students to be able to evaluate historical phenomenon and or historical events based on their own arguments
3. Creating (C6) Textbook guides students to be able to create a various kinds of creations that are related to historical learning as a result of complex thinking process in the forms of a product or an idea	3.1 Textbook guides students to create a creation that is related to history

3 Results of Research

After doing the coding processes, researcher gathers various data from coding sheet mainly the total amount of findings in each sub-indicator to reveal the results of research. Those data's are gathered by using frequency table, as mentioned before, to summarize the findings from coding sheets so that the researcher could explain the results in a better way. The frequency table that used on this research is adapted and modified based on the frequency table that was made by Darmawan [6]. Frequency table as mentioned can be seen below.

As seen on Table 2, the frequency table reveals the results of content analysis research especially at the coding process. Various colors were added so it's easy to distinguish between each aspect. Bright yellow represents the results of the analyzing aspect, purple represents the results of evaluating aspect, navy blue represents the results of the creating aspect, dark red indicates there are no findings on certain chapter and sub-indicator, dark green indicates the most dominant HOTS finding in chapter, bright red indicates the less dominant HOTS finding in chapter, dark yellow indicates the total number of findings on

Table 2. Frequency Table of HOTS Aspects Findings on Each Sub-Indicator

Indicator	Sub-Indicator	Chapter							ΣSi	ΣI
		First semester				Second semester				
		I	II	III	IV	V	VI	VII		
Analyzing (C4)	1.1	3	0	3	0	0	0	0	6	131 (44.25 %)
	1.2	6	1	4	6	2	0	0	19	
	1.3	24	33	2	9	14	7	10	99	
	1.4	2	0	2	3	0	0	0	7	
Evaluating (C5)	2.1	0	11	1	5	5	0	8	30	124 (41.90 %)
	2.2	5	3	3	10	2	5	4	32	
	2.3	10	8	6	13	11	5	9	62	
Creating (C6)	3.1	10	6	1	6	6	7	5	41	41 (13.85 %)
Total		60	62	22	52	40	24	36	296	100%
%		20.27	20.94	7.43	17.56	13.51	8.10	12.16		

each chapter and overall chapter, and bright green indicates the percentage of findings on each chapter also overall percentage of findings.

4 Discussion

The 11th grade Indonesian history textbook that was observed in this research has its own writing mechanism, as the source of data by the students and teachers, to determine its contents also subject matters that will be contained on the textbooks. Darmawan [6] made a figure that pictures the writing mechanism of history textbooks that can be seen below.

As seen on Fig. 1, Darmawan explains how are the steps that must be taken for the writers when making history textbooks. “First of all, writer should understand the contents of all four Core Competencies (CC) such as (CC 1) spiritual attitude, (CC 2) social attitude, (CC 3) knowledge, and (CC 4) skills competencies. Subsequently, writer should study Basic Competencies (BC) as the more detailed explanation of the Core Competency 3 and 4. To achieve the goals of Basic Competency, writers need to compose various indicators as the measurement of the competencies. Those indicators that already made were developed into the main content (historical events) that hopefully could be a knowledge source for the students. According to those indicators that were made to achieve the Basic Competencies, the contents that were developed should contain various aspects that are related to thinking skills, including the skills to remember, understand, apply, analyze, synthesize, and also evaluation skills” [6]. As stated by Darmawan it is clear that writers should take those steps when making history textbooks and also considers the aspects that are related to thinking skills, higher-order thinking skills for example. Those explanation by Darmawan could be proven in accordance with this research.

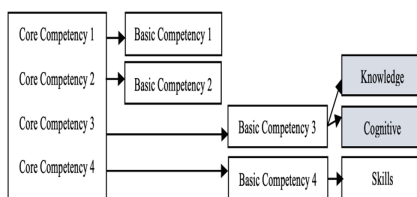


Fig. 1. History Textbook as the Data Source

Furthermore, as we know that higher-order thinking skills that is based on Blooms' revised taxonomy by Anderson and Krathwohl consists of three main aspect namely analyzing, evaluating, and evaluating as the top of the HOTS. First of all, analyzing according to Brookhart's definition could be defined as "analysis involves breaking down information into its parts and then reasoning with that information" [2]. Based on that definition, there are various possibilities of analyzing level tasks are accepted and considered to be part of HOTS. As we can see on the Table 3, overall percentage of analysis level findings are 44.25% with 131 analysis level sentence findings. To be more specific, if we look at the results of analysis level based on overall chapters that available on the textbooks, Chapter 1 gains the most results with 35 findings (1.82%) and otherwise Chapter 7 had the most few results with 7 findings (2.36%). In the other hands, when we look the results based on the analysis level sub-indicators, sub-indicator 1.3 gains the most results overall with 99 findings (33.44%) and otherwise sub-indicator 1.1 gains the fewest results with only 6 findings (2.03%). With all those results, researcher can say that HOTS especially analysis aspect has been represented in the history textbooks even though the results are not evenly distributed through all chapters and analysis level sub-indicators. Sentences that represents analysis level tasks within four sub-indicators of analyzing are represented Table 3.

The next level of HOTS after analyzing is evaluating aspect. According to Anderson and Krathwohl as mentioned by Brookhart "evaluate means judging the value of material and methods for given purposes, based on criteria. Processes include checking and critiquing" [12]. Based on the results of this research, as can be seen on Table 3, evaluating aspect results gained 41.90% with 124 findings. If we look at the results based on overall chapters, Chapter 4 gains the most results with 28 findings (9.46%). Otherwise, there are two chapters that gained the lowest results which are Chapters 1 and 3 because they has the same amount of findings namely only 10 findings (3.38%). Furthermore, if we look the results based on the evaluation level sub-indicator findings, sub-indicator 2.3 gained the most results with 62 findings (20.95%). Otherwise, sub-indicator 2.1 has the fewest results with only 30 findings (10.14%). Based on the overall results, evaluation level sub-indicators are better than analyze level sub-indicator findings in terms of the distribution of every aspect on every chapter in the history textbooks. It also means that the evaluation aspect of HOTS is already represented in history textbooks. Explicitly, sentences that represents evaluation level tasks within three sub-indicators of evaluating are represented by Table 4.

As the top of the Bloom's revised taxonomy, creation aspect is the most challenging for the students to be able to achieve. According to Brookhart "Anderson and Krathwohl

Table 3. Example Narration of HOTS on Analysis Level in History Textbook

Sub-indicator of analyzing aspect	Description
1.1 Textbook guides students to relate between history concepts with historical events	"Explain with the change and continuity concept and principle regarding with Raffles governance and policy in Indonesia!" [13]
1.2 Textbook guides students to compare between historical phenomenon and or historical events	"Well, you already learn about the liberal-economic political system. How was the implementation of liberal-economic political system in Dutch-East Indies? How was the impact for the local people? Try to compare the implementation between the Forced Cultivation system and liberal-economic political system in Indonesia!" [13]
1.3 Textbook guides students to observe the causality in history	"Try to analyze how Daendels built roads from Anyer to Panarukan! What was the relation with the defence and security concerns?" [13]
1.4 Textbook guides students to locate evidences and or show examples towards an analytical construct of history	"Try to describe the evidence of change and continuity principle on the period of the arrival of European nations to the Indonesian Archipelago!" [13]

Table 4. Example Narration of HOTS on Evaluation Level In History Textbook

Sub-Indicator of Evaluation Aspect	Description
2.1 Textbook guides students to take values from a certain historical phenomenon, historical events, and historical figures	"Don't forget that that description contains the importance of Youth Pledge. Why on every 28th October is commemorated as the Youth Pledge day and also the Youth Day? What is the meaning of Youth Pledge for you, for the learners, and for the young people in general?" [13]
2.2 Textbook guides students to be able to evaluate a certain historical figures	"Is it true that R. A. Kartini have a role on inspiring the era of progress and expansion of education world in Indonesia? Try to criticize it!" [13]
2.3 Textbook guides students to be able to evaluate historical phenomenon and or historical events based on their own arguments	"The event of 2nd Youth Congress in 1928 that created the 1928's Youth Pledge could be said as a revolution in the history of the struggle of Indonesian people to free the nation from colonialism. Try to explain that!" [13]

use the word ‘create’ and they mean it in the sense of both creative and critical thinking. Writing an appropriate original ending to a story, for example, requires reasoning and reflection, creative production, and evaluation by the student” [2]. In addition, according to Anderson and Krathwohl “create means putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure. Processes include generating, planning, and producing” [12].

As can be seen on Table 4, clearly every chapter has gained their on results of sub-indicator 3.1. This is because the creation aspect was also the main part of the 4th Basic Competency and indeed it should be contained on every chapter as the creativity assesment process. Overall results of sub-indicator 3.1 shows 41 findings (13.85%), furthermore, Chapter 1 gained the most results with 10 findings (3.38%) and otherwise Chapter 3 gained the fewest results with only 1 findings (0.33%). The creaton level tasks that are broadly available on history textbooks shows various types of tasks such as in the form of scientific research or could be an art-based tasks. Scientific research has some forms such as essays, articles, and also biography. In the other hands the art-based tasks came in the form of posters, maps, figures picture, poetry, monologue, and even social drama that will be performed live in the classroom. Based on those results, researcher can tell that even though creation aspect only have one sub-indicator, the results are satisfying with all those forms of creation level tasks on history textbooks. Sentences that represents creation level tasks are represented in Table 5.

Table 5. Example Narration of HOTS on Creation Level (C6) In History Textbook

Sub-Indicator of Creating Aspect	Chapter	Description
3.1 Textbook guides students to create a creation that is related to history	1	Based on that information, with your group members, try to do a further tracing and make a detailed, systematic, and logic description about the background history of the arrival of Western Nations to Indonesia! [14]
	2	You should watch the „Cut Nyak Dien” movie! After that, try to make an essay with a theme entitled „The Heroism of Cut Nyak Dien! [14]
	3	Please identify the effects of colonialism in political, governance, and economical matters in your neighbourhoods and also report it in the form of a poster! [14]
	4	Try to make a historical paper titled „The Netherlands closed their books in Indonesia”! Dont forget that you could search for an extra information on the library or if possible do an interview to local figures that might know about the end of the colonialism in Indonesia! [14]

(continued)

Table 5. (continued)

Sub-Indicator of Creating Aspect	Chapter	Description
	5	Please make a map about the route of the Imperial Japanese Army from the Southeastern Asia and into the Indonesian Archipelago! You could learn from various history books that are available in the school's library [14]
	6	Please simulate the process of Indonesian Declaration of Independence on 17th August 1945 since the Rengasdengklok event until the Declaration of Independence was red by President Soekarno! Arrange your own scenarios based on this sub-theme: (1) The negotiation between the young people to force Soekarno declare Indonesian's independence quickly, (2) The Rengasdengklok event, (3) Arrangements of Declaration of Independence script, and (4) The Declaration of Independence [14]
	7	"Please write a brief biography of a historical figure that in your opinion is memorable especially in Indonesian Independence and the Struggle to Defend Indonesian Independence period! Don't forget to write what are the values that could be learned from it! [14]

5 Conclusions

Higher-order thinking skills (HOTS) must be included on history textbooks as one of the realizations of 2013 curriculum on answering the challenges of 21st century. With the urgency and various benefits of HOTS kept in mind. Implementation of HOTS could be seen from the arrangements of subject matter that has been determined by core competencies and basic competencies that contains HOTS aspects. The implementation of HOTS in history textbooks are described into various HOTS level questions and tasks for students to work with. HOTS in 11th grade Indonesian History Textbooks are described with various forms of narration that guides students to be able to solve certain problem by examining the relations between details in information and also create a summary from it; narration that guides students to be able to provide an evaluation into certain historical phenomenon, historical events, and also historical figures according to their own arguments that is based on an evaluation process; and narration that guides students to be able to create a various kinds of creations that are related to historical learning as a result of complex thinking process in the forms of a product or an idea. History textbooks as the main source of historical learning process are already guides students to achieve higher-order thinking even though the distributions on every HOTS aspect are not yet perfect. Researcher hopes that this research on 11th grade Indonesian history textbooks that are based on 2013 curriculum could provide benefits for the

development on history textbooks especially in Indonesia and also could be used for further researches in the future.

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