Incorporating Higher-Order Thinking Skills In The Indonesian Language Curriculum At Islamic Religious Universities

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ABSTRACK

Learning Indonesian in higher education, especially at IAIN Palopo, faces significant challenges due to the lack of appropriate and effective teaching materials, so it is necessary to develop teaching materials based on higher-order thinking Skills (HOTS) to improve the quality of learning and students' language skills. This study aims to develop and evaluate Indonesian language teaching materials based on higher-order thinking Skills (HOTS) to improve the quality of learning and language skills of students at the Faculty of Tarbiyah and Teacher Training, IAIN Palopo. This study uses the Research and Development (R&D) method with the Borg and Gall design to develop Indonesian language teaching materials based on higher-order thinking Skills (HOTS) at the Faculty of Tarbiyah and Teacher Training, IAIN Palopo. The research process involves the development, validation by experts, and revision of teaching materials, with data collected through validation sheets and analyzed using the Aiken index to measure validity. This research has successfully developed Indonesian language teaching materials entitled "Indonesian Language for Higher Education: Learning Based on Higher Order Thinking Skills" integrated with HOTS. This book includes ten interrelated chapters covering the history and development of Indonesian as well as reading, writing, speaking, and listening skills. Three experts have validated This book through two stages and have successfully met the validity criteria regarding material, presentation, graphics, and language. The developed teaching materials show the potential to improve Indonesian language learning in higher education with the HOTS approach. This study provides a basis for further research on implementing these teaching materials in higher education environments.

Keywords: Indonesian language, HOTS, design, Validation, Higher Education

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A. INTRODUCTION

The implementation of Indonesian learning in universities has still experienced many obstacles. Several studies have been conducted to reveal these obstacles. These obstacles are caused by various factors, including (1) students' negative attitudes towards Indonesians, (2) Indonesian learning systems and models that are not ideal, and (2) the lack of teaching materials that suit student needs (Dewi &; Mikaresti, 2019; The Word, 2022; Kamhar &; Lestari, 2019). Factually, Indonesian learning at Islamic religious universities, especially at the Palopo State Islamic Institute, shows no different conditions.

On the other hand, the learning of Indonesian courses so far has only been at the level of spelling and grammar areas (Firman et al., 2021). Therefore, an adequate set of teaching materials is needed and can answer the learning outcomes of the Indonesian course. Law Number 12 of 2012 concerning Higher Education states that curriculum preparation is the right of universities, but subsequently, it must refer to national standards (Article 35 paragraph (1)). When compiling or developing the curriculum, higher education must refer to KKNI and National Higher Education Standards. The challenge universities face in curriculum development in the Industrial 4.0 era is to produce graduates with new literacy skills, including data, technological, and human literacy, with noble morals based on an understanding of religious beliefs (Aris Junaidi et al., 2020). Higher education institutions need to reorient curriculum development that can answer these challenges.

One of the common indicators of successful learning Indonesian in higher education is written and spoken language skills (Normatovna, 2019). This ability can be seen in the quality of written works, both papers and student theses. In terms of the oral aspect, language skills can be easily identified. Indonesian course has an important role in developing the capacity of students' language skills.

In Islamic religious universities, PTKI students have a strong philosophical and theological foundation. The first commandment or revelation that came down to the Prophet Muhammad was the command to read, one aspect of language skills. The command of Allah Almighty.ini has been implied in His word in surah Al-Alaq verses 1-5. Allah's command about 'Iqra' shows that the problems of reading and science are very important. The command to read is the most precious thing ever and can be given to mankind. Reading as one of the language skills is the first and main requirement for developing science and technology, as well as the main condition for building civilization.

One important aspect of learning is the availability of teaching materials that must get the focus of attention (Makransky &; Petersen, 2021; Sianipar et al., 2022). The teaching materials used at the Faculty of Tarbiyah and Teacher Training IAIN Palopo are considered inadequate for developing students' abilities optimally. The teaching materials used during the time are in the form of books published since 2016. The book was prepared based on the semester learning plan (RPS) issued by a consortium of lecturers from Indonesian IAIN Palopo. In terms of structure, the book is closer to the type of reference book because it does not contain learning outcomes and evaluations in each chapter. This condition causes evaluation, assessment, or competency tests to be different for each course lecturer. Therefore, this study's teaching materials are Indonesian-designed, text-based and integrated with higher-order thinking skills (HOTS). HOTS-based teaching materials are expected to provide challenges for students so that their quality can be formed as expected.

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HOTS-oriented learning aims to develop students' thinking skills in describing the material, making conclusions, building representations, analyzing, and building relationships by involving basic mental activities (Supriyadi et al., 2022). HOTS is an educational reform concept that began in the 21st century (Rahmi et al., 2020). The goal is to prepare human resources in the face of the Industrial Revolution 4.0. In this era, human resources are not only workers who follow orders but also have 21st-century skills, namely humans who can collaborate, think critically and solve problems (critical thinking and problem-solving) and creative and can innovate (creativity and innovation) or known as the 4Cs (Gradini, 2019).

This research was conducted to complement the lack of Indonesian teaching materials at the Faculty of Tarbiyah and Teacher Training IAIN Palopo by developing teaching materials oriented to HOTS regarding content and evaluation. This HOTS text is used to familiarize students with thinking on various levels. This habituation is expected to have broad implications and improve Indonesian language skills for Islamic academic, social, and religious purposes for students. The Development of HOTS-oriented textbooks is an effort to contribute to developing education at PTKI. Quantitatively, the number of Islamic religious universities in Indonesia is relatively large. This large amount is about the need for resources to support learning, including the availability of quality teaching materials. This finding is expected to solve the shortage of Indonesian teaching materials at Islamic religious universities in Indonesia. In addition, the instruments developed in this study have the potential to be used in further studies in different fields or disciplines such as health, economics, and other fields.

This research is based on the argument that (1) Indonesian courses at Islamic religious universities (PTKI) can make a positive contribution to the development and study of Islamic science; (2) This HOTS Indonesian-oriented teaching material can trigger and spur students' thinking so that this ability can have implications for other courses. Therefore, every student is expected to have some ability in Indonesian. This language ability includes listening (listening) skills, speaking skills, reading skills, and writing skills. These four language skills are necessary for students to support lectures and community social activities.

Based on the background of the problems that have been stated previously, the formulation of the problem in this study is "How to Development of Teaching Materials Indonesian Based on Higher Order Thinking Skills at the Faculty of Tarbiyah and Teacher Training at the Palopo State Islamic Institute." The problem formulation is then described into three sub-formulations of the problem as follows."

1. How is the teaching material designed for Indonesian courses based on higher-order thinking Skills (HOTS) at the Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Palopo?
2. What is the validity of teaching materials based on Higher Order Thinking Skills (HOTS) Indonesian at the Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Palopo?

B. LITERATURE REVIEW

The development of teaching materials integrated with higher-order thinking Skills (HOTS) has become an important focus in modern education, especially in preparing students to face the challenges of the Industrial Revolution 4.0 era. Higher-order thinking Skills encompass the abilities of critical, analytical, and evaluative thinking, as well as the ability to solve complex problems, all of which are highly relevant to improving the quality of education (Brookhart, 2010; Anderson & Krathwohl, 2001).

In the context of Indonesian language learning at the higher education level, particularly in the Faculty of Tarbiyah and Teacher Training, the development of HOTS-based teaching materials aims to encourage students to be more active in critical and creative thinking, as well as capable of analyzing and applying language concepts in relevant situations (Supriyadi et al., 2022). Structured teaching materials with a HOTS approach not only enhance students' understanding of the subject matter but also train them to develop high-level thinking skills required in various academic and professional contexts.

Several studies support the use of HOTS-based teaching materials in higher education, showing that they can improve students' critical thinking skills and their deep understanding of the material (Rahmi et al., 2020). For instance, research by Firman et al. (2021) indicates that the integration of HOTS in Indonesian language learning can help students develop better written and verbal communication skills, thus preparing them for active participation in society.

C. METHOD
a. Type and Location of Research

This research is a development research or Research and Development (R&D) that aims to create and test its validity (Sugiyono, 2017). In this context, the product developed is Higher Order Thinking Skills (HOTS)-based teaching materials for IAIN Palopo's Faculty of Tarbiyah and Teaching Sciences. This research is important because students in religious universities need to improve their language skills to understand religious materials. This research is expected to be a turning point in developing the tri-dharma of higher education, especially in education and research. It benefits the academic community of IAIN Palopo and PTKI in Indonesia.

b. Research and Development Design

This study used a research and development design adapted from the model developed by Borg and Gall to produce a prototype of quality teaching materials (Gall et al., 2003). In this design, all study results from the needs analysis were used to redesign previously used Indonesian teaching materials. Learning materials and evaluations were designed in such a way as to fulfil the criteria of higher-order thinking, and the selection of evaluation models was adjusted to the characteristics of the learning materials. In addition, the book cover design also considers aesthetic aspects. The developed book prototype was then validated by several experts using validation instruments adapted from BSNP. Revisions were made based on the validation results of the two validators, resulting in Indonesian teaching materials based on higher-order thinking Skills (HOTS) that met the validity criteria.

c. Data Collection Technique

In this study, the data collection technique used a validation sheet. Teaching material validation sheets are used to collect information about the validity of teaching materials based on opinions, assessments, and suggestions from content/material experts and media experts. The data obtained through this instrument is used as input to revise the teaching materials that have been developed. The validators will assess the teaching material on the teaching material validation sheet. This assessment consists of 5 categories, namely not feasible (value 1), less

feasible (value 2), quite feasible (value 3), feasible (value 4), and very feasible (value 5) (Creswell & Creswell, 2017; Sugiyono, 2017).

d. Data Analysis Technique

This study used the Aiken index analysis to measure the validity of the teaching materials. The Aiken index is a statistical method that calculates the reliability coefficient between question items and the total score or overall score (Purwanto et al., 2021; Sugiyono, 2017). In this context, Aiken's analysis is used to evaluate the validity of teaching materials by comparing the question items in the validation instrument with the overall validation score. Using the Aiken index analysis, researchers can determine the extent to which the question items reflect the validity and quality of the teaching materials developed.

Table 1. Criteria for validity

Validity Results	Validity Criteria
$0.80 < V \leq 1.00$	Very Decent
$0.60 < V \leq 0.80$	Feasible
$0.40 < V \leq 0.60$	Decent Enough
$0.20 < V \leq 0.40$	Not Decent
$0.00 < V \leq 0.20$	Not Feasible

e. Research procedure

The research procedure that has been applied in this study involves several stages, including:

1) Pre-research Stage

A literature study on the Indonesian language and higher-order thinking Skills (HOTS) and a preliminary study on using Indonesian language teaching materials in higher education were conducted at this stage. This stage is important for understanding the background and needs of Indonesian language use in higher education.

2) Teaching Material Development Stage

At this stage, HOTS-based Indonesian teaching materials were developed. These teaching materials combine Indonesian language skills and an understanding of HOTS concepts.

3) Teaching Material Validation Stage

The teaching materials that have been developed are then validated. Validation was conducted twice to ensure the quality of the teaching materials. In the first validation stage, teaching materials were assessed based on the quality of content, presentation, and language. After that, the teaching materials were revised based on feedback from the first validation and then validated again at the second validation stage.

4) Revision Stage Based on Validation

After both validations, the teaching materials are revised again to ensure all feedback and suggestions from validators and users have been implemented. This revision is important to ensure the teaching materials are ready for use in the classroom.

D. RESULTS AND DISCUSSION

Findings

a. design of teaching materials

This research produced a teaching material book titled "Bahasa Indonesia untuk Perguruan Tinggi: Pembelajaran Berbasis Higher Order Thinking Skills." The title reflects the focus and purpose of the content sharply and directly. The main subject and scope of application are defined by the phrase "Bahasa Indonesia for Higher Education," which indicates

that the book is intended as a tool for the higher education community to sharpen their Bahasa Indonesia competence, considering the unique academic and intellectual needs at this level.

The phrase "Pembelajaran Berbasis Higher Order Thinking Skills" in the book's title identifies the instructional approach used. Higher Order Thinking Skills (HOTS) is an educational concept that emphasizes the importance of critical, creative and reflective thinking. The focus on HOTS in the title informs the reader that the purpose of this book goes beyond the basic teaching of Bahasa Indonesia by seeking to develop higher-order thinking skills.

Therefore, the title reflects the book's intention to integrate Bahasa Indonesia learning with HOTS development. It also indicates its vision to facilitate meaningful and deep learning, preparing readers with the skills to adapt and excel in an increasingly complex environment. The title emphasizes that this book is a valuable resource for the higher education community, focusing on developing higher-order thinking skills in Indonesian.

The main purpose of this book is to facilitate the learning process of the Indonesian language by emphasizing the Development of HOTS skills. Bahasa Indonesia is a compulsory and general subject in Indonesian tertiary institutions, making this book relevant and important for all students and lecturers. For students, this book offers comprehensive and structured teaching materials designed to support the development of their HOTS skills in the Indonesian language context. The materials involve various study areas, including Indonesian history and development, scientific varieties, diction, sentence and paragraph formation, and reading, writing, and speaking skills.

As for lecturers, this book is a guide to facilitate the planning and implementation of learning strategies oriented towards developing HOTS skills. The book provides an overview of learning methods, evaluation techniques, and best practices that support the cultivation of HOTS, enabling lecturers to be more effective in helping students achieve optimal learning outcomes.

The teaching material book "Bahasa Indonesia untuk Perguruan Tinggi: Pembelajaran Berbasis Higher Order Thinking Skills" is organized systematically into nine main chapters. Each chapter in this book presents topics relevant to Indonesian language learning and summarises important principles in the higher-order thinking approach (HOTS). The explanation of each chapter is as follows.

1) Chapter I focuses on the history and development of Indonesia, providing important context about its origins and evolution. Understanding the history and development of the language is an important first step in building a deep and critical understanding of Indonesian.

2) Chapters II to IV discuss technical aspects of language, such as Scientific Indonesian, Diction, and Sentence Formation and Expansion. Through these chapters, students are invited to see and understand language more in-depth and analytically, allowing them to apply and develop HOTS skills.

3) Chapters V to IX focus on the practical application of language, covering paragraph formation and reading, writing and speaking skills. In these chapters, students are encouraged to use and apply the HOTS skills they have learnt in real contexts.

The book encourages progressive learning and Development of HOTS with a structured and systematic structure and design of the material, from building a strong initial and basic understanding of Bahasa Indonesia and its role to applying and honing higher-order thinking skills in practical contexts. The chapters are designed to interconnect and build on each other, creating a coherent and holistic learning experience.

The learning evaluation in this book is designed to evaluate and facilitate the Development of HOTS skills using operational verbs C4 (analysis), C5 (evaluation), and C6 (creation). It follows the criteria of Critical Thinking, Collaboration, Creative and Innovative Thinking, Computational Thinking, Compassion, and Communication.

"Bahasa Indonesia untuk Perguruan Tinggi: Pembelajaran Berbasis Higher Order Thinking Skills" is a comprehensive book supporting the development of higher-order thinking skills (HOTS) in Indonesian language learning. This book is based on the needs analysis conducted previously regarding content selection. The presented content includes using Islamic religious texts as learning materials and integrating cultural content and local wisdom. Diversity of content formats is also considered, including theory, case studies, exercises, and discussions.

Each chapter begins with a detailed and comprehensive theoretical presentation, which aims to provide a strong understanding and basis for readers to understand Indonesian concepts in depth. The theory covers various aspects of language, such as the history and development of language, scientific varieties, diction, and sentence formation and expansion.

Case studies provide a real context for the theories and concepts discussed. Engaging the reader in the analysis of real situations, these case studies enhance the understanding of how Indonesian theories and concepts are applied in everyday practice and facilitate the development of higher-order thinking skills.

Exercises and discussions also play an important role in this book, as they encourage practical application and the Development of HOTS. Exercises allow readers to apply and practice the knowledge and skills they have learnt. Meanwhile, discussions encourage readers to think critically, collaborate with others, and share and evaluate their ideas.

The content presented in this book is designed to promote the understanding and effective use of Indonesian. With strong theoretical explanations, practical application through case studies and exercises, and thought-provoking discussions, this book consistently supports the development of higher-order thinking skills (HOTS) in the context of Indonesian language learning. Readers can deepen their understanding of Indonesian, apply it effectively, and hone their higher-order thinking skills through this book.

The learning evaluation described in this book is designed to evaluate and facilitate the development of students' higher-order thinking skills (HOTS). The evaluation refers to the operational verbs C4 (analysis), C5 (evaluation), and C6 (creation), which enable students to apply HOTS skills in the Indonesian context. In addition, the evaluation also follows important criteria such as Critical Thinking, Collaboration, Creative and Innovative Thinking, Computational Thinking, Compassion, and Communication.
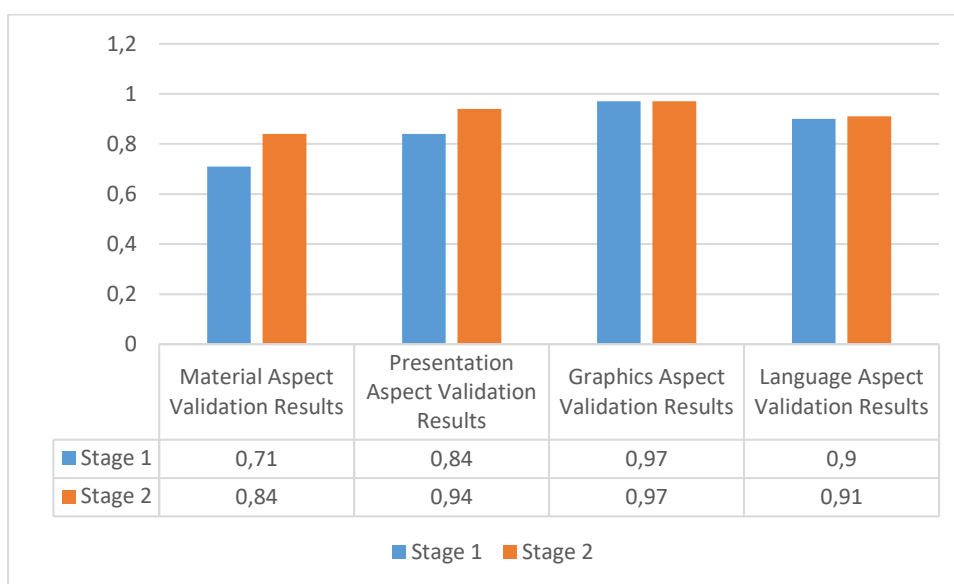
The evaluation methods in this book involve various types of tasks specifically designed to encourage students to think analytically, evaluate, and create creative solutions. These tasks include text analysis, evaluation of arguments, application of concepts in real situations, and development of original works.

In addition to the variety of tasks, the book emphasizes the importance of assessment, which focuses on understanding and applying HOTS skills. Assessment considers critical aspects such as students' ability to analyze information, evaluate arguments, and produce creative works. These assessments provide relevant and in-depth feedback to students, helping them to track and improve their understanding and skills in Indonesian.

b. Validity of Teaching Materials

Teaching materials in the form of a textbook titled "Bahasa Indonesia untuk Perguruan Tinggi: Pembelajaran Terintegrasi Higher Order Thinking Skills." The book's validity was tested by three experts. Experts who tested the validity of this book came from the Palopo State Islamic Institute and Makassar State University with scientific specifications and expertise in the field of the Indonesian Language. The assessment aspects were adapted from the assessment instrument BSNP used, including material, presentation, graphics, and language. Furthermore, the results of the assessment of the three experts were processed using the V Aiken formula to determine the validity of the content. This validity test was carried out in two

stages. The second stage was carried out after revision, after considering the results of the first stage assessment.

	Material Aspect Validation Results	Presentation Aspect Validation Results	Graphics Aspect Validation Results	Language Aspect Validation Results
Stage 1	0,71	0,84	0,97	0,9
Stage 2	0,84	0,94	0,97	0,91

Picture 1. Histogram of Validation Results of Stages 1 and 2

The results of the validation of the textbook "Indonesian Language for Higher Education: Integrated Learning of Higher Order Thinking Skills" were carried out in two stages, each involving three experts in the assessment process. The first validation stage presents an initial picture of the effectiveness and quality of the material, presentation, graphics, and language used in the textbook.

In the first stage, the validation score for the material aspect was 0.71, the presentation aspect was 0.84, the graphic aspect was 0.97, and the language aspect reached 0.90. Considering the experts' input and evaluation, the coursebook was revised and updated and then tested again in the second validation stage.

In the second validation stage, significant improvements were seen in the material and presentation aspects, with scores rising to 0.84 and 0.94. The graphical aspect maintained a high score of 0.97, while the language aspect experienced a small increase to 0.91. These validation results indicate an improvement in the quality and effectiveness of the post-revision coursebook, which indicates that the book has been improved and refined based on expert feedback and assessment.

The validation results of the textbook "Indonesian Language for Higher Education: Integrated Learning of Higher Order Thinking Skills" showed increased quality in several important aspects. In the material aspect, the score increased from 0.71 to 0.84. it means that after making revisions based on suggestions and criticisms from experts, the material presented in the textbook has improved significantly. The material becomes more accurate and relevant and may be more easily understood by students. The presentation aspect also improved significantly, with the score rising from 0.84 to 0.94. Good presentation in a coursebook means that the information is presented logically and interestingly. It shows that the revision has made the book more effective in conveying important information and concepts. For the graphic aspect, the score remained stable at a high score of 0.97, indicating that the graphic design and illustrations in the coursebook have been rated excellent since the first validation stage and do not require significant revisions. The language aspect experienced a slight increase from 0.90 to 0.91. It means that the language used in the coursebook is quite effective and easy to understand, with minor improvements after revision.

Analysis/Discussion

The book "Indonesian Language for Higher Education: Learning Based on Higher Order Thinking Skills" focuses on developing higher order thinking skills (HOTS) in Indonesian language learning in higher education. The book presents comprehensive and structured material in 9 interrelated chapters, ranging from the history and Development of Indonesian to reading, writing and speaking skills. The aim is to facilitate Indonesian language learning, emphasizing HOTS skills for students and lecturers. The book also has evaluation methods that support developing students' HOTS skills. The book's well-organized structure and in-depth material make it a valuable learning resource for developing the Indonesian language and higher-order thinking skills in higher education.

The textbook "Indonesian Language for Higher Education: Integrated Learning of Higher Order Thinking Skills" successfully passed the validation process in two stages involving three expert assessors. In the first stage, the book was assessed with scores indicating good quality in material, presentation, graphics, and language. After being revised based on expert feedback, the book experienced significant improvements in the material and presentation aspects in the second validation stage. The graphical score remained high, while the language aspect experienced a minor improvement. The validation results show that the coursebook has been improved and refined based on the expert's assessment, with quality improvement in the material and presentation as important points. The graphic design and language used in this book are also considered effective, making this book a better learning resource after revision.

Research that has been conducted has successfully produced teaching materials with a higher-order thinking Skills (HOTS)-based learning approach. Studies conducted by Guswita and Indriyana revealed that implementing HOTS-based digital textbooks can significantly improve students' problem-solving skills (Guswita, 2021; Indriyana & Kuswandono, 2019). it is in line with the findings in the research under discussion, where the HOTS-based approach improved Indonesian learning outcomes.

Furthermore, research by Fitrianti & Husna illustrated the positive effect of HOTS-based teaching materials in improving students' critical and analytical thinking skills (Fitrianti & Husna, 2021). These results align with the study's findings under review, supporting the opinion that HOTS can contribute to developing higher-order thinking skills essential in the learning process.

Finally, research by Herianto showed that HOTS-based learning can stimulate the development of important skills such as communication, collaboration, critical and creative thinking, and civic awareness and responsibility (Herianto, 2022). These results align with this study's findings, which recorded an increase in Indonesian learning outcomes in the group that applied the HOTS approach. Overall, these findings validate the relevance and effectiveness of HOTS-based approaches in Indonesian language learning.

This study's results indicate that applying Indonesian language teaching materials based on higher-order thinking Skills (HOTS) significantly influences Indonesian language learning outcomes. This finding shows that learning approaches that encourage students to think at a higher level, such as critical, analytical, and creative thinking, can positively impact students' understanding and mastery of Indonesian.

In addition, the results of this study also show that HOTS-based teaching materials can be an effective alternative in improving learning outcomes compared to conventional teaching methods. Applying HOTS-based teaching materials can provide higher challenges for students, encouraging them to think more deeply, analyze critically, and apply Indonesian language knowledge in complex contexts. It indicates that this approach can produce better and deeper learning outcomes.

Thus, this study's results indicate that applying HOTS-based teaching materials can effectively improve Indonesian language learning outcomes. This research encourages educators and curriculum developers to integrate the HOTS approach into Indonesian language teaching materials. In addition, the results of this study can also provide a basis for further research in this field and provide a better understanding of the effectiveness of HOTS-based teaching materials in the context of Indonesian language education.

The results of this study have significant implications in the context of Indonesian language education. The findings show that implementing higher-order thinking Skills (HOTS)-based Indonesian language teaching materials can positively change learning outcomes. This implication reinforces the importance of learning approaches that encourage students to think at higher levels, such as critical, analytical, and creative thinking, when learning Indonesian. Using HOTS-based teaching materials can provide higher intellectual challenges for students, encouraging them to engage in deep thinking, critical analysis, and application of knowledge in more complex contexts. This implication suggests that educators implement teaching strategies involving higher-order thinking activities to improve Indonesian language learning outcomes.

Secondly, the results of this study provide important implications for Indonesian curriculum development. The integration of the HOTS approach in teaching materials and curriculum can enrich students' learning experience and ensure that the curriculum includes components relevant to students' needs (Hamzah et al., 2022; Suwarma & Apriyani, 2022; Wahid & Karimah, 2018). This implication encourages curriculum developers to devise and develop teaching materials that encourage higher-order thinking and provide students with opportunities to apply their knowledge in more complex situations. It will enrich students' learning experience, improve their understanding of Indonesian, and equip them with thinking skills relevant to real-world needs.

From the research and analyses that have been conducted, there are several recommendations for further action that need to be considered.

Firstly, there is a need to implement the textbook "Indonesian Language for Higher Education: Learning Based on Higher Order Thinking Skills" in the university curriculum more widely. Considering that this book has improved the quality of material and presentation and focuses on developing HOTS skills, its use in learning can positively impact students.

Secondly, it is important to conduct further research to evaluate the effectiveness of this book in different learning environments and for diverse student populations. Case studies, classroom action research, or control experiments could be used to gain further insight into how the book works.

Thirdly, there is room for further improvement in the book. For example, feedback from students and lecturers who have used the book could be collected and used to improve the content and format of the book. In addition, more in-depth materials or activities to support the Development of HOTS skills could be considered.

E. CONCLUSION

This study shows that the book "Bahasa Indonesia untuk Pendidikan Tinggi: Pembelajaran Dasar Keterampilan Pikiran Tinggi" effectively develops students' higher-order thinking skills (HOTS). After being revised based on expert feedback, this book successfully met the validity criteria and showed that the language used was effective and easy to understand. This book can potentially be a valuable learning tool for developing Indonesian language and HOTS skills in higher education.

This study also underlines the added value of using the HOTS concept in learning Indonesian, opening up a new, more analytical approach. The two-stage validation method improved the book's quality, but this study has limitations, such as not involving direct users

and only focusing on the higher education level. Further research is recommended to test the book's effectiveness in real environments, adapt the HOTS model to other levels of education, and explore other innovative language learning methods.

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