

A Content Analysis of High Order Thinking Skills on Student's Textbook of Curriculum 2013 for Mentally Retarded

Isti Nurhidayati
 Yogyakarta State University
 Yogyakarta, Indonesia
 nurikamiftakul.2017@student.uny.ac.id

Edi Purwanta
 Yogyakarta State University
 Yogyakarta, Indonesia
 edi_purwanta@uny.ac.id

Abstract— This article aims to describe the results of the content analysis of high order thinking skills on student's text book of curriculum 2013 mentally retarded grade IV SDLB (elementary level of special school). This research used qualitative research with content analysis design. The results of the analysis carried out on student's book of curriculum 2013 mentally retarded grade IV SDLB theme "Playing at my Environment", the activities included in it already contain activities that are oriented to high order thinking skills with 3 indicators (analysis, evaluation and creation), but not evenly distributed in any learning. Operational verbs on the indicator of the ability to create with a total of 35 operational words, on the indicator of the ability of analysis as many as 24 operational verbs and operational verbs in the evaluation ability of 9 operational verbs so that the student's text book is still oriented to lower order thinking ability because the number of operational verbs used as a reflection of high order thinking skills is still little. That results also shows that the student's text book is in accordance with the standard of the educational process because it already contains high order thinking skills and can also be used as a reference in learning for mentally retarded children, however, more likely for mild mentally retarded children to remember the characteristics that are still able to be given functional academic learning with modifications and adjustments according to their capacity.

Keywords— *high order thinking skills, student's text book, mentally retarded*

I. INTRODUCTION

Mentally retarded is a term used to refer to a child with intellectual impairment or mental retardation. It is also explained that mentally retarded is a complex condition, that shows lower intellectual ability and experiences obstruction in adaptive behavior [1]. The characteristic of mentally retarded in learning is more inclined to the things that are concrete, so that it is limited to the characteristic of abstract and the learning ability is more to imitate without knowing the meaning and it takes a long time to complete the task and less in consideration [2]. The intellectual limitations possessed by the mentally retarded child become consideration in giving learning that will be developed in accordance with the needs and characteristics of mentally retarded. One of efforts made to give learning in accordance with the needs and characteristics of mentally retarded that is through the implementation of curriculum 2013. Implementation of curriculum 2013 special education began

in the academic year of 2014/2015 for class one, four, seven, and ten [3].

Curriculum 2013 emphasizes the modern pedagogic dimension of learning by using the scientific approach [4]. In the implementation of curriculum 2013, there are instructional materials in the form of text book lessons that are used as a reference in learning and can determine the success of the learning process. Permendikbud No 72 of article 1 year of 2013 regulation about text book explains that there are two books used as a reference in learning in the implementation of curriculum 2013, namely text book (student's book) and teacher guideline book (book of teacher) [5]. Student's book of curriculum 2013 should be arranged based on the characteristics and needs of student who use it, one of them is mentally retarded, thus it is necessary to consider the characteristics of mentally retarded.

Permendikbud No. 22 year of 2016 about process standard of basic and medium education explains that learning target includes the development of the areas of attitudes, knowledge, and skills elaborated for each educational unit [6]. The three domains of competence have different acquisition paths (psychological processes). Attitudes are gained through activities of "accepting, operating, appreciating, perceiving, and practicing". Knowledge is gained through activities of "remembering, understanding, applying, analyzing, evaluating, creating". Skills are gained through "observing, asking, trying, understanding, presenting, and creating". In the domain of knowing, the aspects of analyzing, evaluating and creating are the embodiments of high order thinking skills, so it can be said that in the implementation process of the curriculum 2013 on each component should include high order thinking.

High order thinking is a process that involves mental operations such as classification, induction, deduction, and rationalization [7]. High order thinking skills based on Bloom Taxonomy that is revised, it has three cognitive domains that are part of high order thinking, analysis, evaluation, and creation. High order thinking is the ability to think at a higher order than simply memorizing facts or saying something to someone exactly like something it is being told to us. This high order thinking skills requires a person to apply new information or prior knowledge and manipulate information to reach possible answers in new situations. In learning of curriculum 2013, students are also trained to be able to observe, ask, try, understand and

communicate in accordance with the scientific approach used in curriculum 2013 by using high order thinking capacities [8]. The student's text book of curriculum 2013 is no exception to the mentally retarded also designed to include activities directed to sharpen the power of understanding and the ability to think in high order.

According to above description, it is known that learning characteristics of mentally retarded and high order thinking skills is a thing that can be said contradictory, thus this article aims to describe the results of content analysis of high order thinking skills in student's text book of curriculum 2013 mentally retarded grade IV SDLB (elementary level of special school) previously conducted an analysis to improve the text book of curriculum 2013, especially for mentally retarded and problem formulation in this research is "How the content of high order thinking in the student's book of curriculum 2013 mentally retarded grade IV SDLB? Student's book of Curriculum 2013 grade IV mentally retarded theme "Playing at my Environment" selected for analysis.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the material and proposed methodology. Section IV describes the result. Finally, Section V concludes this work.

II. LITERATURE REVIEW

This section presents the literature review.

A. Mentally Retarded Characteristic

Mentally retarded is an individual who has the ability below the average or often referred to as individual who experiences mental retardation. Mentally retarded is a complex condition, that is signed by lower intellectual ability and experiences constraint in adaptive behavior [9]. American Association on Intellectual and developmental Disabilities also explains that mentally retarded is signed by limitations in intellectual and behavioral functions such as conceptual adaptive skill, social, and adaptive behavior skills that occurs under the age of 18 [10].

There are general characteristics of mentally retarded which are grouped into three core domains (a) intellectual and academic characteristics, (b) social and personal characteristics, and (c) adaptive behavior characteristics [11]. Characteristics of mentally retarded used in this research is preferred for children with mild mentally retarded considering the mild mentally retarded is still possible to be developed in the academic field. Characteristics of mentally retarded child in mild category are many stated by some experts and each have in common.

The mild retardation children have an IQ of 50-69 and in terms of education have difficulty, but are able to work, and can maintain good social relationships, and contribute to society [12]. Another characteristic about mild category of mentally retarded children has an intelligence score between 50 and 70, and mild mentally retarded children are categorized as individual who can acquire academic skills and can live independently with support of family and community [13]. However, explains characteristics of mild mentally retarded as follows: 1) Children with mild mental disabilities at age 2 to 5 years can move well with groups of

younger normal children 1 to 2 years of them; 2) experiencing slow mental development, but still has the potential to develop in three areas, namely: academic, social and vocational; 3) They have the potential to be independent with appropriate education and training; 4) In adulthood, they can make adjustments in jobs that do not require high skills or require only lower skills; 5) The acquisition and use of language: not true in terms of structure and meaning; 6) Personal and social characteristic: lack of concentration and problematic behavior [14]. It is also known that the process of information absorption, the mild category of mentally retarded children is unable to perform the classification process of the stimulus, thus the response that will be directed by the executive process does not run smoothly or not spontaneously [15].

B. High order thinking skills

Thinking is a general and broad term used to describe intellectual function. Thinking is a mental process that cannot be observed directly, but some actions reflect thinking, and this is known as cognitive skills. Thinking is manipulating or managing and transforming information into memory [16]. The ability to think in the cognitive domain according to Bloom Taxonomy is divided into six levels, namely: knowledge, understanding, application, analysis, synthesis, and evaluation. The classification of thinking ability is subdivided into two levels, namely: Lower Order Thinking Skills consisting of knowledge, understanding and application; and High Order Thinking Skills consisting of analysis, synthesis, and evaluation [17]. In 2001, Bloom Taxonomy at a high order of thinking ability was revised by Anderson & Krathwohl to analyze, evaluate, and create [18].

Higher Order Thinking Skills is defined as the type of thinking that requires a greater cognitive process than other types of thinking [19]. High order thinking in student is shown by the emergence of thinking processes of analyzing, evaluating, and creating [20]. High order thinking occupies the top level in the cognitive process of taxonomy [21]. High order thinking can be understood as student is able to connect their learning with other elements beyond what they have learned to associate [22]. Thus, high order thinking cannot be done maximally if learning is done conventionally with more lectures by teachers.

C. Text Book of Curriculum 2013

Curriculum 2013 has a considerable impact on education changes in Indonesia. The text book of Curriculum 2013 cannot be separated from the curriculum updates used and the changes encourage teachers to adapt to new book and material and form of learning. Text book is the most important expressions of the curriculum in education and training [23]. Text book plays a big role in achieving educational goals, thus it must be developed under the supervision of educational institutions authorized. Other opinions also reveal that text book is an effective resource for self-learning, effective resources for presenting material by teachers, sources of ideas and activities, reference resources for student, syllabuses that reflect learning that has been determined by goals, and support for less teachers experienced who have not earned trust yet [24]. It can be

interpreted that the main teaching materials used by student is text book lessons. Text book relates to learning or dealing with learners are packed with the form that is easy to understand, supported by student worksheets, interesting, colorful drawings.

The text book of curriculum 2013 differs from the previous text book curriculum by integrating the main subjects into themes. Regulation of the Minister of Education and Culture No. 72 of 2013 about Text book, explains that in curriculum 2013 the textbook is divided into two, namely teacher handbook and student's book [5]. The book of teacher is the teacher's reference book for planning the lesson and contains the learning components that teachers need to know, be prepared, and create by the teacher according to the characteristics of the learners. Meanwhile, the student's book is a learning guide book for learners in following the learning process. Moreover, student's book can also be used as a guide for parents to educate their children as a supporter of learning in school.

Through text book is expected that learning can be delivered properly, the activities carried out also attract attention and appropriate characteristics of learners. In the implementation of the learning process cannot separate between book of teacher and student's book. Both books are used simultaneously in learning. Book of teacher is used as a guide for teachers in preparing the lesson, while the student's book is a form of activities that must be done by student in learning. The book of teacher and student's book aims to make it easier for student to understand certain competencies. Based on the explanation, it can be concluded that the text book of curriculum 2013 is a teacher guideline and student used as learning resources in learning. In this research, text book of curriculum 2013 conducted analysis of student's text book of curriculum 2013 for mentally retarded grade IV SDLB.

III. MATERIAL AND METHODOLOGY

This section presents the data used and the proposed methodology.

A. Research Type

This research was part of the ongoing research. This research used qualitative research with content analysis design. Setting in the research was not limited because it was a book analysis that did not require a place of research and time to perform the analysis took a period of one month on June 2018.

B. Data Source

Sources of data from this research consisted of subject and unit of analysis. The subject of this research was the text book of student of curriculum 2013 mentally retarded grade IV SDLB theme "Playing at my Environment" consisted of four sub theme. The unit of analysis of this research was the content of high order thinking skills in all parts of the book that was made the subject of research both in the subject matter, student activities and worksheets contained in the student's book.

C. Technique and Instrument of Data Collection

Data collection technique was done by documentation technique that was by doing complete analysis and listing related to the content of high order thinking activity on student's book which used as subject of analysis. Instruments used were human instruments that were assisted with rubric analysis for data collection. Knowledge, accuracy and criticality of researcher in understanding each section of the book could be used to collect accurate data. The instrument of rubric contained indicators of high order thinking skills and operational verbs of each indicator.

D. Data Analysis Technique

Data analysis technique in this research used content analysis scheme proposed by Krippendorff consisted of six steps [25], included:

a) Unitizing

This research was conducted by analyzing the student's text book of curriculum 2013 mentally retarded grade IV SDLB theme "Playing at my Environment". In the student's book, there were four subthemes that were analyzed for data collection.

b) Sampling

This research did not use sample determination. The main aspect of this research was the high order thinking skill contained in all parts of the student's book of curriculum 2013 mentally retarded grade IV SDLB theme "Playing at my Environment".

c) Recording

In this part, data analysis results gained through an in-depth reading of high order thinking skills in student's book which were then performed on the rubric of document analysis. Recording was done in order to desired results nothing left.

d) Reducting

Reduction was done during the data analysis phase by eliminating data that was inconsistent with indicators of high order thinking and also reduction was done to simplify, classify and summarize similar data, thus made it easier to read the results of analysis.

e) Inferring

In this part used the criteria of determining the indicators contained in the text and the determination of this indicator was adjusted with the research questions were made, so that no research questions that were not answered.

f) Narrating

This phase aimed to describe or explain the results of data analysis that had been done. In this phase, the data that had been gained was explained in detail by using narrative text

IV. RESULT

This section presents the results obtained.

A. Result

Content analysis carried out on the content of high order thinking ability of text book student of curriculum 2013 mentally retarded grade IV SDLB in all learning activities

that include: let's watch, let's say, let's write, let's practice, let's be creative, let's read, let's talk, do, let's discuss, study with parents, cooperation with parents, now I can, and assessment sheets. Based on the content analysis conducted on the student's book of curriculum 2013 mentally retarded grade IV SDLB theme "Playing at my Environment" gained the results presented on each sub-theme as follows.

a) Analysis Results on Subtheme "Playing at Home Environment"

On the subtheme of "Playing at Home Environment" there is an operational verb that reflects a high order thinking indicator. The results are given in Table I as follows:

TABLE I. ANALYSIS RESULT OF HOTS IN SUBTHEME "PLAYING AT HOME ENVIRONMENT"

No.	Learning Process	Indicator			Total
		Analysis	Evaluation	Creating	
1.	Learning 1	Compose	-	Complete, Create,	3
2.	Learning 2	Order, Training	Repeat	Create	4
3.	Learning 3	Compare, Select	-	-	2
4.	Learning 4	Order	-	Create	2
5.	Learning 5	Order, Differentiate, Equalize	-	-	3
6.	Learning 6	Mark		Complete, Being Creative, Create	4
Total					18

Looking from Table I above that operational verbs that reflect high order thinking skills are not evenly prevalent in each learning. In this subtheme, most operational verbs appear that reflect the ability of the analysis of 10 words and appear in each learning. In operational verbs that reflect the ability of evaluation there is 1 word and only appears in learning 2. Operational verbs that describe the ability to create appear as many as 7 words and appear in learning 1, 2, 4 and 6. The whole operational verbs that arise from 3 indicators high order thinking on this subtheme is 18 words.

b) Analysis Results on Subtheme "Playing at Friend's Home"

In the subtheme of "Playing at Friend's Home" there is an operational verb that reflects the high order thinking indicators. The results are given in Table II as follows:

TABLE II. ANALYSIS RESULT OF HOTS IN SUBTHEME "PLAYING AT FRIEND'S HOME"

No.	Learning	Indicator			Total
		Analysis	Evaluation	Creating	
1.	Learning 1	-	Repeat, Grouping	Complete, Creative, Create	5
2.	Learning 2	Training	Grouping	-	2
3.	Learning 3	-	-	-	0
4.	Learning 4	Training	-	Creative, Create	3
5.	Learning 5	-	Grouping	Creative	2
6.	Learning 6	Training	-	Creative, Create	3
Total					15

Looking from Table II operational verbs that reflect high order thinking skills are also not prevalent in each learning. In this subtheme, most operational verbs appear to reflect the ability to create as many as 8 words and appear in learning 1, 4, 5 and 6. In operational verbs that reflect evaluation capabilities there are 4 words and appear in learning 1, 2 and 5. Operational verbs that describe analytical skills appear as many as 3 words and appear in learning 2, 4 and 6. In learning 3 there is absolutely no operational verbs that reflect high order thinking indicators. The whole operational verbs that appear from 3 indicators of high order thinking on this subtheme are 15 words.

c) Analysis Results on Subtheme "Playing at School Environment"

The subtheme of "Playing at School Environment" there is an operational verb that reflects the high order thinking indicators. The results are given in Table III as follows:

TABLE III. ANALYSIS RESULT OF HOTS IN SUBTHEME "PLAYING AT SCHOOL ENVIRONMENT"

No.	Learning	Indicator			Total
		Analysis	Evaluation	Creating	
1.	Learning 1	-	Grouping	Repeat, Being Creative, Create, Complete	5
2.	Learning 2	Training	-	Complete	2
3.	Learning 3	-	Choose, Grouping	-	2
4.	Learning 4	Order	-	Being Creative	2
5.	Learning 5	-	-	Set up	1
6.	Learning 6	Order, Mark	Choose	Being Creative, Create, Complete	6
Total					18

Based on Table III above, operational verbs that reflect high order thinking skills are also not prevalent in each learning. In this subtheme, most operational verbs appear that reflect the ability to create as many as 10 words and appear in every learning except learning 3. In operational verbs that reflect the ability of evaluation there are 4 words and appears in learning 1, 3 and 6. Operational verb which describes analytical skills appear as 4 words and appears in learning 2, 4 and 6. The whole operational verbs that arise from 3 indicators of high order thinking on this subtheme are 18 words.

d) Analysis Results on Subtheme "Playing at Tourist Place"

In the subtheme of "Playing at Tourist Place" there is an operational verb that reflects a high order thinking indicator. The results are given in Table IV as follows:

TABLE IV. ANALYSIS RESULT OF HOTS IN SUBTHEME "PLAYING AT TOURIST PLACE"

No.	Learning	Indicator			Total
		Analysis	Evaluation	Creating	
1.	Learning 1	Training	-	Create	2
2.	Learning 2	Compose , Training	-	Complete , Create	4
3.	Learning 3	-	Grouping	Being Creative, Create	3
4.	Learning 4	Training, Compose	-	Being Creative	3
5.	Learning 5	Mark	-	Complete	2
6.	Learning 6	Mark	-	Complete , Being Creative, Create,	4
Total					18

Based on Table IV above, operational verbs that reflect high order thinking skills are not prevalent in each learning like the previous 3 subthemes. In this subtheme, most operational verbs appear that reflect the ability to create as many as 10 words and appear in each learning. In operational verbs that reflect the ability of evaluation there are 1 word and appears in learning 3. Operational verbs that describe the analytical skills appear as many as 7 words and appear in every learning except learning 3. The whole operational verbs that arise from 3 indicators of high order thinking on this subtheme as many as 18 words.

The results of the analysis on the student's text book of curriculum 2013 mentally retarded grade IV SDLB on the theme of "Playing at my Environment" there is a high order of thinking ability on 3 indicators both on the ability of analysis, evaluation and creating. In analytical abilities there are 24 operational verbs, evaluation ability there are 9 operational verbs, and the ability to create there are 35 operational verbs that lead to high order thinking.

B. Discussion

Based on the results of the above analysis, the material presented in student's text book of curriculum 2013 mentally retarded grade IV SDLB with theme of "Playing at my Environment" has contained high order thinking skills seen from 3 indicators that is analysis, evaluation, and creating. In the four subthemes performed the analysis showed that the results are not much different because in the three subthemes performed the analysis has similarities in the number of operational verbs that reflect the skills of high order thinking that is 18 operational verbs on each subtheme, but there is 1 subtheme that the result is different because it only contains 15 operational verbs that reflect high order thinking skills. The results gained can be said not prevalent because there is still learning that does not include high order thinking skills. Nevertheless, the student's book of Curriculum 2013 mentally retarded grade IV SDLB with theme of "Playing at my Environment" according to the standard of basic and medium education process that explains that, knowledge acquired through activities "remember, understand, apply, analyze, evaluate, create" [6] contains material activities that reflect high order thinking skills. The standard of educational process can be used as a reference to be applied to mentally retarded student because it is supported by a special educational process standard

which states that student with minor intellectual obstacles remain incorporated in the educational process standards with the certainty of the process adapted to its ability [26]. Therefore, the mentally retarded child that allows for a high order thinking skill seen from its characteristics is mild mentally retarded in accordance with the opinion which states that mild mentally retarded still has the potential for functional academic, although its ability is limited to the things that concrete [14].

The results of this analysis also show that the operational verbs in indicators of ability to create most appear with 35 operational words. Then, on the indicators of analytical skills as much as 24 operational verbs and at least the operational verbs on the evaluation ability of 9 operational verbs. In mentally retarded children that have intellectual's obstacle, it is not possible to have high order thinking skills such as in student's book of curriculum 2013 mentally retarded grade IV SDLB with theme of "Playing at My Environment" above. High order thinking skills contained in student's book, can be controlled by mild mentally retarded child only if the learning suitable with the characteristics of mild mentally retarded that it has the characteristics of learning by requiring concrete words that they often heard, need repetition on the material submitted and attention is easy to change [12]. Thus, teachers should be able to make modifications in learning, so that children with mild mentally retarded is able to apply activities with high order thinking skills despite the obstacles they have. Therefore, student's text book of curriculum 2013 mentally retarded grade IV SDLB theme "Playing at my Environment" can be said in accordance with educational standards and can be used for reference in learning for mild mentally retarded.

V. CONCLUSIONS

High order thinking skills is a process of thinking that does not merely memorize and relay information that is known but the ability to connect, manipulate, and transform the knowledge and experience that have been owned to think critically and creatively in the effort to determine the decision and solve the problem in a new situation and that all cannot be separated from everyday life. In the cognitive domain, high order thinking skills include analyzing (C4), evaluating (C5), and creating (C6). The results of analysis conducted in student's text book of curriculum 2013 mentally retarded grade IV SDLB theme "Playing at my Environment", the activities that contained in it, have appeared activities that reflect high order thinking skills, but not evenly prevalent in every learning because there are still learning that has not contained activities with high order thinking skills. Operational verbs on indicators of ability to create with 35 words of operational, on the indicators of analytical skills as much as 24 operational verbs and operational verbs on the evaluation capability of 9 operational verbs. Based on that number, in student's text book is still oriented to the ability of lower order thinking because the number of operational verbs used as a reflection of high order thinking skills is still little.

The results also show that student's text book of curriculum 2013 mentally retarded grade IV theme of "Playing at My Environment" suitable with the standard of

educational process because it already contains high order thinking skills in the subject matter in it. The text book can also be used as a reference in learning for mentally retarded child, but more likely for children with mild mentally retarded because according to the characteristics that are still able to be given functional academic learning with modifications and adjustments therein.

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