

ANALISIS TINGKAT KOGNITIF PADA ITEM TES MEMBACA BERDASARKAN KURIKULUM 2013 DAN KURIKULUM MERDEKA

Analysis Of Cognitive Level In Reading Test Item Based On 2013 Curriculum And Merdeka Curriculum

Alpha Yerni Safitri^{1*}

Rika Afriyanti²

Melvina³

^{1,2,3}Universitas PGRI
Sumatera Barat, Padang,
Sumatera Barat, Indonesia

alfayerni@gmail.com

Abstrak

Penelitian ini bertujuan untuk menganalisis tingkat kognitif pada butir soal membaca berdasarkan Kurikulum 2013 dan Kurikulum Merdeka, khususnya yang berfokus pada Higher Order Thinking Skills (HOTS). Penelitian ini menggunakan metode deskriptif kualitatif dengan analisis dokumen sebagai pendekatan utama. Data penelitian diperoleh dari soal ujian akhir semester kelas XII, yaitu 47 butir soal membaca dari Kurikulum 2013 (tahun ajaran 2022/2023) dan 37 butir soal membaca dari Kurikulum Merdeka (tahun ajaran 2024/2025). Analisis dilakukan dengan menggunakan kerangka Taksonomi Bloom Revisi yang mengkategorikan tingkat kognitif menjadi C1-C3 (Lower Order Thinking Skills/LOTS) dan C4-C6 (HOTS: menganalisis, mengevaluasi, dan mencipta). Hasil penelitian menunjukkan bahwa pada Kurikulum 2013 terdapat 14 butir soal yang termasuk kategori HOTS (12 menganalisis dan 2 mengevaluasi), sedangkan pada Kurikulum Merdeka terdapat 13 butir soal HOTS (10 menganalisis dan 3 mengevaluasi). Temuan ini menunjukkan bahwa kedua kurikulum sama-sama mengintegrasikan HOTS dalam penilaian membaca, meskipun dengan distribusi yang berbeda. Walaupun proporsi soal HOTS belum dominan, keberadaannya mencerminkan perhatian kurikulum terhadap pengembangan keterampilan berpikir kritis, analitis, dan evaluatif siswa. Oleh karena itu, disarankan agar guru dapat meningkatkan kualitas dan kuantitas soal berbasis HOTS untuk lebih mempersiapkan siswa menghadapi tuntutan pembelajaran abad ke-21

Kata Kunci:

Kurikulum 2013
Kurikulum Merdeka
Higher Order Thinking
Skills (HOTS)
Taksonomi Bloom Revisi
eterampilan membaca.

Keywords:

2013 Curriculum
Merdeka Curriculum
Higher Order Thinking Skills
(HOTS)
Revised Bloom's Taxonomy
Reading skills.

Abstract

This study aims to analyze the cognitive levels of reading test items based on the 2013 Curriculum and the Merdeka Curriculum, with a particular focus on Higher Order Thinking Skills (HOTS). This research employed a qualitative descriptive method with document analysis as the main approach. The data were obtained from the final semester examination of grade XII students, consisting of 47 reading test items from the 2013 Curriculum (academic year 2022/2023) and 37 reading test items from the Merdeka Curriculum (academic year 2024/2025). The analysis was conducted using the Revised Bloom's Taxonomy framework, which classifies cognitive levels into C1-C3 (Lower Order Thinking Skills/LOTS) and C4-C6 (HOTS: analyzing, evaluating, and creating). The findings reveal that the 2013 Curriculum contains 14 HOTS items (12 analyzing and 2 evaluating), while the Merdeka Curriculum contains 13 HOTS items (10 analyzing and 3 evaluating). These results indicate that both curricula integrate HOTS in reading assessments, although with different distributions. Despite their relatively limited proportion, the presence of HOTS items reflects the curricula's attention to developing students' critical, analytical, and evaluative thinking skills. Therefore, it is suggested that teachers enhance both the quality and quantity of HOTS-based questions to better prepare students for the demands of 21st-century learning.



INTRODUCTION

The ability to analyze and evaluate information is one of the essential skills in 21st-century education, particularly in language learning, where reading comprehension serves as a foundation for developing critical and creative thinking. Reading tests are not only intended to measure students' literal understanding but also their capacity to connect, evaluate, and interpret information beyond the text. In this context, Higher Order Thinking Skills (HOTS) play an important role in ensuring that students are equipped with analytical, evaluative, and creative skills needed for lifelong learning.

In Indonesia, both the 2013 Curriculum and the Merdeka Curriculum emphasize the integration of HOTS in the learning and assessment process. The 2013 Curriculum highlights character building and critical thinking through authentic assessments, while the Merdeka Curriculum provides more flexibility, focusing on literacy, essential material, and the strengthening of the Pancasila Student Profile. Although both curricula formally encourage the inclusion of HOTS, the extent to which these skills are reflected in reading assessments remains uncertain.

Previous studies (Yuliati & Lestari, 2018; Mahfuzah & Jufri, 2019; Rejeki, 2021) have shown that while students demonstrate some ability to answer HOTS-oriented questions, their performance is still uneven across analyzing, evaluating, and creating. Furthermore, teachers often face challenges in constructing HOTS-based questions due to limited understanding of the taxonomy and lack of training (Marizka, 2020; Hikmah, 2020). This indicates a gap between curriculum expectations and actual classroom assessments.

This study positions itself within this context by specifically comparing the distribution of HOTS in reading test items between the 2013 Curriculum and the Merdeka Curriculum at the senior high school level. Unlike earlier studies that mainly focused on students' performance or teacher-made items, this research directly analyzes standardized semester examination items used in both curricula.

The novelty of this study lies in its comparative approach to examining how HOTS are integrated into official reading test items under two different curriculum frameworks. By identifying the proportion and distribution of HOTS items in each curriculum, this research provides empirical evidence of curriculum implementation in assessment practices. Such evidence is crucial for evaluating the effectiveness of curriculum reforms and for offering recommendations to teachers and policymakers regarding the improvement of HOTS-based assessment design.

METHOD

This research applied a qualitative descriptive design with document analysis as the main approach. The data consisted of reading test items collected from the final semester examinations of grade XII students. Specifically, 47 items were drawn from the 2013 Curriculum examination (academic year 2022/2023), while 37 items were taken from the Merdeka Curriculum examination (academic year 2024/2025).

The analysis employed a classification framework adapted from the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001), which categorizes cognitive levels into Lower Order Thinking Skills (LOTS: remembering, understanding, applying) and Higher Order Thinking Skills (HOTS: analyzing, evaluating, creating). Each test item was coded according to these categories, and the frequency of HOTS and LOTS items was compared across the two curricula

RESULT AND DISCUSSION

a. Results

The findings revealed that both curricula integrate HOTS items into reading assessments, although with slight differences in distribution. 2013 Curriculum: 14 out of 47 items were categorized as HOTS. Of these, 12 items measured analyzing (C4) and 2 items measured evaluating (C5). Merdeka Curriculum: 13 out of 37 items were categorized as HOTS. Of these, 10 items measured analyzing (C4) and 3 items measured evaluating (C5). No items in either curriculum were classified at the creating (C6) level. The majority of HOTS items in both curricula required students to interpret implicit information, analyze relationships within texts, and evaluate meaning based on context.

b. Discussion

The results indicate that while both curricula demonstrate an effort to integrate HOTS, the overall proportion of HOTS items remains relatively low. This supports earlier findings (Marizka, 2020; Hikmah, 2020) which suggested that HOTS-based assessment is often limited by teachers' ability to design questions requiring higher cognitive engagement. The dominance of analyzing questions (C4) over evaluating (C5) or creating (C6) aligns with prior studies (Yuliati & Lestari, 2018; Rejeki, 2021), which reported that creating-level tasks are rarely included in classroom assessments. This suggests a tendency for assessments to focus on structured problem-solving rather than open-ended creativity. The comparative analysis further highlights differences between the two curricula. The 2013 Curriculum emphasized analyzing skills, reflecting its orientation toward structured knowledge construction and character development. In contrast, the Merdeka Curriculum showed a slightly higher proportion of evaluating items, consistent with its emphasis on flexibility, contextual learning, and critical reflection through differentiated instruction. This study contributes to the growing body of research on curriculum evaluation by providing empirical evidence of how HOTS are operationalized in assessment. Its novelty lies in the direct comparison of two curriculum frameworks within the same context, which has not been widely explored in previous studies.

CONCLUSION

This study concludes that both the 2013 Curriculum and the Merdeka Curriculum integrate Higher Order Thinking Skills (HOTS) into reading test items, with relatively balanced proportions: 14 HOTS items in the 2013 Curriculum and 13 in the Merdeka Curriculum. While this demonstrates curricular attention to fostering critical, analytical, and evaluative skills, the overall proportion of HOTS items remains limited, with no items reaching the creating level (C6). It is recommended that teachers increase both the quality and

quantity of HOTS-based test items, particularly at the evaluating and creating levels, to better align with the goals of 21st-century education. Future research could expand the scope by analyzing test items across other subjects or educational levels, thereby providing a broader perspective on the implementation of HOTS in Indonesia's education system.

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