

Promoting Patriotism and HOTS in Essay Questions: A Study of English Textbooks for SMK/MAK in Indonesia

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Abstract

This study is critical discourse analysis related to textbooks. Textbooks are crucial for supporting classroom learning and achieving learning objectives. In the globalization era, critical thinking is essential for students to adapt to the changes. The study is interested in investigating HOTS in essay reading questions that promote patriotism values distributed in the English SMK/MAK textbook for grades X published by Bumi Aksara based on the Merdeka curriculum. The study uses content analysis with a qualitative approach and Revised Blooms' taxonomy framework to classify the questions into different levels of HOTS. The results indicate that HOTS in essay reading questions promote patriotism values in various ways and enhancing students' patriotism. Therefore, this book is suitable for use because it enhancing students' understanding of heroism and the history of Indonesia's struggle for independence.

Keywords: OHigh Order Thinking Skill, Patriotism Values, Revised Blooms' taxonomy framework.

Textbooks are essential in the educational process as they provide a structured framework for teaching, ensure students understand the material required to meet academic standards. So that, learning is more focused in accordance with the learning objectives in the curriculum. Furthermore, according to Poljak (1983), textbook is the fundamental teaching and learning tool which helps students get the essential knowledge, cultivate critical, creative, and dialectical thinking, and advance their cognitive abilities (Lipovec et al., 2020).

Textbook becomes a guideline for teachers in delivering material and an additional learning resource for students to support independent learning. Furthermore, Gak's (2011) states that textbook contains many resources that help teachers deliver high-quality instruction ((Lipovec et al., 2020). It helps teacher to give

activities in structured ways to reach learning goals based on the curriculum implemented. The arrangement of a textbook is adjusted to the applicable curriculum and the goals of national education. so that the understanding of students in Indonesia has the same material focus, then the teacher can develop their own material creatively. Furthermore, character values in education are so essential, it is critical to understand the content of the textbook in terms of the character education ideals offered in the textbook.

Purnomo et al., (2022) stated that teaching material is necessary to integrate character values. A character may be defined as an attitude, a habit, a way of thinking, or a style of performing or as a real-life individual. So that, the contains of textbook is not only represent learning material of a subject but also activities

that build students' characters. Additionally, Borolla1 & Marini (2022) states that character education is a structured system designed to instill character values in students, aiming to help them develop virtue and decent morals, thereby fostering the expected character. Thus, integrating character values into the curriculum promotes a well-rounded education that gets students ready for both success in the classroom and significant contributions to society.

Moreover, Purnomo et al., (2022) agree that character education is an intentional effort made by humans to prepare students in the framework of education based on the noble ideals of the nation. Finally, education is the optimal platform to cultivate the character of a nation's children, as the quality of a nation is also influenced by its character. Building on this, it is even more important to incorporate character education into instructional materials since it ensures students are systematically taught these principles from a young age.

Teaching material is the right media to integrate character education. As a result, character education ideals must be implemented moreover in this globalization era (E. A. Wardani et al., 2019). The development of modernization and globalization in the 21st century has had a tremendous impact. The demand to be able to think critically and independently. The implementation of HOT skill in the learning process and assessment will help the students improve the HOT skill.

Fakhomah & Utami (2019) reveals that Higher-Order Thinking Skill (HOTS) refers to thinking at a higher level than remembering information or repeating what someone has said (Shalihah et al., 2022). Furthermore, when globalization is out of control, the value of patriotism should be more ingrained too. So, the students need to critically enhance their patriotism. Patriotism in the lives of students has begun to fade. Some experts believe that it is due to the effect of globalization, which diminishes their identities and affection for their nation. Furthermore, many students revered figures

from other countries. Regrettably, they are uninterested in their local notable persons who have exceptional character, high moral standards, and numerous accomplishments. The students' patriotism has been eroded as a result of degradation and scrapping (Syafri & Ardila, 2017). As a result, it is crucial for the government to focus on cultivating sense of patriotism among its students who will be notion generation. One of the effective ways to enhance this matter is growing up the patriotism value and awareness by asking them to think it critically.

Patriotism, apart from being based on the principle of loyalty, also includes moral values. According to the statement above, there must be a balance between skill and character. According to Lickona (1991), the welfare of a nation originates from the strong character of its people. When the people have strong character, the county will be powerful as well. Education is one way for strengthening a nation's character because the purpose of education is to create individuals who are not only smart but also have excellent character. Similarly, Sharma and Prasad (2009) states that the goal of education is character. According to Wibowo (2013), character development in schools may be implemented by including it in the teaching and learning process. It implies that during the teaching and learning process, students are introduced to values, their awareness and importance, and their internalization in all subjects, like English (E. P. Wardani, 2020). So, character values and HOTS can be integrated into textbooks simultaneously.

Textbook is one of the sources to build students' characters. Character education is made possible by instilling good attitudes in students (Utami et al., 2021). However, Anasy (2016), highlights that many textbooks still have problems with the implementation of HOTS because some of the practice questions in the textbook contain only a few higher-order thinking skills (HOTS). Furthermore, Ningsih (2012), mentions that there are numerous implementation obstacles of integrating

character in topic, such as teacher difficulties in choosing the value and integrating in subject, measuring accomplishment, and unsupported media (E. P. Wardani, 2020).

For that reason, researchers are challenged to analyze the contribution of HOTS in essay questions and the promotion of patriotism values in English SMA/SMK for Grade X Bumi Aksara textbook. The previous research was done by Rezita Ayu Febriyani et al., 2020, titled The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching: The Case of Indonesian Senior High School EFL Teachers. The current study is a little bit different from the previous study, which only focused on analyzing HOTS in the textbook. The second previous research was done by MutiaraZein, entitled An Analysis of Character Education Values in the 2013 Curriculum English textbook of the tenth-grade students.

The research focus on the analysing character values on the textbook. Basically, the gap between the current research and the previous studies is the novelty of this study focuses on the textbook, which is new since Merdeka Curriculum launched, and the relation of Hots essay questions with the promotion of patriotism value.

Method

This study use critical discourse analysis (CDA) as a tool to investigate the connections between the reading essay questions' meanings, the text, and hero imagery. The revised Bloom's

taxonomy is used to identify the higher-order thinking skills (HOTS) in essay questions after reading the questions and making notes. The researcher investigates the relationship between the complexity of the HOTS questions and the encouragement of patriotism and the pictures of national heroes and other visual components in the text.

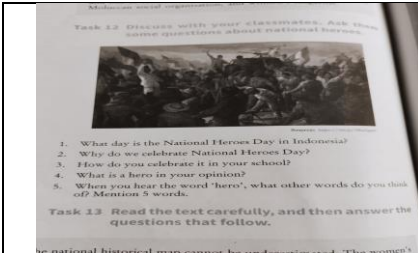
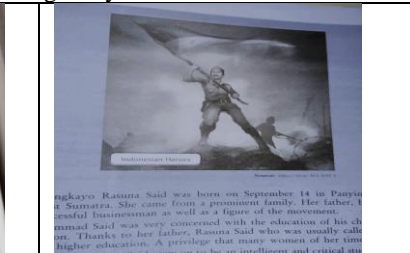
The researcher uses CDA to investigate into the underlying social and political messages, such as the construction of national identity and patriotism. According to Van Dijk (2004) "Critical Discourse analysis is a type of discourse analysis research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in social and political contexts (Salma, 2018)

Findings

The composition of HOTS in essay questions in SMK/MAK for Grade X that promote patriotism values is in chapter 5. There are 3 topics found which are integrated with patriotism value, those are National Heroes, Rasuna Said and Celebrity Topic. The researcher identifies HOTS in essay reading questions related to each topic. Those questions are classified into 3 HOTS levels of revised Bloom's taxonomy. The documentation used to classify each question into levels of Revised Bloom's Taxonomy.

Documentation

Table 1. Texts being analyzed

 <p>Task 2.2 Discuss with your classmates. Ask them to ask questions about national heroes.</p> <ol style="list-style-type: none"> 1. What day is the National Heroes Day in Indonesia? 2. Why do we celebrate National Heroes Day? 3. How do you celebrate it in your school? 4. What is a hero in your opinion? 5. When you hear the word 'hero', what other words do you think of? Mention 5 words. <p>Task 2.3 Read the text carefully, and then answer the questions that follow.</p> <p>the national historical map cannot be underestimated. The women's</p>	 <p>Rongkayo Rasuna Said was born on September 14 in Pampu, Sumatra. She came from a prominent family. Her father, a successful businessman as well as a figure of the movement. Rasuna Said was very concerned with the education of his children. Thanks to her father, Rasuna Said who was usually called 'Rongkayo' had a higher education. A privilege that many women of her time did not have. Rasuna Said grew up to be an intelligent and critical thinker.</p>
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<p>Page 128 National Heroes with Lots and Hots and Hots Questions</p> <p><i>Rasuna Said grew up to be a progressive hero. Apart from enjoying her well-earned active as politician in West Sumatra, Rasuna Said continued to hone her skills in rhetoric, speech – on the podium she anti-colonialism messages increasingly echoed to the five people.</i></p> <p><i>Adapted from contemporary Indonesian history.</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the text about? 2. Where is Rasuna Said from? 3. Who is her father? 4. Who is Mulyono? 5. Where was the Tawallih School? 6. Why is Rasuna Said named The Minangkabau Lioness? 7. What do you know about Minangkabau land? Describe it. 8. Why do you think Rasuna Said was active in politics in West Sumatra? 9. What were her contributions to the nation? Why does the government of Indonesia appreciate her contribution? 10. If you were in her (Rasuna Said) shoes, what would you do for your country? <p>Task 14 Read and study the following text type in the form of recount.</p> <p><i>you will demonstrate or develop your awareness of the motives and creative writing. These would be</i></p>	<p>Page 129 National Heroes with Lots and Hots and Hots Questions</p> <p><i>Rasuna Said grew up to be a progressive hero. Apart from enjoying her well-earned active as politician in West Sumatra, Rasuna Said continued to hone her skills in rhetoric, speech – on the podium she anti-colonialism messages increasingly echoed to the five people.</i></p> <p><i>Adapted from contemporary Indonesian history.</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the text about? 2. Where is Rasuna Said from? 3. Who is her father? 4. Who is Mulyono? 5. Where was the Tawallih School? 6. Why is Rasuna Said named The Minangkabau Lioness? 7. What do you know about Minangkabau land? Describe it. 8. Why do you think Rasuna Said was active in politics in West Sumatra? 9. What were her contributions to the nation? Why does the government of Indonesia appreciate her contribution? 10. If you were in her (Rasuna Said) shoes, what would you do for your country? <p>Task 14 Read and study the following text type in the form of recount.</p> <p><i>you will demonstrate or develop your awareness of the motives and creative writing. These would be</i></p>
<p>Page 220 National Hero (Rasuna Said) with Lots and Hots Questions</p> <p><i>Rasuna Said grew up to be a progressive hero. Apart from enjoying her well-earned active as politician in West Sumatra, Rasuna Said continued to hone her skills in rhetoric, speech – on the podium she anti-colonialism messages increasingly echoed to the five people.</i></p> <p><i>Adapted from contemporary Indonesian history.</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the text about? 2. Where is Rasuna Said from? 3. Who is her father? 4. Who is Mulyono? 5. Where was the Tawallih School? 6. Why is Rasuna Said named The Minangkabau Lioness? 7. What do you know about Minangkabau land? Describe it. 8. Why do you think Rasuna Said was active in politics in West Sumatra? 9. What were her contributions to the nation? Why does the government of Indonesia appreciate her contribution? 10. If you were in her (Rasuna Said) shoes, what would you do for your country? <p>Task 14 Read and study the following text type in the form of recount.</p> <p><i>you will demonstrate or develop your awareness of the motives and creative writing. These would be</i></p>	<p>Page 225, celebrity picture with Lots and Hots Questions</p> <p><i>Rasuna Said grew up to be a progressive hero. Apart from enjoying her well-earned active as politician in West Sumatra, Rasuna Said continued to hone her skills in rhetoric, speech – on the podium she anti-colonialism messages increasingly echoed to the five people.</i></p> <p><i>Adapted from contemporary Indonesian history.</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the text about? 2. Where is Rasuna Said from? 3. Who is her father? 4. Who is Mulyono? 5. Where was the Tawallih School? 6. Why is Rasuna Said named The Minangkabau Lioness? 7. What do you know about Minangkabau land? Describe it. 8. Why do you think Rasuna Said was active in politics in West Sumatra? 9. What were her contributions to the nation? Why does the government of Indonesia appreciate her contribution? 10. If you were in her (Rasuna Said) shoes, what would you do for your country? <p>Task 14 Read and study the following text type in the form of recount.</p> <p><i>you will demonstrate or develop your awareness of the motives and creative writing. These would be</i></p>

Table 2. HOTS Classification

No	HOTS level	Key words	Total question	Number of questions	Question	Topic
1	Analyze (4 C)	Analyze	2	3	How do you celebrate it in your school?	National Heroes
				7	What makes a hero heroic?	Celebrity Topic
		Assume	1	5	When you hear the word “hero”, what other words do you think of? Mention 5 words?	National Heroes
		Identify	2	6	Why is Rasuna Said named the Minangkabau Lioness?	Hero Topic-Rasuna Said
				9	What were her contribution to the nation?	Hero Topic-Rasuna Said
2	Evaluate (5 C)	Criticize	3	2	Why do we celebrate National Heroes Day?	National Heroes
				9	What do you think of this quote?	Celebrity Topic

					"We can all be heroes in our virtues, in our homes, in our lives"	
				6	Do you think celebrities can be really heroes? Why? Explain your answer!	Celebrity Topic
		Opinion	3	4	What is a hero in your opinion?	National Heroes
				8	Why do you think Rasuna Said was active in politics in West Sumatra?	Hero Topic- Rasuna Said
				9	Why does the government of Indonesia appreciate her contributions?	Hero Topic- Rasuna Said
		Argue	2	10	If you were her (Rasuna Said) shoes, what would you do for your country?	Hero Topic- Rasuna Said
				8	What is a hero in your real life?	Celebrity Topic
3	Create (6 C)	Plan and create	1	10	What question would you ask your hero if you met him/her?	Celebrity Topic

From the data above that came from analyzing one by one questions from 3 topics; National Heroes, Rasuna Said and Celebrity Topic. Some of the essay reading questions are in the level of analyzing (C4). This level question asks students to divide a concept or idea into components and explain the links between them. According to Krathwohl, (2002), analyze means breaking a piece of content into its component elements and determining how those elements relate to a larger structure or goal. The key words of questions that are categorized as analyzing level are analyze, differentiate, assume, and identify. Analyze level questions highlight learners' capacity to provide concepts or concerns that illustrate their ability to compare components with one another using logical reasons. From the analysis above there are 5 questions at level C4. The skills found to analyze, assume, and identify. Details of the summary and distribution of the questions can be seen in the table above. That means the evaluation level is the second level, which is found most often in the book.

Krathwohl (2002), defines that evaluation is making judgments based on criteria and standards. Through analyzing one-by-one questions, this book rather asks students to answer questions that need their opinion, argumentation and criticize problems. This question invites students to make value

judgments about concepts or things by utilizing standards and criteria to back up their beliefs and points of view. There are 8 questions in the evaluation level (C5) of HOTS essay reading questions. The skills examined at this level are to criticize, give an opinion, and argue. There are 1 question in level (C6) on celebrity topics. Furthermore, Krathwohl (2002), states that creating requires students to combine pieces of information into a whole through creative thinking and problem solving in order to reach a certain goal or create something new. It also encourages students to innovate by combining ideas from several sources to develop a new whole.

In the topic of National Heroes, the first question is not included in the list because the researcher considered that the first question was included at the LOTS level. The question is, "What day is National Heroes Day in Indonesia?" It is a question whose answer is certain and does not require higher-order thinking skills. So, researchers will not discuss this question since this study focuses on HOTS questions. Meanwhile, of the five questions, none are included in the creation level (C 6).

The second topic is Rasuna Said, the question number 1 until number 5 are not included in the list because the researcher considered that the questions were included at the LOTS level. The questions are:

1. Where is the text above?
2. Where is Rasuna Said from?
3. Who is her father?
4. Who is Mulyono?
5. Where was the Tawalib school?

Those questions answered are certain and do not require higher-order thinking skills. So, researchers will not discuss this question since this study focuses on HOTS questions. As a result, because this study focuses on HOTS topics, researchers will not address this issue. Meanwhile, none of the five questions are part of the creative level (C 6).

The third topic is Celebrity Topic. There are 10 essay reading questions here. But questions number 1 until number 5 are classified as LOTS. Here the questions;

1. Where did the writer meet the start?
2. How was the start?
3. What does paragraph 3 tell us about?
4. Why did the writer walk away sadly?
5. "I realised that he was just a showman . . ." (Paragraph 4) What does the underlined word refer to?

While the questions number 6 until number 10 and classified in the table above as HOTS.

Critical Discourse Analysis

□ Macro Structure

The macrostructure is a structure consisting of text that is observed based on the topic or theme raised in the text. The macro level, on the other hand, is the higher level representing the topic, theme, or gist of a text ("The Micro and Macro Analysis of English and Arabic Religious Texts," 2016). In the essay questions about national heroes (Page 218), providing pictures of the struggle of the heroes. The author would like to convey the importance of students remembering the struggles of the previous heroes

in fighting for Indonesian independence so that they can appreciate the present and be able to foster a sense of patriotism and nationalism in themselves. In other hand, there is celebrity picture but from the questions provided by authors below the picture and text promote patriotism values where students asked to criticize the difference between celebrities and heroes in order to be able to decide who should be the favourite start in their life.

□ Superstructure

According to Refnaldi (2018), superstructure explains more on how parts of the text arranged into the whole part. Van Dijk's critical discourse structure on the superstructure element is an analysis of how the story sequences from the pictures. The large number of hero images presented before the essay questions wanted to show that Indonesia had many heroes who fought for Indonesian independence in the past. This gathering of heroes illustrates the unity in fighting the invaders. The image of the red and white flag raised by the fighters shows their love for Indonesia and their readiness to make sacrifices. War tools such as swords and guns illustrate that they are ready to die in the struggle and show the magnitude of their fighting spirit. There is someone who stands wearing a different outfit from the others, namely a white shirt, to tell the reader that in that struggle there was a dashing leader whose job was to guide that struggle.

□ Micro

Microstructure analysis is a textual analysis of discourse structure. This textual analysis includes both verbal and non-verbal elements. In this element, the researcher wants to relate the HOTS questions and patriotism value according to the analytical data that has been presented.

Table 3. Relationship of HOTS questions with patriotism value

No	Questions	Analysis
1	Why do we celebrate National Heroes Day?	This question is entered at the Evaluate level (5 C). By using Bloom taxonomy analysis, the author gives implied meaning to the question with the aim of exploring students' opinions on the importance of celebrating National Hero's Day. Based on the Cambridge dictionary, the meaning of opinion is a thought or belief about something or someone. This

		question implies that students need to think critically by looking at illustrations of the struggle, passion, and sacrifice of freedom fighters or heroes. Why do they need to celebrate National Hero's Day? This question is actually a way to raise awareness of the need to remember and thank the former heroes of Indonesian independence.
2.	How do you celebrate it in your school?	By using Bloom taxonomy analysis, this question is entered at the evaluate level (4 C) with analytical skills. By associating critical discourse analysis on microelements and Bloom's taxonomy on evaluating skills. According to Bloom's taxonomy, the evaluation level requires the learner to make criteria-based judgments through the processes of critiquing and checking (Krathwohl, 2002). On this question, the author encourages students to evaluate the activities that have been carried out at school in order to celebrate National Hero's Day. By presenting pictures of the struggles of the heroes, the writer hopes that the students will celebrate them with full appreciation and gratitude.
3.	What is a hero in your opinion?	This question includes evaluating skills, namely at the evaluating level (C5). Evaluation is defined as a person's ability to understand something after it is known or remembered. In this question, the writer asks students to give different meanings to the meaning of heroes in the current era. By understanding what is meant by "hero," they need to relate to the era in which they currently live. This question conveys the meaning that students must be able to give critical opinions on the different meanings of heroes in the era before and after Indonesia's independence.
4.	When you hear the word "hero", what other words do you think of? Mention 5 words?	This question is a HOTS question, which includes level 5C. Where the keyword is cognitive thinking skills," according to the results of the evaluation of the documentation discussed above. In this question, students must be able to describe the meaning of a hero and then assume who, how, and what the characteristics of a hero are. By presenting pictures of heroes, students are expected to be able to analyze how someone can be called a hero so that they are able to name a few words related to heroes.
5	Why is Rasuna Said named the Minangkabau Lioness?	This question is in level 4C or analyze. According to Krathwohl (2002), analyze is breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. In this question students are asked to investigate the role of Rasuna Said as a hero in Sumatra who named the Minangkabau Lioness. By looking for the answer of this question, students will be able to find the patriotism value in that can be learnt from Rasuna Said` struggle.
6.	What were her contribution to the nation?	Students asked to explain Rasuna Said contributions as a hero. This question based on Revised Bloom Taxonomy is in Level 4C (Analyze) indicates that the students should be able to explain the point clearly. By reading the struggle story of Rasuna Said, it is hope that students will critically understand the values of patriotism that should be followed by them.
7.	Why does the government of Indonesia appreciate her contributions?	Based on Revised Bloom's Taxonomy, the question is in level C5 (Evaluate). The question should be answered by students after they analyze the struggle story of Rasuna Said and her contribution. After analysing it, they have to evaluate why Indonesia should appreciate her contribution. This question implicitly invites students to think that students should also be able to appreciate the struggles of heroes and students are expected to be able to contribute to the country according to their abilities or current position as students.
8.	Do you think celebrities can be really heroes? Why? Explain your answer!	Based on Revised Bloom's Taxonomy, the question is in level C5 (evaluate). Celebrities are currently preferred as role models by youth and students. This diminishes their love and respect for heroes, as well as their patriotism, because they adore those who have not made sacrifices for the Indonesian nation. By giving the question, the writers of this book asked students to analyze the characters of a hero and then evaluate whether celebrities who usually become their role models have the same character as the hero. Finally, they need to conclude and explain whether they are appropriate to be their role model or be adored.
9.	What makes a hero heroic?	Based on Revised Bloom's Taxonomy, the question is at level C4 (analyze). According to the Merriam-Webster Dictionary, heroic refers to courageous people or the mythological or legendary figures of antiquity. This question encourages students to find reasons why a

		hero is a heroic person by analyzing the value of their story and the struggles done by heroes in the past, like the independence of the Indonesian nation.
10	Who are heroes in real life?	According to Bloom's Taxonomy Revised, the question is at level C5 (Evaluate). Students must understand who their hero is by considering the worth of a hero and determining who deserves to be referred to as a hero in their lives. Who is deserving of the title "hero?" It is intended that by assessing the definition of a hero, students would be able to respect persons who actually made sacrifices.
11	What do you think of this quote? "We can all be heroes in our virtues, in our homes, in our lives"	According to Bloom's Taxonomy Revised, the question is at level C5 (Evaluate). the question was designed to stimulate contemplation and involvement. The authors may seek to inspire students to reflect on their own personal qualities and the possibilities for constructive effect in their local surroundings. The remark indicates a specific notion of heroism, one based on personal values and household circumstances. This reflects cultural standards that emphasize virtues like honesty, generosity, and accountability, implying that these are heroic qualities.
12	What question would you ask your hero if you met him/her?	According to Bloom's Taxonomy Revised, the question is at level C6 (Create). This question enables students to imagine a meeting with their hero. They need to create and ask questions. This question implicitly seeks to inspire students to remember heroes or to learn who the true heroes are.
13	If you were her (Rasuna Said) shoes, what would you do for your country?	The question is at level C4 (Evaluate) based on Revised Bloom's Taxonomy. Students must argue if they become Rasuna Said. The author's goal, as expressed in the question, is to shape students' perspectives, values, and knowledge of their duties as people in contributing to their nation. The question seeks to instill a sense of agency, critical thinking, and participation with national narratives, as well as a sense of patriotism.
14	Why do you think Rasuna Said was active in politics in West Sumatra?	The question at level C4 (Evaluate) based on Revised Bloom's Taxonomy. Students need to evaluate, then give their opinion. The question is intended to elicit critical thinking from students regarding historical personalities, their intentions, and the contextual variables that may have impacted their behavior. It invites students to question historical narratives about Rasuna Said's efforts in West Sumatra and to understand the complexity of political activity.

Conclusion

The main purpose of this study is to investigate HOTS in essay reading questions and promote patriotism value distributed in the English SMK/MAK textbook for grades X. This research shows that generally the Hots questions that connected to the promotion of patriotism values are in recount text material. There are more HOTS than LOTS. The ability of students' critical thinking skills is connected with the history of the struggle of the heroes for Indonesian independence and evaluating the meaning of Hero and comparing it with

celebrities. Furthermore, the book is in accordance with the expectations of the Merdeka curriculum to train students' thinking skills and enhance patriotism value.

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