

# Bahasa Indonesia Textbooks from Hots Perspective

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**Abstract.** This research aims to determine the characteristics of *Bahasa Indonesia* subject textbooks used at schools viewed from the higher order thinking skills (HOTS) perspective. This research focuses on the questions, exercises, and texts contained in the students' textbooks, especially on the cognitive dimensions of Bloom's Taxonomy. This research uses content analysis technique with the *Bahasa Indonesia* textbooks at the junior high school level as the main source. The analysis process uses Bloom's Taxonomy theory revised by Anderson and Kratwhol, which makes a clear separation between the dimensions of knowledge and cognitive processes. The knowledge dimension is divided into four types/dimensions, namely factual, conceptual, procedural and metacognitive, while the cognitive process consists of 6 (six) steps, namely memorizing (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). The results of the analysis show that the value obtained in each book has the highest value at level 1 and 2. Yrama Widya's book has a score of 13 for the memorizing category, 13 for the understanding category, 3 for the applying category, 1 for the analyzing category, and 0 in the evaluating and creating categories respectively. Furthermore, *Wahana Pengetahuan* book performs its memorizing and understanding categories has 25 points respectively, 27 in applying category, 7 in analyzing, and 6 in evaluating and creating aspects. The results of this research show that the textbooks are not yet classified as high level thinking skills or HOTS.

**Keywords:** Textbooks, *Bahasa Indonesia*, HOTS

## 1 Introduction

Learning process would be more optimal if it is supported by adequate teaching materials. There are many forms of the materials, one of which is textbooks which are very effective in supporting the learning. The textbooks as a means of learning aims to make the learning can be easily understood by the students and also to support the teaching programs. Improving the teaching quality can be resulted from the application of current theories, which is seen from the use of textbooks developed by experts scientifically contributing to the formation of effective teaching [24].

The textbooks are basically the products of higher education institutions. The quality of the textbooks will directly affect the quality of students' learning [20]. Most experienced teachers prepare their lesson plans from a textbook, following the organization of the subjects and emphasizing the concepts, main ideas, contents, and skill choices. Textbooks are very helpful for the teachers when they feel that their knowledge is not yet sufficient, and can also make it easier for the students to pay attention to the sequence of learning materials [26]. Textbooks are used as teaching material at almost all schools, although currently there is more access to digital information. Textbooks are still the main sources of the learning materials. Over the years, textbooks have been a staple resource for both teachers and students. Traditionally, textbooks have provided the students with standardized texts that complement the teachers' perspectives and offer learning materials and activities for them. In an age where there have been a lot of digital information provided in the internet, the textbooks distributed in the classroom are never outdated because they offer a level of standardization and makes it easier to assign and study for exams [6].

The 21st century students are required to master learning and innovative skills consisting of critical thinking and problem solving, communication and collaboration, and creativity and innovation [29]. Classifying communication skills, collaboration, critical thinking, problem solving, and creativity are significantly important to prepare the students for their future [14]. Communication, critical thinking and problem-solving skills are essential for developing citizens in the 21st century. These skills are needed to contribute as a member of society, operate effectively in post-secondary institutions, and compete in global markets [7]. In this rapidly changing era, some 21st century skills are a must to be mastered by everyone to encourage the need to communicate, innovate, and solve problems using intelligent and diverse methods [2] [16].

The more advanced the civilization of a nation is, the tighter the challenges it faces. In the international world, scientific competition is increasingly heavier and difficult. Thus, Indonesia is also required to continue to compete with other countries to elevate national dignity. Therefore, in facing challenges in the world of education, the 2013 curriculum is considered capable of answering these problems, and HOTS implementation is very much needed to fix educational performance that is still far behind the developed countries in the world. The National Research Council (1987) stated in a project involving several American schools about various approaches to synthesizing theories related to HOTS revealed that HOTS has positive long-term learning impacts on the students than conventional memorizing learning method. Alos, it is also found that the teachers should use specific teaching approach to get the desired results, build background knowledge, classify things into categories, organize items in several dimensions, make hypotheses, draw conclusions, analyze things in their components, solve problems, and encourage the students to think using thinking strategies.

Several studies related to HOTS have been carried out in the learning including some research conducted in Hong Kong, Tiawan, and China which focus on the learning using higher-order thinking skills [8][22][33] [14][18]. These experts conclude that higher-order thinking skills applied at the secondary, high school to college levels are very effective, given that higher-level skills are an important part of 21st century learning. These countries are currently still promoting higher order thinking skills and enhancing the critical and creative thinking of the students.

Other countries like Malaysia and Singapore also apply higher order thinking skills in their learning. Many studies have been conducted by experts on this topic, and they focus more on higher-order thinking skills at the high school and college levels, particularly on the syllabus and teaching and learning techniques. Their findings study provide some important insights into the opportunities or potentials of technology in facilitating higher order thinking but success lies in the exercises or questions designed appropriately to promote learning materials. Also, other results show that the students like the assigned tasks and believe that learning using higher order thinking skills is innovative [31][1][13][32][12][15].

From what has been previously described, it can be concluded how important it is to apply HOTS in learning, especially in textbooks. Some individual works that the students assume may depend on the use of the textbooks and on how the books are used [23]. Therefore, it makes sense to ask: have the students' textbooks, especially in Bahasa Indonesia subject, been based on higher order thinking skills (HOTS)? The focus of this research is to find out whether HOTS is already presented / described in textbooks at schools, especially at the junior high school level.

Textbooks act as the core of educational thoughts, and course systems and teaching methods are all reflected in them [20]. The textbooks are the basic products of higher education, and the quality of textbooks will directly affect the quality of students' training. The core activities of a teaching system are well reflected in a textbook. Tomlinson also provides a limitation on the textbook, which is "the textbook provides the core material for language learning courses. It provides everything as much as possible in one book and is designed in such a way that it can serve as the only book the learners should use. Such books usually cover grammar, vocabulary, pronunciation, reading, writing, listening and speaking functions and skills" [28].

Textbooks are important parts of education that can influence main ideas about national culture, and often become saturation points for cultural struggles and disputes [21]. Over the years, textbooks have been staple resources for both teachers and students. Traditionally, textbooks provide the students with standardized texts that complement the teachers' perspective and offer learning materials and activities for them. In current modern era where there is a lot of digital information, the textbooks shared to the students are still relevant, because they offer a level of standardization and make it easier to assign and study for exams [6]. Textbooks are especially helpful when the teachers are not quite sure with their own knowledge on certain subjects or scope of the curriculum. Textbooks can also make it easier for the students to follow the learning sequences [26].

Textbooks indeed have several advantages, such as they provide guidelines for effective language teaching, contain useful models, save teachers' time, and are usually leveled and adjusted to national standards [10]. Furthermore, Ferlazzo & Sypniewski explained that another advantage of using textbooks is that the teachers can take the time to focus on dealing with other important pedagogical issues. The materials presented in the textbooks are authentic or created materials which means the materials can be taken from videos, photos, text, or other learning resources, while what is meant by created materials is other learning materials compiled by the the textbooks authors [24]. The use of language, conceptual organization, spatial arrangement and level of interaction are some of the important considerations in designing textbooks for effective teaching and learning [30]. From these definitions, it can be concluded that a textbook is a book written by experts in their respective fields regarding certain subject matter and has

fulfilled the predetermined indicators and curriculum to be used as a medium for the students and teachers in understanding the learning materials.

Higher-order thinking skills include critical, logical, reflective, metacognitive, and creative thinking [17]. All of them are activated when the individual faces a problem or question that cannot be resolved or answered. The application of these skills results in explanations, decisions, performance, and products that are valid in the context of knowledge and experience as well as in other intellectual skills. Higher-order thinking skills can be linked to three categories, namely high-level thinking as transfer, critical thinking, and problem solving [5]. The students do not only acquire knowledge and skills, but also the ability to apply knowledge and skills in new situations. In this case, "being able to think" means the students can apply judicious judgments or generate reasonable criticism. Critical thinking is "an intelligent thinking" which includes reasoning, questioning, investigating, observing, and describing, comparing, connecting, finding complexity, and exploring points of view. Higher order thinking as a transfer is not only to memorize, but also to understand and use what has been learned in the learning. Meanwhile, as a problem solving aspect, "being able to think" means that the students can solve problems and work creatively [5].

In general, higher-order thinking theories require more cognitive processing than other types of thinking. When it is related to cognitive processes in Bloom's taxonomy, the term HOTS is often contrasted with the term LOTS (low level thinking skills). Cognitive processes of analysis, synthesis, and evaluation are categorized as HOTS, while knowledge, understanding, and applications are categorized as LOTS [11]. Higher order thinking is a thinking process that consists of critical and creative thinking skills. This thinking process requires the use of thinking skills in three categories, namely HOTS, MOTS, and LOTS. Medium order thinking skills involve eight types of logical thinking skills, namely characterizing, linking / differentiating, categorizing, sequencing / patterns, counting, causal, representing, and concluding, and they are all parts of the MOTS. Low order thinking consists of five practical thinking skills consisting of imitating / copying, following rules and instructions, memorizing / remembering, knowing / doing by memorizing, and identifying / measuring [25].

The basic theory used is the thinking skills, and according to Bloom's taxonomy, it has been refined by Anderson & Krathwohl (2001) based on the assumption that taxonomy is needed to meet the students' and teachers' needs in current 21st century. There are some following new terms: (1) memorizing: retrieving, recognizing, and recalling relevant knowledge from long-term memory, (2) understanding; constructing meaning from verbal, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, conclude, compare, and explain, (3) applying: implementing or using procedures through execution, or implementation, (4) analyzing: breaking the materials into constituent parts, determining how these parts relate to one another and with the overall structure or goals through differentiation, organization, and association; (5) evaluating: making judgments based on criteria and standards through checking and criticism; (6) creating: putting elements together to form a coherent or functional whole; rearranging elements into a new pattern or structure through making, planning, or producing [3].

Bloom's Taxonomy has been widely used as a framework for teaching the thinking skills. The idea is to promote higher-order thinking skills in education such as analyzing and evaluating rather than memorizing and should include cognitive, affective and psychomotor skills [32].

Higher-order thinking is thinking at a higher level than memorizing facts or telling someone something exactly as it is said, [27]. Furthermore, Thomas & Thorne stated that “higher level thinking requires doing things with facts. We must understand them, summarize them, relate them to other facts and concepts, categorize them, manipulate them, put them together in new or novel ways, and apply them as we seek new solutions to new problems”. Higher-order thinking occurs when a person takes new information and information stored in memory and is interrelated and / or rearranges and expands this information to achieve goals or find possible answers in a confusing situation [18].

## 2 Research Methods

This research uses a qualitative approach with content analysis. Creswell explains that qualitative research is a type of research that places the researchers leaning on the participants’ views, such as asking some general questions, collecting data that contains a lot of information from participants in the form of words (text), describing and analyzing words is in accordance with the theme, and conducting a study of something that is subjective and biased [9]. This research is conducted to understand symbolic messages in a document. Purposive sampling is used to determine the types of books that will be used as the research objects.

The data collection technique used is literature study. The data source of this research is the Bahasa Indonesia textbooks used for grade VII junior high school students in Bengkayang Regency, West Kalimantan which applies the 2013 Curriculum. The titles of the textbooks are (1) *Bahasa Indonesia* textbooks for Class VII Junior High School students written by Yadi Mulyadi, Ani Andriyani, and Auliya Millatina Fajwah, published by Yrama Widya, and; (2) *Bahasa Indonesia* textbooks of *Wahana Ilmu* / Ministry of Education and Culture for Class VII Junior High School students.

## 3 Results And Analysis

The ability to think or cognitive aspects is divided into six levels as developed in Bloom's Taxonomy which is further refined consisting of the ability to: remember, understand, apply, analyze, evaluate, and create. The theory is used as a benchmark in analyzing books [3]. In this case, the researcher analyzes two textbooks, and the results of the analysis that has been carried out can be seen in the following table.

**Table 1 Results of Analysis of Bloom’s Taxonomy Cognitive Dimensions Buku of the**

No	Name of Book	Cognitive Dimension					
		C1	C2	C3	C4	C5	C6
1	<i>Yrama Widya Bahasa Indonesia</i> Textbook	13	13	3	1	0	0
2	<i>Wahana Pengetahuan Bahasa Indonesia</i> Textbook	25	25	27	7	6	6

**Textbooks**

The table above shows the results of textbooks analysis in general seen from the cognitive dimension of Bloom's Taxonomy which consists of remembering, understanding, implementing, analyzing, evaluating, and creating. The first book is published by *Yrama Widya*, written by Yadi Mulyadi, Ani Andriyani, Auliya Millatina Fajwah and has 258 pages. This book consists of 8 (eight) chapters, namely chapter 1 (Describing an Object in Detail), chapter 2 (Creation with Fantasy Stories), chapter 3 (Examining the Stages in a Procedure Text), chapter 4 (Getting to Know Indonesia through Observation Reports), chapter 5 (Exploring the Contents of Fiction and Nonfiction Books), chapter 6 (Establishing Communication Through Letters), chapter 7 (Examining Advices in Traditional Poetry), and chapter 8 (Taking Moral Messages and Fables). The materials contained in this book is about descriptive texts, fantasy stories, procedural texts, observation reports, fiction and non-fiction books, personal and official letters, folk poetry, and fables.

Systematics of book presentation starts from explaining: 1) chapter title, which contains the concept of material to be studied in *Bahasa Indonesia* learning; 2) Introduction to the beginning of the chapter; this introduction will provoke further curiosity about the material to be discussed. Besides, this part provides learning objectives accompanied by illustrations that support the learning; 3) concept mapping; this parts is prepared to make it easier for the students to map the flow of material to be studied in each chapter; 4) keywords; it contains the main words that are discussed in each chapter; 5) Learning Materials; it presents the materials to be discussed; 6) students' activities; it aims to find out the extent to which the students understand the material presented. Students' activities present various activities, both in the form of individual and group activities; 7) language and literature information; this part presents important information that supports the learning, both in linguistic and literary aspects; 8) the meaning of the word; in it will help the students understand the meaning of the word according to the dictionary; 9) inspirational figures; it displays inspirational figures who can change the students' perspective to do better, be creative, and innovative; 10) language humor; this component presents intelligent entertainment. Language humor contains funny language anecdotes, but it opens our knowledge about mistakes and problems in using *Bahasa Indonesia*.

The next parts are: 11) project tasks; it contains assignments to assess the students' skills in solving problems related to the material and have relevance to everyday life; 12) portfolio assignments; it presents physical evidence or documents that describe the experience of activities, works, and achievements during learning; 13) *Bahasa Indonesia* in everyday life; it displays examples of cases of language and literature in everyday life related to the material discussed; 14) summary; it functions to remind the students about the material studied in each chapter, and it is presented briefly; 15) reflection; it is used for reflection on the students' ability to understand the material; 16) chapter evaluation; each chapter presented in this book is completed with an evaluation sheet. Chapter evaluation is a special column to evaluate the students' ability in learning *Bahasa Indonesia*; 17) glossary; this section lists the words and their meanings; 18) bibliography; it contains a list of reference books that can be used in further learning the material; 19) index; this parts displays a list of key words along with a reference to the page where they appear; 20) information on publisher: it contains complete information about the authors who publish the books. It also shows the author's profile, editor's profile, and brief information about the publisher. The students can communicate directly with publishers, both in contents and aspects of book presentation.

From the results of book analysis, it can be seen that the *Yrama Widya* book has 13 results for the remembering category, 13 for the understanding category, 3 for the applying category, 1 for the analyzing category, and 0 each for the evaluating and creating category. The results of the analysis indicate that this book is still at level 1 (remembering and understanding), and this can be seen from the texts, assignments and exercises contained in the book which still require the students to recall and understand the contents of the given reading text. It can be seen for example on page 11, where in examining the structure of the description text, the students are asked to look at the text and answer the questions. The questions given are 1) “does the description text above contain a complete structure?” and; 2) “does the description text use a sequential structure?” the questions given are classified in the level 1 category (remembering and understanding).

Next is the textbook written by Fairul Zabadi, Sutejo, Mu'jizah, and Dad Murniah. This book is published by the Indonesian Ministry of Education and Culture and contains 270 pages thick. Based on the 2013 curriculum, the seventh grade students' book contains a front chapter where the students will learn about the types of observation report, description, exposition, explanation, and short story texts. In chapter 1, the students are invited to recognize the observation report on the environment. In chapter 2, they will learn to recognize descriptive texts of Indonesian culture. Meanwhile, in chapter 3 and 4, the students are asked to recognize the exposition text on character education and appropriate technology. In chapter 5, they should be able to recognize some explanation texts about natural events. Furthermore, in chapter 6, the students are invited to recognize short story texts. In chapter 7, they will learn, recognize, observe and understand various types of texts, while in chapter 8 they are assigned to analyze, summarize and revise various types of texts.

This book is designed in such ways that the students can actively carry out learning activities through assignments, both in groups and independently. In implementing the materials in the book, the teachers should take four stages of learning: (1) context development stage; (2) text modeling stage; (3) joint text creation stage, and; (4) independent text creation stage. Each chapter in the book contains three learning activities. Learning activity 1 deals with the context development stage followed by modeling. Learning activity 2 discusses the construction of the text together. Learning activity 3 is an independent learning activity. At this stage, the students can actualize themselves by using the text according to the types and characteristics as shown in the model.

From the data analysis, *Wahana Ilmu's* book has greater values than the first book. The results of the analysis show that each category of ‘remembering and understanding’ has a gain of 25, the category of applying has 27, ‘analyzing’ has 7, and ‘evaluating and creating’ is 6. The results show that the level 1 (remembering and understanding) and level 2 (applying) categories have higher score than level 3 (analyzing, evaluating and creating), so it can be concluded that this book is also not yet in the category of higher order thinking skills or HOTS.

#### **4 Conclusions**

Based on the results of research and discussion and viewed from the perspective of higher order thinking skills (HOTS) especially in the cognitive dimensions which include exercises and assignments, the learning book is still at the level 1 category (remembering and understanding)

and level 2 (applying). The results of the analysis show that each book has the highest value at level 1 and 2. *Yrama Widya* book has a score of 13 for remembering category, 13 for understanding category, 3 for applying category, 1 for analyzing category, and 0 for each category of evaluating and creating. Next, *Wahana Pengetahuan* performs 25 for remembering and understanding, 27 for applying, 7 for analyzing, and 6 for evaluating and creating. The results of this research show that the book is not yet in the category of high order thinking skills or HOTS.

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