


Assessment of Critical Reading Ability Using Indonesian Language Textbooks for the 2013 Curriculum and the Merdeka Curriculum

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ARTICLE INFO	ABSTRACT
<p>Article history Received Feb 03, 2024 Revised April 02, 2024 Accepted June 19, 2024</p> <p>Keywords Assessment Critical Reading 2013 Curriculum Merdeka Curriculum</p>	<p>Critical reading ability is a type of reading skill that involves critical thinking. There is a positive correlation between critical reading urgency and critical reading tests. In this regard, it is necessary to study the evaluations of the curriculums currently being implemented in Indonesia, specifically the 2013 and Merdeka curricula. This study is a type of qualitative descriptive research. The data of this study includes the level, stimulation level, and format of reading comprehension questions in the Indonesian textbook for the 10th grade 2017 version of the 2013 curriculum and the Indonesian textbook for the 10th grade 2021 version of the <i>Merdeka</i> curriculum. The data collection technique implemented in this study is the documentation or note-reading technique. Research results show that (1) there are six levels of awareness of critical reading skills in Indonesian textbooks for the 2013 class X and Merdeka programs. The six cognitive levels are interpretation, analysis, inference, evaluation, explanation, and self-regulation. The Indonesian Textbook 10th Grade, 2013 syllabus found 64 questions containing important reading content. Meanwhile, the Indonesian Textbook for the 10th grade of <i>Merdeka</i> Curriculum has 76 questions containing important reading content. Significant differences exist in the number of items measuring critical reading skills; (2) the question stimuli used included text, images-texts, and infographics; and (3) variations in question format including multiple-choice, true-false, brief, and descriptive answers.</p> <p>This is an open-access article under the CC-BY license.</p> 

I. Introduction

Reading skills are complex receptive skills Mason (2008) Explains that reading is a constructive process. Harsiati (2018) Emphasizes that reading is not simple decoding but a process of integrating understanding and using information for functional purposes.

Critical reading ability is a type of reading skill that involves critical thinking. Smetanová & Drbalová (2015) It claims critical reading is part of the critical thinking process and synchronized with other concepts, such as critical consciousness and critical pedagogy. Sultan (2019) States that critical reading is linked to the process of discovering the ideology of a text. Critical reading skills generally involve the ability to analyze, synthesize, and evaluate reading (Aghajani & Gholamrezapour, 2019; Kurland, 2002; Volchenkova, 2019; K. Wilson, 2016). Ennis (2009) Formulation of key activities includes (1) the ability to formulate key issues; (2) the ability to reveal facts necessary to resolve the problem; (3) the ability to choose arguments that are reasonable, appropriate, and accurate; (4) the ability to detect bias based on different

perspectives; and (5) to be able to determine the consequences of a statement considered a decision.

An important reading skill needed is critical thinking. Reading activities rely on critical thinking skills. The theory that is also often used to understand critical reading frameworks is the thought of (Facione, 2020), who explains that thinking skills include cognitive skills and dispositions. The cognitive skills of critical thinking include the skills of interpretation, analysis, evaluation, inference, explanation, and organization. Facione and Gittens (2016) state that people today live in a world full of independence, economic competition, and personal initiative. The stronger a person's thinking skills, the greater their chances of success. It shows that reading and thinking are essential (Basuki, 2011; Kurniawan et al., 2021; Marni et al., 2020). Facione and Gittens (2016) think of the importance of the ability of critical thinking. Failure to think critically can contribute to patient death, loss of income, ineffective law enforcement, loss of employment, gullibility, chaotic communication, imprisonment, losses in combat, overturning assumptions, car and workplace

accidents, leading to bad decisions, heart disease, and domestic violence. Suicide, divorce, drug addiction, illiteracy, etc. At the same time, critical reading skills can be helpful, especially in predicting inaccurate information or hoaxes that are common in today's digital age.

In the Indonesian language learning process, the concept of critical thinking is included in text-based learning, which begins with reading the text, then analyzing the text, and finally creating the text (Pardede et al., 2020). In this topic, Fajarini (2018) Says that critical reading depends on critical thinking; hence, a positive correlation exists between critical reading and critical thinking. Tahmidaten & Krismanto (2020) Explain that critical reading is a thinking process that can support reading skills as a *condition sine qua non* (absolute requirement) for each person who is eager to learn.

Critical reading is a high-level comprehension skill. In reading, there is a process of questioning and evaluating printed or written materials. Critical reading involves the reader's ability to think critically and respond cognitively to the author's ideas (Mason, 2008; Paul et al., 1994). To do critical reading, guiding questions are necessary. These guiding questions allow readers to identify and differentiate the values proposed in the text. Hedge (2001) Identifies questions: (1) Why is this topic being written about? (2) How is the topic written? (3) Is there another way to write about this topic? (4) Who is the sample reader of the text? Readers can learn to question what they read, distinguish fact from opinion, detect logical errors, and recognize propaganda (Paul et al., 1994).

Critical reading includes analyzing and evaluating reading, discovering good and bad information from reading, and finding reasons for good and bad information in reading. In this case, understanding the text's arguments becomes very important for critical evaluation because readers cannot evaluate something they do not understand. The process of critical reading includes (1) understanding the argument, (2) analyzing and evaluating the reading, (3) identifying the strengths, weaknesses, or limitations of the author's arguments and evidence, and (4) questioning the assumptions the author makes. It may have been formed. (Tasnimi, 2017).

There is a positive correlation between critical reading urgency and critical reading tests. Indeed, critical reading skills are closely linked to critical thinking skills. Mahapoonyanont & Krahamwong (2010) Explains that teaching critical thinking skills has become a concern in many different educational systems worldwide. All levels of society agree that critical thinking skills are necessary to maintain relevance and competence in a competitive and rapidly changing world. Nuryanti et.al (2021) Explains that the ability to think critically is an essential skill to face the challenges of our time, along with two other abilities: creative thinking and problem-solving. In an era of a strong explosion of information and

technology, there is an urgent need to teach and measure the success of teaching critical reading to students.

The curriculum of the Indonesian education system has changed 11 times. Curriculum changes started in 1947 and continued until the latest curriculum in 2013. However, the purpose of curriculum changes is to improve the previous curriculum (Sumarsih et al., 2022). Currently, Indonesia is implementing the 2013 curriculum and the *Merdeka* curriculum. These curriculums are implemented in basic education units, secondary education, and higher education. The curriculum must accommodate a learning process that inspires, motivates, and strengthens curiosity and critical thinking (Cantika, V. M., & Rusman, 2023; Febriyanti et al., 2017; Harahap et al., 2023; Rahaded & Widodo, 2019). Suryaman (2020) Believes that strong curiosity can inspire a learning culture, the courage to ask questions, and the desire to create something. These conditions require that the learning process take place with the ability to exercise common sense, the ability to think critically, the ability to innovate, the ability to find solutions to problems, and the ability to make appropriate decisions (Lasambouw et al., 2023; Marni et al., 2019). The 2013 curriculum was created in 2013 to replace the previous curriculum with the 2016 curriculum. One of the significant changes to the 2013 curriculum is the use of new assessment methods (Rukmini & Saputri, 2017). Meanwhile, the *Merdeka* curriculum offered by the Ministry of Education and Culture offers a simpler learning process. The purpose of the *Merdeka* Curriculum is to make the learning process more meaningful (Sugiri & Priatmoko, 2020).

Assessment is an integral part of curriculum and teaching activities. Assessment results can be benchmarks for successful learning performance. (Fawzi, 2016; Shepard et al., 2018; Wilson, 2018; Zainal et al., 2018; Widiyanti et al., 2023). A well-designed assessment within an educational unit can yield consistent results and maintain relationships between levels.

Assessment is important for measuring language proficiency. Assessment instruments can be used to determine the quality of students' critical reading skills (Cahyanto et al., 2016). The critical reading test assesses critical thinking and includes questions about critical reading skills. Mahapoonyanont & Krahamwong (2010) shows that thinking ability is important in human development, especially in education. Based on Fajarini (2018), this literature shows that more learning is based on critical thinking. This is reinforced by an OECD press release that lists critical thinking and creativity among the skills to be mastered in the 21st century (Fadel, 2008; Rery et al., 2023). In this case, standards and assessments are needed to measure the acquisition of essential 21st-century skills. These standards and assessments are embedded in the curriculum. In this regard, it is necessary to study the evaluations of the curriculums currently being implemented in Indonesia, specifically the 2013

curriculum and the *Merdeka* curriculum. The exam is conducted at the critical reading level. It is implemented in the tests included in the Indonesian language textbooks, both the 2013 curriculum and the *Merdeka* curriculum implemented in Indonesia.

There are three axes in this study. First, the level of critical reading in assessing critical reading ability in Indonesian textbooks for the 10th grade of 2013 curriculum and *Merdeka* curriculum. Second, reading assessments should be encouraged in Indonesian textbooks for the 10th grade 2013 and the *Merdeka* curriculum. Finally, there are questions assessing reading ability in Indonesian textbooks of the 10th grade 2013 and *Merdeka* curricula.

II. Method

This study is a type of qualitative descriptive research. This study was conducted by surveying the questions in the textbooks of Indonesian Language classes for 10th-grade students.

The main instrument of this research is the researcher himself. Researchers have a set of theories about critical reading levels. In this case, the theory used by the researchers for the study is Facione's theory of critical reading classification.

This research was conducted over a month using literature review techniques. A period of one month was used to conduct the data collection activities, which were done by coding the data and condensing the data so that the data presented complies with the research objectives

related to the level of data. Critical reading, data presentation, and conclusions.

The data in this study is qualitative. Data related to the level, stimulation level, and format of critical reading questions in Indonesian language textbooks for the classroom. Specific textbook questions or quizzes contain an assessment of important reading skills. The data sources for this study were chapters in each textbook with discussion topics related to observation reports and chapters on poetry. The text types of observation reports and poetic texts were chosen because these text types are included in the 2013 Curriculum and *Merdeka* Curriculum textbooks.

The data collection technique implemented in this study is the documentation or note-reading technique. Indeed, the data for this study was linguistic data obtained from a set of questions included in the manual. In addition, the materials used in this study are textbooks.

The data analysis technique used in this study is the Miles and Huberman interactive model data analysis technique. The interactive model data analysis technique consists of four stages: data collection, condensation, data presentation, and conclusion. Data verification is performed during data collection.

III. Results and Discussion

Table 1 shows important reading-level data from the 2013 Indonesian Language Manual for the Curriculum and the Indonesian Language Manual for the *Merdeka* Curriculum.

Table 1. Presenting Important Reading Level Data

No.	Critical Reading Level	Indonesian Language Textbooks of 2013 Curriculum				Indonesian Language Textbooks of <i>Merdeka</i> Curriculum			
		(1) LHO	(2) Poetry	(1+2) n	%	(1) LHO	(2) Poetry	(1+2) n	%
	Interpretation	16	0	16	25%	0	4	4	5%
	Analysis	11	6	17	27%	4	11	15	20%
	Inference	6	1	7	11%	1	5	6	8%
	Evaluation	10	0	10	16%	9	7	16	21%
	Explanation	12	1	13	20%	5	24	29	38%
	Self Regulation	0	1	1	2%	1	5	6	8%
	Total	55	9	64	100%	20	56	76	100%

Here are six cognitive levels of critical reading contained in the 2013 Indonesian Textbook for 10th Grade Curriculum and the Indonesian Textbook for *Merdeka* 10th Grade Curriculum. The six cognitive levels are interpretation, analysis, inference, evaluation, explanation, and self-regulation. Table 1 also shows that in the Indonesian Textbook 10th Grade, 2013 syllabus, 64 questions containing important reading content were found. Meanwhile, the Indonesian Textbook for the 10th grade of *Merdeka* Curriculum has 76 questions containing important reading content. Significant differences exist in the number of items measuring critical reading skills in the

BIXK13 and BIXKM. The complexity of the subchapters in the material of both textbooks greatly influences this. Below is a table presenting the hardware in BIXK13 and BIXKM.

Table 2 shows four observation report text sub-documents and five poetry text sub-documents in BIXK13. Meanwhile, there are six secondary document presentations, each with an observation report and a poem about BIXKM. The complexity of how this material is presented affects the number of assessment questions that cover essential reading skills in each textbook. In addition,

material contributions also significantly affect the number of articles. The LHO material on the BIX13 contains 55 items, while the BIXKM contains only 20 items measuring critical reading skills. The assessment technique and the assessment objectives greatly influence this. Independent curriculum LHO materials tend to measure listening skills rather than reading skills. The same thing happens with poetic material. Only nine items measure critical reading skills in BIK13. Meanwhile, the

number at BIXKM is very different, with 56 elements. This is also strongly influenced by the concept of assessment and the teaching techniques implemented. BIXK13 poetry material emphasizes aesthetic reading and listening skills rather than critical reading. The problems posed by complex, branching questions affect the significant differences between each subject in each textbook.

Table 2. Presenting Materials in Textbooks

No.	2013 Curriculum Arranging Observation Report	Merdeka Curriculum Revealing Natural Facts Objectively	2013 Curriculum Poetry Depth-Analysis	Merdeka Curriculum Producing and Expressing Art through Poetry
	Interpretation and reporting of observation results	Listening to observational reports	Critically identify important elements of poetry	Understanding expressions in reading poetic texts
	Reviewing the textual content of the observation report	Determine the meaning of words and factual information within observation reports and other supporting resources	Poetry performance	Understanding discussion texts and evaluating the effectiveness of diction, rhyme, and typography Poems
	Analyzing the linguistic text of the observation report	Using the language rules in the observation report	Analyzing the elements that makeup poetry.	Identifying the theme and atmosphere in the poetic text
	Developing content to report monitoring results	Writing an objective observation report Presenting the observation results report in album format	Writing poetry	Presenting the poetry musical in a creative way Writing a reasoned and critical response to the poetry anthology
		Presenting observation reports	Summarizing book reviews that have been read	Presenting poetry readings in an expressive and creative manner

A. Critical Reading Level

1) Interpretation Level

There are only 16 questions that contain the level of interpretation in the Indonesian classroom textbook. Meanwhile, four questions contain the interpretation level in the Indonesian language textbook grade X, Merdeka Curriculum. This is equivalent to 5% of the questions measuring critical reading skills.

Based on the analysis results, the interpretation-level questions in the 2013 grade X Indonesian textbook are presented as follows. (October 13) What is D'topeng Angkut Museum?

The above questions are accompanied by stimulation in a written observation report titled "D'topeng Angkut Museum." These questions can be classified at the interpretation level with the sub-skill of explaining meaning.

Number of interpretation questions in Indonesian textbooks for classrooms: Four questions measure the range of interpretations found in the poetry literature.

(22/79) *The sentence I brought... to you and but you said... repeated a few times. What do you think is the meaning and effect of the repetition of the sentence?*

Interpretive-level questions appear in BIXKM poetry materials because they measure students' ability to explain the meaning and implications of certain language choices. Students must detect language choices in poetry and then explain the meaning of those language choices from an aesthetic perspective, one of which is.

2) Analysis Level

There are 17 questions containing the analytical level in the Indonesian textbook for the 10th grade. Meanwhile, there are 15 questions containing the analytical level in the Indonesian textbook for the Merdeka program for 10th grade. This number is equivalent to 20 of the total number of questions related to critical reading. The following section presents data related to the level of analysis in the 2013 Indonesian 10th Grade Curriculum textbooks.

(13/15) *Students can write on separate pieces of paper or in exercise books. Create the main idea columns in order, like in the example in Table 3. Write it in cursive in your binder.*

Table 3 represents questions that contain content at an analytical level about critical thinking skills. The stimulus used to answer this question is the content of the observation report titled "D'topeng Angkut Museum." To answer this question, students must first grasp the concept of the main idea of a paragraph. Then, students should first read the presented passage and analyze the main ideas

contained in the passage. Knowledge of the main idea must be accomplished through analysis. Students must detect the main idea at the beginning or end of the paragraph.

Table 3. Data 13/15

Main Idea	Paragraph
=====	D'topeng is one of the tourist places in Batu City, East Java. The existence of D'topeng could not be separated from the Angkut Museum because these places are in similar locations. This tourist place is usually called a mask museum due to the variety of mask collections displayed there. However, D'topeng consists of masks and exhibitions of traditional and vintage stuff. Masks, traditional, and vintage stuff are categorized into five materials: wood, stone, metal, fabric, and ceramic.

The following section presents data related to the level of analysis in the Indonesian language textbook of 10th Grade *Merdeka* Curriculum.

(21/32) *Look for definitions and descriptions in the texts of "Fireflies" and "Fireflies which suddenly disappear."*

The 21/32 data presents questions at a more complex level of analysis than the 13/15 data presented previously. Indeed, Data 21/32 requires students first to understand the concept of definition and description sentences. Next, students must carefully read the paragraphs "Fireflies" and "Fireflies which suddenly disappear" to find the definitions and descriptions. Students must use cognitive skills at the analytical level during critical reading. In addition, data 21/32 also presents questions requiring students to understand more than one knowledge concept: the concept of a definition sentence and the concept of a description sentence. Meanwhile, Data 15/13 only requires students to understand a single knowledge concept related to the main idea. Therefore, it can be concluded that the questions in the 21/32 data have a more complex analysis than the 13/15 data.

3) Inference Level

Seven questions contain the level of reasoning in the Indonesian textbook for grade 1. Meanwhile, six questions contain the reasoning level in the Indonesian textbook for the 10th grade of the *Merdeka* program. This number is equivalent to 8% of all questions involving critical reading.

Seven questions contain the level of reasoning in the Indonesian textbook for grade 1. Meanwhile, six questions contain the reasoning level in the Indonesian textbook for the 10th grade of the *Merdeka* program. This number is equivalent to 8% of all questions involving critical reading. The following data are presented on the level of reasoning in the Indonesian language textbook for the Class X 2013 curriculum.

(13/20—13/21) *After practicing grasping the main idea of the observation report as above, your next task is to practice writing a summary. To do this, combine the main ideas from each paragraph in your work above using appropriate conjunctions.*

The data above represents a command to answer two questions requiring students to summarize each main idea in the three paragraphs. Students must answer using Table 4.

Table 4. Data 13/20

Paragraph	Main Idea	Summary
1	=====	=====
2.	=====	
3.	=====	

The stimulus used to answer this question is the content of the observation report titled "D'topeng Angkut Museum." To complete this task, students must complete the previous task that required them to find the main idea. Instructions for Data Exercise 13/20 are that students should summarize by arranging the main ideas from the first to third paragraphs. Next, students should use language aspects in the form of appropriate conjunctions to organize the main ideas in a summary. Data 13/20 contains a level of inference that students must identify and compile a multi-paragraph summary.

Below is data related to the level of reasoning in the Indonesian language textbook 10th Grade, *Merdeka* Curriculum.

(21/5) *If the students in Figure 1.1 did not use magnifying glasses, what information could still be obtained regarding the observed insect?*

The 21/5 data present questions at the cognitive level of inference. When referring to Facione's taxonomy, the question component contains aspects of the imperative that allow for the proposal of alternative solutions. The subskill of suggesting alternative solutions is part of the cognitive reasoning level. Students must form alternative plans to solve a specific problem in this case. Students must also be able to predict other possibilities with consequences, policies, or beliefs.

4) Evaluation Level

There are ten assessment questions in the Indonesian textbook for the class. Meanwhile, there are 16 questions containing assessment levels in the Indonesian textbook for the *Merdeka* 10th-grade program. This number is equivalent to 21 % of total questions related to critical issues. Read.

The following data are presented on the level of assessment in Indonesian textbooks for the 2013 Class X curriculum.

(13/37) *Has the section description's presentation sequence followed the observed object's classification sequence? Explain your answer!*

Data 13/37 Data 13/37 presents questions with rating levels. In this case, the indicator that the student must achieve is to reveal the order of presentation in the observation report's content. In addition, students also evaluate the appropriateness of the presentation order. Essentially, this process has gone beyond the level of interpretation to sub-classification skills. Indeed, when exploring and evaluating the presentation sequence, students must classify it correctly. Therefore, we can understand that the level of evaluation is more complex than the level of interpretation.

Table 5 are presented on the level of assessment in Indonesian textbooks for the Merdeka Grade X curriculum.

Table 5. Data 21/35

<i>Question</i>	<i>Yes</i>	<i>No</i>	<i>Proof</i>
Writing a title starts with a capital letter, except for prepositions.			

Data 21/35 presents questions with significant reading at the assessment level. This question is part of a series of questions for the observation report checklist. To answer this question, students must examine the observation report presented. Next, students can evaluate statements in the data into yes and no categories. In addition, students must also provide evidence for their answer choice.

5) *Explanation Level*

There are 12 questions containing the level of explanation in the Indonesian textbook for the class. Meanwhile, there are 29 questions containing the level of explanation in the Indonesian textbook for the Merdeka program grade X. This number is equivalent to 38 on the total number of reading comprehension questions.

Data related to the level of explanation in the Indonesian textbook of the 2013 class X curriculum is available in data 13/88. The questions in the data included indicators of material success in the form of paragraphs presented in the text of the observation report. The stimulus for the question appears as the main ideas presented in a table. Next, students are asked to develop explanatory ideas based on the main ideas presented. Students must make accurate judgments after analyzing, evaluating, and inferring the main ideas presented. Meanwhile, the following data is presented in the explanation level of the Indonesian language textbook 10th Grade, Merdeka Curriculum.

(21/65) What are the main issues discussed in the text? Explain!

Data 4/21 presents questions with content at an explanatory level. Students are expected to make accurate judgments after analyzing, evaluating, and making inferences about the images previously presented.

6) *Self-Regulation Level*

There is one content question about the level of self-regulation in the 2013 10th-grade Indonesian textbook and six questions in the 10th-grade Indonesian textbook. This number equals 2% and 8% of the questions measuring reading skills. Important.

Data regarding the level of self-regulation in Indonesian textbooks for the 2013 10th-grade curriculum are available in data 13/94. Students are encouraged to ask questions they want answered by reading the text. The stimulus used in this question was a list of books selected by each student. In this case, students must be able to self-evaluate and pose the questions they want answers to. Students should reflect on curiosity-based biases and stereotypes after reading the table of contents of the selected book.

The question expression model can also be found in the Indonesian textbook for the Merdeka 10th Class curriculum. The question expression model is present in the 19/21 data. Some instructions ask students to create "Adiksimba" (what, where, when, who, why, and how) questions that appear when students read the text's title. The significant difference between the data from 13/94 and 21/19 lies in the stimulus chosen. In Data 19/21, participants were asked to ask provocative questions in a table of contents. Meanwhile, Data 13/94 shows that participants were asked to construct provocative questions in book titles.

B. *Stimulating Questions for Important Reading Content*

Stimulating questions on important reading comprehension skills in Indonesian language textbooks, the 10th grade 2013 curriculum consisted of (1) text stimulus and (2) text and picture stimulus. Meanwhile, stimulating questions in Indonesian Language 10th grade of Merdeka curriculum consisted of 3 types, such as, (1) text, (2) text and picture, and (3) infographic.

The stimulating sentences for the Indonesian language textbook for Class X 2013 are shown in Figure 1. Figure 1 serves as inspiration for students to answer language questions. The text in Figure 1 is underlined. Underlined words are spell-checked from a linguistic perspective. Therefore, the question prompt asks students to open the guide based on *Ejaan yang Disempurnakan (EYD)* as a guide to check the underlined words). There is also a text incentive in the form of a table of contents. The text and image stimuli of the Indonesian Class X *Merdeka Curriculum Textbook* are shown in Figure 2.

Take a look at the attached report text below!

Baduy Dalam tribe is well-known as a tribe who preserve their customs and ancestors' inheritance. They wear white clothes without collar, head tie, and bring machete. This tribe prohibits its folks to wear modern clothes. Wherever they go, they will go by walk without footwear. Also, they are forbidden to use modern utilities such as, phone, TV, etc. They should go in group when they are in a trip, including the closest neighbor.

Fig. 1. Data 13/87/A



Fig. 2. Data 21/5/A

The stimulus image in Figure 2 has "Students are observing insects in the schoolyard." Captions are very important to support important reading stimuli. This way, students can understand the basic information needed to answer the questions critically.

The text and image stimuli of the Indonesian 10th grade Merdeka Curriculum Textbook are shown in Figure 3, which contains information about fireflies. The stimulus content includes both text and images.

C. Format of Questions About Important Reading Content

There are two types of questions in the Indonesian Language book text for 10th grade in the 2013 curriculum. The format of the questions is a short answer test and an essay test. Below is a short answer question form.

(13/82) Find two equal syntax sentences!

There are two types of questions in the Indonesian Language book for 10th grade in the 2013 curriculum. The format of the questions is a short answer test and an essay test. Below is a short answer question form.



Fig. 3. Data 21/44/A

(13/82) Find two equal syntax sentences!

Data 13/82 is included in the short answer test format questions. A short answer test is a type of written test requiring candidates to give short answers in words, phrases, or sentences. Short-answer question forms are suitable for measuring candidates' simple skills, such as B. Description of terms, facts, principles, methods, and procedures. Regarding data 13/82, the student is asked to present his results in the text in two equivalent compound sentences. The question stimulus is in the form of a text titled "Taman Nasional Baluran." The sub-material of the equivalent complex sentence is part of the linguistic material in the main body of the observation report. Therefore, students are expected to be able to understand, analyze, and find examples of compound sentences in the observation reports presented.

Below is data containing questions in the form of essay exam questions.

(13/31) Between the two quotes of the text, which part of the general statement and the complete classification? Explain your reason!

Data 13/31 is included in a written test that compares two texts and explains the answer. Descriptive tests can be used to explain, explain, discuss, compare, and justify (Diputera, 2019). Short answer tests also include questions that are preceded by words such as "explain," "explain," "how," "compare," "conclude," and "why." Students can organize, interpret, and connect existing understanding.

Data 13/31 indicates that the questions are in the form of a complex written test. This can be understood by the imperative word that appears in the question. This question has two commands. One command compares two text citations, and the other command explains why. Additionally, there are five activities that students need to

complete regarding these questions. That is, the activities (1) reading the first text, (2) reading the second text, (1) comparing aspects of general writing between the two texts, (3) Comparing aspects of classification between two texts, (4) Explaining the reasons for the comparison results of general aspects of writing; (5) Explaining the reasons for the comparison results; (3) Comparing aspects of classification between two texts. In this case, asking students to explain the reasons for the comparison results is intended to confirm the analysis results. In this way, students make statements because of their analysis, evaluation, and conclusions.

The question format of the Indonesian Language textbook for 10th grade in the Merdeka curriculum is more diverse than the Indonesian Language textbook for 10th grade in the 2013 curriculum. This may be influenced by the implementation of the AKM policy and the PISA reading test conducted in Indonesia. The questions are covered in Indonesian language teaching textbook questions. The questions in the Indonesian Language textbook 10th grade in the Merdeka curriculum are formed as multiple-choice, true/false, short answers, and essays.

The data is presented below in multiple-choice format.

(21/6) If the student is asked to write a sentence based on his observations in person, which sentence is right?

- a. This insect is about 3 cm.
- b. this insect breathes and emits a stinking smell when it is sad.
- c. These insects live on grasslands.
- d. The insect seems to be able to eat four leaves a day.

Question data is displayed below in true/false format.

Table 6. Data 21/35A-43A

Question	Yes	No	Proof
Writing the title starts with a capital letter, except for the preposition.			
The title does not end with a dot.			
The report contains a general definition.			
The report contains each chapter's description.			
The report contains a benefit description.			
The given information is objective.			
The writing of preposition prefixes is correct.			
There is a definition and description sentence.			
If the report cites other sources, the citation is written correctly based on procedures.			

A true/false test is a form of test that consists of a statement with two possibilities: true or false. The terminology used in the data above is yes/no, not true/false. In true-false tests, students are more likely to

guess the answer without reading the text presented. However, the data above predicts this by adding an evidence column. Therefore, students must continue reading the text, analyze and evaluate based on the proposed statements, and demonstrate their results.”

IV. Conclusion

Six cognitive levels of critical reading are covered in the Indonesian language textbook 10th grade in both the 2013 and the *Merdeka* curriculum. Those six cognitive levels are interpretation, analysis, inference, evaluation, explanation, and self-regulation. Stimulating questions on important reading comprehension skills in Indonesian language textbooks, the 10th grade 2013 curriculum consisted of (1) text stimulus and (2) text and picture stimulus. Meanwhile, stimulating questions in Indonesian Language 10th grade of Merdeka curriculum consisted of 3 types, such as, (1) text, (2) text and picture, and (3) infographic. There are two types of questions in the Indonesian Language book text for 10th grade in the 2013 curriculum. The format of the questions is a short answer test and an essay test. The question format of the Indonesian Language textbook for 10th grade in the Merdeka curriculum is more diverse than the Indonesian Language textbook for 10th grade in the 2013 curriculum. This may be influenced by the implementation of the AKM policy and the PISA reading test conducted in Indonesia. The questions covered in Indonesian language teaching textbook questions. The questions in the Indonesian Language textbook 10th grade in the Merdeka curriculum are formed as multiple choices, true/false, short answer, and essay.

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