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AN ANALYSIS OF EXERCISE ACTIVITIES AND STUDENTS' PERCEPTION IN THE GRADE XII ENGLISH TEXTBOOK *MERDEKA* CURRICULUM BASED ON THE REVISED BLOOM'S TAXONOMY

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Abstrak

This aim of this research is to analyse of cognitive aspect and students' perception in exercise activities of *merdeka* curriculum English textbook based on the revised bloom's taxonomy in grade XII SMAN 1 Kuningan in 2025. This research focuses on the first edition of the English textbook for grade XII of the *Merdeka* Curriculum published by the Ministry of Education, Culture, Research and Technology in 2022. The analyzed aspects include listening, speaking, reading, viewing, writing, and assessment in Unit 1 and Unit 2. To deepen the analysis, a questionnaire was distributed to students to explore their perceptions of the level of difficulty and complexity of the exercises. The results of the analysis showed an imbalance in the distribution of cognitive levels in the exercises. Three aspects are dominated by Lower Order Thinking Skills (LOTS), namely listening 82%, viewing 72%, and reading 64%. In contrast, the other three aspects integrate Higher Order Thinking Skills (HOTS), namely writing 83,5%, speaking 68,8%, and assessment 51,5%. Students' perception expressed interest in questions that develop critical thinking skills, especially writing and speaking activities, but experienced obstacles in understanding question instructions and lack of contextual material, in the aspects of listening and viewing. This study concludes that exercise questions have not fully contributed to encouraging higher order thinking skills and distribution adjustment are needed to optimize learning that encourages critical, creative and independent thinking.

Introduction

Education functions as a planned and sustainable process that aims to develop human potential throughout life. As asserted by Ki Hajar Dewantara, the main purpose of education is to liberate human beings by enabling them to think and act according to their innate abilities. Within this framework, textbooks play an important role as instructional guides for teachers and primary learning resources for students, serving as standardized references compiled by subject matter experts.

In the context of implementing the *Merdeka* Curriculum in Indonesia, new challenges arise in English language teaching. The curriculum emphasizes student-centered learning and aims to develop high-level critical thinking skills (HOTS) through authentic communication activities such as discussions, collaborative projects and real-

world problem solving. The *Merdeka* curriculum is designed to engange students more active in the learning process by providing them with opportunities to explore, analyze, and apply knowledge in real world contexts. In addition, textbooks in the *Merdeka* curriculum are not only expected to present theoretical material, but also provide a variety of learning activities that encourage authentic communication such as discussions, collaborative projects, and real situation-based problem solving.

In the context of the implementation of the *Merdeka* curriculum in Indonesia, new challenges arise in teaching English. The curriculum emphasizes student-centered learning and aims to develop high level critical thinking skills (HOTS) through authentic communication activities such as discussions, collaborative projects, and real-world problem solving. The *Merdeka* curriculum is designed to make students more active in the learning process by providing them with opportunities to explore, analyze, and apply knowledge in real-world contexts. In addition, textbooks in the *Merdeka* curriculum are not only expected to present theoretical material, but also provide a variety of learning activities that encourage authentic communication such as discussions, collaborative projects, and real situation-based problem solving.

However, in practice, many students feel that the exercises in the textbooks are too heavy, making it a challenge to achieve the high level of learning expected by The *Merdeka* curriculum. This difficulty can hinder students ' understanding of the material, especially for those who are still adapting to a more independent and explorative approach to learning. In addition, differences in students' abilities and backgrounds are also factors that affect the effectiveness of using textbooks, where some students may need more guidance to understand the concepts presented. As a result, teachers often have to adjust or add material so that students can better understand concepts.

Usually, the strategies used by teachers can be the simplification of the material, the use of additional learning media, or an approach adapted to the abilities of each student. In addition, the use of technology such as interactive learning applications, educational videos, and digital platforms can also help bridge the gap in student understanding. With access to more diverse learning resources, students can explore the material in a more flexible way according to their learning style. Furthermore, the role of government and textbook publishers is also important in ensuring that the material compiled in textbooks meets the needs of students at different ability levels. Continuous evaluation and development of textbooks needs to be done to make them more adaptive to the challenges in the field. In addition, training for teachers in implementing textbooks effectively is also a key factor in the success of The *Merdeka* curriculum. With comprehensive support from various parties, English textbooks can truly serve as a tool that supports learning that is effective, fun, and in accordance with the expected educational goals. However, there is still a gap between curriculum expectations and implementation in textbooks, especially regarding the cognitive level of exercises presented to students.

To analyze the cognitive level of problem exercises in textbooks, This study used the bloom taxonomy framework that has been revised by Anderson and Krathwohl (2001).

Bloom's taxonomy is a classification framework developed by Benjamin Bloom in 1956 to categorize learning objectives based on their level of cognitive complexity. Revised bloom's taxonomy has become one of the most influential theoretical foundations in educational aspects for designing learning, assessment, and curriculum evaluation.

Aquan (2025) also notes that the change from noun to verb reflects that learning should encourage students to "do" not just "know". This means that the assessment of student success is not just from how much they know, but how well they can apply and develop that knowledge. The revised bloom's taxonomy classifies cognitive processes into six hierarchical levels, namely: (1) Remember, which involves the process of recognizing and recalling factual information; (2) Understand, which includes the ability to interpret, exemplify, and explain the meaning of Information; (3) Apply, which involves the use of procedures or knowledge in certain situations; (4) analyze, which includes the ability to break down information into parts and; (5) evaluate, which involves the ability to make judgments based on certain criteria; and (6) Create, which is the ability to combine elements to form new and original structures or products.

In the context of English Language Education, the application of revised bloom's taxonomy is of particular relevance because language learning involves various cognitive aspects ranging from vocabulary and grammar mastery to complex communication skills. lower order thinking skills (LOTS) that include remembering, understanding, and applying, are generally related to mastering basic elements of language such as vocabulary, grammar, and comprehension. Meanwhile, higher order thinking skills (HOTS) which include analyzing, evaluating, and creating, are related to more complex communication skills such as critical thinking, creative writing, and problem-solving in an English-speaking context. The balance between LOTS and HOTS in textbook exercises is crucial to ensure that students not only master the mechanical aspects of the language, but are also able to use English to think critically and create.

Several previous studies have revealed an unbalanced pattern of question exercise distribution, with an overemphasis on Lower Order Thinking Skills (LOTS). For example, Mustarah (2013) found that the middle level Biology exam questions focused more on the ability to remember and understand, while aspects of analysis, evaluation, and creation were very limited. Agustina (2018) also found that junior high school mathematics textbooks were dominated by exercises at the comprehension and application levels, with very little HOTS content. In the field of English education, Hutasuhut & Silalahi, (2022) found that 75% of the exercises in the Ministry of Education's Class X textbooks were in the LOTS category. In detail, 41% of the questions focused on recall, 13% on comprehension, and 21% on application. Meanwhile, questions with HOTS components only cover 25%, consisting of analyzing (15%), evaluating (5%), and creating (5%).

Other studies have also highlighted the uneven cognitive distribution across subjects. Prawiyogi et al., (2024) stated that an effective textbook should integrate cognitive, affective and psychomotor aspects in a balanced manner. Astuti (2024) found that Class XII Mathematics textbooks of *Merdeka* Curriculum are still dominated by C3 and C4 level questions, while there are very few high-level questions (C5 and C6).

Rukmana (2021) also concluded that Islamic Religious Education textbooks only emphasize basic cognitive aspects, with limited opportunities for HOTS development. This pattern indicates systemic challenges in Indonesian educational materials. Although many studies have evaluated textbook content, most are still limited to theoretical content analysis. In fact, understanding the effectiveness of exercise questions does not only depend on the cognitive level of the questions, but also on students' actual responses to the exercises. Therefore, this study offers a novelty by combining content analysis of textbooks and evaluation of student responses, to provide a more comprehensive picture of the suitability of exercise questions with students' cognitive development.

This study aims to conduct a thorough analysis of the cognitive aspects contained in the exercises in English textbook for Grade XII of *Merdeka* Curriculum, using the framework of Revised Bloom's Taxonomy by Anderson and Krathwohl (2001). The analysis will include the distribution of exercises at six cognitive levels namely remembering, understanding, applying, analyzing, evaluating, and creating. In contrast to the previous study, this study also explores students' perceptions of the exercises in the book directly to bridge the gap between theoretical and practical approaches in the classroom. The results of this study are expected to provide useful input for curriculum developers, textbook writers, and educators in improving the quality of alignment between textbooks and students' thinking skills.

Research Method

This study is a descriptive qualitative research that uses qualitative methods to obtain in-depth and meaningful data. Descriptive research is a type of research conducted by describing problems and answering questions about phenomena that occur. This research is non-experimental and only conducts analysis to describe the Revised Bloom's Taxonomy levels on English subject exercises. This study also describes the percentage of the revised Bloom's Taxonomy level at each level of listening, speaking, reading, writing, and assessment of exercises in semester 1 of 2 units in the *Merdeka* curriculum class XII English textbook.

This research includes book analysis and distributing questionnaires to students. Book analysis is not limited to a specific location because it can be done anywhere using the *Merdeka* Curriculum English textbook for SMA/MA grade XII published by the Ministry of Education and Culture in 2022. Meanwhile, for distributing questionnaires, researchers took a sample of 20 grade XII students at SMAN 1 Kuningan. The research schedule starts from February with the submission of the title and preparation of the proposal, followed by a proposal seminar and revision in March, literature study and textbook exercise analysis in April, to distributing questionnaires and data processing in May.

The data collection technique uses two main instruments. The first is the documentation method which uses documents in the form of exercises from the English textbook for class XII of the *Merdeka* curriculum which was first published in 2022. The second is a Google Form questionnaire distributed to 20 students of class XII SMAN 1

Kuningan containing a series of written questions to collect data from respondents.

Data analysis is done through several steps. First, categorizing the exercise items in the English textbook class XII of the *Merdeka* curriculum based on the cognitive level category in the revised Bloom's Taxonomy. Classification is based on cognitive levels C1 to C6, where C1 (Remembering) includes remembering, mentioning, identifying, matching, memorizing, repeating, and compiling. C2 (Understanding) includes understanding, explaining, summarizing, interpreting, comparing, and classifying. C3 (Applying) consists of applying, using, implementing, operating, demonstrating, and applying. C4 (Analyzing) includes analyzing, comparing, differentiating, organizing, and connecting. C5 (Evaluating) includes evaluating, considering, defending, and justifying. C6 (Creating) consists of creating, designing, inventing, composing, building, modifying, writing, and making.

Percentage calculation is done with the formula:

$$\text{Percentage of each cognitive level (C1-C6)} : \text{FN } x \text{ 100\%}$$

$$\text{LOTS (Lower Order Thinking Skills) percentage using the formula} : \frac{C1+C2+C3}{\text{Total}} x \text{ 100\%}$$

$$\text{HOTS (Higher Order Thinking Skills) percentage using the formula} : \frac{C4+C5+C6}{\text{Total}} x \text{ 100\%}$$

This study also used a Likert scale to measure students' perceptions of the cognitive aspects of questions in textbooks. This scale was developed by Rensis Likert in 1932 to measure attitudes or perceptions of social phenomena. Each positive statement was rated using a scale of 1 (strongly disagree) to 5 (strongly agree), while negative statements used the reverse scale. The questionnaire data were analyzed descriptively through the calculation of the average score of each statement with the interpretation of the score 4.01-5.00 as Strongly Agree/Strongly Disagree, 3.01-4.00 as Agree/Disagree, 2.01-3.00 as Disagree/Agree, and 1.00-2.00 as Strongly Disagree/Strongly Agree. The final stage is to present the average results in the form of a descriptive narrative that provides a comprehensive explanation of the pattern or tendency of students' answers.

Results and Discussion

An in-depth analysis of the exercise conducted during the period from March to April 2025, using a classification instrument to identify the predominant cognitive level from C1 (remembering) to C6 (creating) showed variations in cognitive level among the six aspects of language skills namely listening, speaking, reading, viewing, writing and assessment. The following is a summary of the percentage of LOTS (Lower Order Thinking Skills) and HOTS (Higher Order Thinking Skills) for each aspect in Unit 1 and

Unit 2:

Unit 1 | Narrative Text : The story of a friendly Future

Exercise Aspects	Revised Bloom's Taxonomy				Exercise Focus
Listening	LOTS		HOTS		Exercise tend to ask students to remember and understand basic information
	C1	75%	C4	25%	
	C2	37,5%	C5	-	
	C3	-	C6	-	
Speaking	LOTS		HOTS		Encourage roleplay, discussion, and expression of opinion.
	C1	-	C4	-	
	C2	33%	C5	17%	
	C3	17%	C6	33%	
Reading	LOTS		HOTS		Focus on literal understanding but there is an effort towards analysis.
	C1	29%	C4	29%	
	C2	42%	C5	-	
	C3	-	C6	-	
Viewing	LOTS		HOTS		Exercise tend to be factually lacking to encourage in-depth assessment or interpretation.
	C1	18%	C4	18%	
	C2	37%	C5	27%	
	C3	-	C6	-	
Writing	LOTS		HOTS		Encourage revised narrative, writing, and rewriting.
	C1	-	C4	25%	
	C2	-	C5	-	
	C3	-	C6	75%	
Assessment	LOTS		HOTS		Start encouraging information evaluation.
	C1	14%	C4	-	
	C2	43%	C5	43%	
	C3	-	C6	-	

Unit 2 | Argumentative Text : E-Money

Exercise Aspects	Revised Bloom's Taxonomy				Exercise Focus
Listening	LOTS		HOTS		Focus on remembering and understanding basic information.
	C1	44,5%	C4	-	
	C2	44,5%	C5	11%	
	C3		C6	-	
Speaking	LOTS		HOTS		Encourage evaluation analysis and expression of opinions.
	C1	-	C4	37,5%	
	C2	12,5%	C5	50%	
	C3	-	C6	-	
Reading	LOTS		HOTS		There is progression from

	C1	28,5%	C4	43%	remembering/understanding to analyzing.
	C2	28,5%	C5	-	
	C3	-	C6	-	
Viewing	LOTS		HOTS		Focus on basic understanding of visual information.
	C1	33%	C4	11%	
	C2	56%	C5	-	
	C3	-	C6	-	
Writing	LOTS		HOTS		Encourage the synthesis of narrative design knowledge and collaboration.
	C1	-	C4	17%	
	C2	-	C5	17%	
	C3	33%	C6	33%	
Assessment	LOTS		HOTS		Emphasize analysis and evaluation.
	C1	-	C4	17%	
	C2	33%	C5	17%	
	C3	-	C6	-	

Based on the analysis of the two tables showing the distribution of revised Bloom's taxonomy in Unit 1 Narrative Text : The Story of a Friendly Future and Unit 2 Argumentative Text : E-Money, it can be seen an interesting pattern in the application of lower order thinking skills (LOTS) and higher order thinking skills (HOTS) to various aspects of language skills.

In Unit 1 that dealt with narrative texts, the listening aspect showed a very strong predominance on low-level thinking skills with 75% of the exercises being at C1 level (remembering) and 37.5% at C2 level (understanding), while only 25% reached C4 level (analyzing). This suggests that listening exercises tend to ask students to remember and understand basic information without developing more in-depth analytical skills. In contrast, the speaking aspect of this unit showed different characteristics with a more balanced distribution between LOTS and HOTS, where 33% were at C2 level, 17% at C3, and for HOTS there were 17% at C5 level (evaluating) and 33% at C6 level (creating), which showed efforts to encourage students to role play, discussion, and expression of opinions.

For the reading aspect in Unit 1, it was seen that 29% of the exercises were at C1 level, 42% at C2 level, and 29% at C4 level, indicating that although it is still focused on literal understanding, there is already an effort to direct students towards analytical skills. The aspect of looking at this unit shows a distribution of 18% at C1, 37% at C2, 18% at C4, and 27% at C5, but overall it is still considered less encouraging than in-depth assessment or comprehensive interpretation.

Unit 2, which deals with argumentative texts, shows a slightly different pattern but still has similar characteristics in some aspects. The listening aspect on this unit is still dominated by LOTS with 44.5% at C1 level and 44.5% at C2 level, while only 11% reached C5 level, indicating that the focus is still on remembering and understanding basic information. However, the speaking aspect at Unit 2 showed significant

development with only 12.5% at C2 level for LOTS, while HOTS reached 37.5% at C4 level and 50% at C5 level, indicating a strong emphasis on evaluation, analysis and expression of opinion.

The reading aspect in Unit 2 showed an interesting distribution with 28.5% at C1 level, 28.5% at C2 level, and 43% at C4 level, indicating there is a progressive development from the ability to remember and understand to the ability to analyze. The viewing aspect on this unit still shows the dominance of LOTS with 33% at C1 level, 56% at C2 level, and only 11% at C4 level, which indicates a focus on basic understanding of visual information without adequate development of analytical skills.

What is interesting about Unit 2 is that there are aspects of writing and assessment that are not found in Unit 1. The writing aspect shows a fairly balanced distribution with 33% at C3 level for LOTS, while for HOTS there are 17% at C4 level, 17% at C5 level, and 33% at C6 level, which shows efforts to encourage students to synthesize knowledge, narrative design, and collaboration. The assessment aspect shows 33% at C2 level for LOTS, 17% at C4 level, and 17% at C5 level for HOTS, which emphasizes analysis and evaluation skills.

Overall, both units showed that the listening and seeing aspects still require further development in integrating high-level thinking skills, while the speaking, writing, and assessment aspects (particularly in Unit 2) showed better distribution in developing HOTS. This pattern shows that the textbook used still need to be adjusted to achieve an optimal balance between LOTS and HOTS on all aspects of language skills in accordance with the objectives of an *Merdeka* curriculum that emphasizes the development of critical and creative thinking skills in students.

Students' perceptions, collected through a Likert scale questionnaire using Google Form, provided an overview of their experiences with the problems in the book. The majority of students stated that they worked on the problems because of the teacher's instructions, indicating predominantly external motivation and a lack of self-learning initiative. They also tended to cooperate with friends rather than working independently. Regarding the understanding of the material, students generally rated it as “neutral”, meaning that some parts were easy to remember and some were difficult. Exercise questions are considered to be helpful in understanding the concepts, but not fully in-depth. The relevance of the material to everyday life was also rated as “neutral”, indicating a lack of contextualization.

The main factors for difficulty in doing the problems were problems that were “too difficult”, followed by material that was “not well explained” in the book, and not understanding the concepts. Problem instructions were also often perceived as confusing. In the aspect of audiovisual media (listening and viewing), many students had difficulty recalling information from videos or audio, as well as understanding the messages conveyed, especially without visual aids. For speaking skills, students struggled to remember important phrases and distinguish between formal/informal speaking styles, and felt that practice had not significantly improved their confidence. In reading skills, students were generally able to recognize the main idea, but many were not confident in

mastering reading strategies such as skimming or scanning. Meanwhile, in the writing aspect, many students admitted to having difficulty in structuring their writing because they were not used to expressing their ideas, although some felt that the exercises helped them organize their arguments systematically. The assessment aspect also showed that students did not remember the format of the questions, but some felt that the questions encouraged critical thinking. Overall, students rated the suitability of the questions to their needs as "neutral", and found the listening and speaking aspects the most difficult.

The interpretation shows that this book is still dominated by LOTS questions, especially in the aspects of listening, reading, and viewing. The questions in these aspects tend to focus on remembering and understanding basic information, less encouraging analysis, evaluation, or creation. In contrast, the speaking and writing aspects show a significant, even dominant proportion of HOTS, which is in line with the philosophy of the *Merdeka* Curriculum that emphasizes critical thinking, creativity, and independence. The assessment aspect also shows an improvement in cognitive quality with a higher proportion of HOTS. Although there are efforts to integrate HOTS, its distribution has not been evenly distributed across all aspects of skills, indicating that the implementation of the philosophy of the *Merdeka* Curriculum has not been fully realized in the design of practice questions.

Students' perceptions are generally aligned with the results of cognitive analysis. Students appreciate questions that demand critical thinking, especially in speaking and writing, but they also feel that many exercises are still too oriented towards memorization and literal understanding. Difficulties experienced by students were not only caused by the cognitive level of the questions, but also by unclear presentation of material and confusing instructions. This is reinforced by the fact that students identified "the questions are too difficult" and "the material is not explained well" as the main causes of difficulty, not the English language barrier. Students' lack of learning independence and their difficulty in absorbing information from audiovisual media also indicate that the design of questions and presentation of materials need to be improved to support effective HOTS learning.

The results of this study have important implications for the practice of English learning at the senior high school level, especially within the framework of an *Merdeka* Curriculum. First, teachers need to play an active role in modifying or adding questions that encourage higher cognitive levels, especially in LOTS-dominated aspects, through reflective activities, projects, or discussions. Secondly, textbook developers should consider a more balanced cognitive distribution across all skill aspects and develop clearer and more explicit question instructions. Third, students need to be encouraged to build learning independence and conduct post-exercise reflection, with adequate scaffolding support. Overall, this study highlights that the transformation from the conventional curriculum to the *Merdeka* Curriculum in teaching materials is still in a transitional stage, and in-depth evaluation of curriculum design, teacher training, and teaching material development is needed to realize the vision of empowering and transformative learning.

Conclusion

Based on the analysis that has been done, it can be concluded that the exercises in the *Merdeka* curriculum Grade XII English textbook have not fully encouraged the development of Higher Order Thinking Skills (HOTS). Although aspects of writing, speaking, and assessment showed a fairly good distribution in integrating HOTS, especially at levels C4 (analyze), C5 (evaluate), and C6 (create), but aspects of listening, reading, and seeing were still dominated by Lower Order Thinking Skills (LOTS) at levels C1 (remember) and C2 (understand). Students ' perceptions revealed that they felt more interested and challenged with questions that developed critical thinking skills, but there were still obstacles in understanding question instructions and lack of contextual material, especially in the aspects of listening and seeing. The results showed that this new textbook showed only partial alignment with the principle of an *merdeka* curriculum that should encourage critical, creative, and independent learning.

The results of this study have significant implication for the world of education, especially in English language learning at the senior high school level. For teachers, the results of this study emphasize the importance of initiatives in enriching and developing problem exercises that are able to develop high-level thinking skills of students. Teachers are expected not only to rely on the problems available in the textbook, but also to be able to create additional activities that are more challenging and contextual to complement learning. Meanwhile, for the authors and developers of the textbook, this study shows the need for a more balanced compilation of exercises between LOTS and HOTS on all language skills. Textbooks should ideally not only contain basic comprehension questions, but also provide adequate space for students to evaluate, conclude, and create ideas. For students, the findings of this research highlight the significance of promoting self-reliance in education and strong inquisitiveness, so that they can play an active role in understanding, analyzing and evaluating the information they receive during the learning process.

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