



## INDONESIAN LANGUAGE TEACHERS' COMPETENCE IN DEVELOPING HOTS-BASED LESSON PLANS

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### Abstract

Education evolves globally, and integrating HOTS into the curriculum is crucial to fostering critical thinking, problem-solving, and creativity among students. This study explores Indonesian language teachers' competence in developing and designing lesson plans based on higher-order thinking Skills (HOTS). Teachers express a need for professional development, with a particular emphasis on training in assessment techniques and instructional strategies that promote higher-order thinking. Additionally, the study identifies key strategies for improving HOTS integration, including collaborative planning, the use of interactive learning activities, and the alignment of assessments with HOTS objectives. This research adopts a case study approach, combining qualitative interviews with teachers and quantitative analysis of lesson plan documents. The findings reveal that while Indonesian language teachers demonstrate foundational competence in curriculum design, there are significant challenges in effectively implementing HOTS-based lesson plans. Teachers express a need for professional development, with a particular emphasis on training in assessment techniques and instructional strategies that promote higher-order thinking. The results highlight the importance of supporting teachers through continuous professional training and providing clear guidelines to enhance HOTS-based lesson plan development. This research contributes to the understanding of the challenges and opportunities in aligning language teaching with 21st-century skills in Indonesia.

**Keywords:** HOTS-based learning, Lesson Plan, Indonesian Language, Professional Development, Teacher competence.

### INTRODUCTION

In recent years, higher-level thinking skills with core connotations such as problem-solving, creativity, and critical thinking have been recognized as key skills for talents in the 21st century, and have been emphasized and incorporated into curriculum standards in many countries (Astrid et al., 2022). For example, American curriculum standards require students to solve problems and formulate questions, gather relevant information, and solve problems by developing new or improved objects or tools (Liu et al., 2024). *Higher Order Thinking Skills* (HOTS) is a higher-order thinking ability that involves analysis, evaluation, and creation, as defined in Bloom's revised taxonomy (Anderson & Krathwohl, 2001). HOTS plays an important role in preparing students for the challenges of the 21st century, where critical thinking, problem-solving, and creativity are key skills needed (Virranmäki et al., 2021). In the context of education, HOTS aims to encourage students to think beyond just memorizing facts but also to be able to connect concepts, identify problems, and come up with innovative solutions (Kanokpermpoon, 2019). Brookhart, (2010) stated that the development of HOTS in the learning process can increase student engagement as well as prepare them to actively participate in the global community.

Application of HOTS in learning often involves *problem-based learning projects*, and critical analysis-based discussions (Zhang et al., 2024). This strategy encourages students to become active learners who can explore ideas in depth and make decisions based on logical



arguments (Kwangmuang et al., 2024). Research conducted by Astrid et al., 2022; Ganapathy et al., 2017; Tayjasant & Suraratdecha, (2016) demonstrates that the integration of HOTS in the curriculum allows students to develop essential critical thinking skills in a variety of disciplines. For example, in Indonesian learning, students may be asked to analyze the structure of texts, evaluate messages in literary works, or create argumentative writings that are relevant to current issues. This kind of activity not only strengthens language skills but also hones reflective thinking skills (Mubarok et al., 2019).

However, the implementation of HOTS in learning often faces challenges, especially in developing countries. As is the case of Wardhana, (2022) the main obstacle is the lack of readiness of teachers to design activities (Zhang et al., 2024) that support the development of HOTS. In addition, overly dense curricula often force teachers to focus on completing material quickly, thus neglecting an in-depth approach (Semana et al., 2017). Another challenge is the ability gap of students, where students with low basic skills tend to have difficulty participating in HOTS-based activities (Gozali et al., 2021). Therefore, intensive training is needed for teachers to improve their understanding of HOTS as well as the development of more inclusive learning strategies (Rustam et al., 2020).

Recently, educational technology innovations have offered new opportunities to support the development of HOTS (Huang et al., 2023). Technology-based tools, such as interactive simulations, digital learning platforms, and artificial intelligence-based applications, allow students to engage in more complex and in-depth learning activities (Anderson, L.A., & Krathwohl, 2001; Brookhart, 2010; Edwards, 2016) For example, simulation apps can be used to help students understand abstract concepts through virtual experiments, while AI-based analytics tools provide real-time feedback that helps students improve their analytical skills (Abdelhalim, 2024). Thus, technology can be a catalyst to overcome the challenges of HOTS implementation and support more personalized and data-driven learning (Al Khreshe, 2022).

### **HOTS-Based Indonesian Learning Planning**

The application of *higher-order thinking Skills* (HOTS) in Indonesian learning planning is a strategic step in improving the quality of education in the era of globalization (Zhang et al., 2024). HOTS, as formulated by Anderson & Krathwohl (2001) emphasizes in-depth analytical, evaluative, and creative skills, which are essential for building critical and creative thinking skills in students. In the context of Indonesian language learning, HOTS-based planning can include activities such as analyzing the structure of texts, evaluating the meaning of literary works, and creating creative narratives based on contextual themes (Mukhlis et al., 2023). This is in line with the needs of the 21st century which requires students to have the ability to adapt and think complexly (Akib et al., 2024).

Implementation of HOTS in learning planning requires the design of a Learning Implementation Plan (LIP) that integrates problem-solving-based activities and collaborative projects. Research by (Liu et al., 2024; Tikhonova & Kudinova, 2015; Wing et al., 2014; Zhang et al., 2024) shows that project-based learning can encourage students to think critically and explore innovative solutions. For example, students may be given the task of writing an opinion on a developing social issue with a data-driven approach. In addition, HOTS learning can also be integrated through critical discussion of poetry or short stories,



which allows students to evaluate moral messages as well as relate them to real situations (Arifani et al., 2019; Legi et al., 2023). This kind of learning design not only improves thinking skills but also strengthens students' literacy skills (Tikhonova & Kudinova, 2015).

The main obstacle to the implementation of HOTS is the lack of teacher readiness in designing appropriate learning activities. Studies conducted by Gulistan Mohammed Saido et al., (2015); Lu et al., (2021); and Syafryadin et al. (2021) stated that teachers often have difficulties in developing HOTS-based lesson plans due to the limited understanding and training they have. In the context of Indonesian language learning, teachers need to be trained to identify linguistic and literary elements that can be developed into higher-level thinking activities. For example, learning about the structure of arguments in texts can be designed as an assignment to structure debates, where students are involved in the process of analyzing data, evaluating claims, and presenting arguments critically (Mukhlis et al., 2023). This training is important to build teachers' ability to design learning that is innovative and relevant to student needs.

Novelty in HOTS-based Indonesian learning planning can be found through the integration of digital technology to support critical and creative thinking activities (Johan, 2018). One of the innovations is the use of artificial intelligence (AI)-based applications such as Grammarly to help students evaluate the structure of their writing independently. Additionally, collaboration-based platforms such as Google Classroom or Padlet can be used to build in-depth group discussions Assaly & Jabarin, (2024); Jarvis & Baloyi, (2020; Nowlan et al., (2023). In line with what the experts said Anderson & Krathwohl, (2001) also highlight that educational technology can be a catalyst in increasing student engagement and providing a richer learning experience. In learning Indonesian, this technology can be used for text analysis, digital literary content creation, or critical evaluation of literacy media (Mukhlis et al., 2023).

To address the challenges of HOTS implementation, a big data-driven approach can also be used as part of learning planning (Zhang et al., 2024). Teachers can use data analytics from learning platforms to identify patterns of student engagement, weaknesses in material comprehension, and potential learning enrichment (Johan, 2018). By using this data, teachers can design more personalized lesson plans according to the needs of each student (Gulistan Mohammed Saido et al., 2015). For example, students who show difficulty understanding narrative text may be provided with additional video-based or simulation-based learning resources (Assaly & Jabarin, 2024). This data-driven approach provides an opportunity for Indonesian learning to become more adaptive and oriented towards optimal results (Syafryadin et al., 2021)

## **METHOD**

The design chosen for this study is a case study with a qualitative approach, which aims to explore a deep understanding of the competence of Indonesian teachers in developing HOTS-based learning plans. This case study allows researchers to explore the specific context, namely learning practices in multiple secondary schools, and analyze how teachers integrate elements of HOTS in their learning planning (Yin, 2018). Data will be collected through in-depth interviews with teachers, observations on the implementation of the lesson plans they have prepared, and analysis of the resulting learning plan documents. This approach is expected to provide a more comprehensive insight into the challenges and



successes faced by teachers in developing and implementing HOTS-based lesson plans, as well as provide a more tangible picture of teaching practices in the field (Creswel, 2018).

The first stage of this research is the selection of locations and participants, namely schools that have HOTS-based curriculum implementation. The schools were selected based on certain criteria, such as the level of success in integrating HOTS and the readiness of teachers to participate in this study. *Second* step was data collection. The main data was obtained through in-depth interviews with Indonesian language teachers involved in the design and implementation of HOTS-based lesson plans. The interviews aimed to explore teachers' understanding of HOTS, the challenges they face, and their experiences in designing lessons that encourage higher order thinking skills. In addition, documentation of lesson plans developed by teachers was also analyzed to evaluate the extent to which HOTS elements have been implemented in lesson planning and implementation. *Third*, is data analysis. Interview data and lesson plan documents were analyzed using a qualitative approach to identify key themes related to teachers' competencies, challenges, and strategies used in designing HOTS-based learning. This study also analyzed the correspondence between the lesson plans made by teachers and the HOTS principles expected in the curriculum.

The last stage is the preparation of recommendations and practical implications. Based on the findings of the data analysis, this study provides recommendations for teachers' professional development, both in terms of technical training and institutional support for the implementation of HOTS-based learning. The recommendations also include strengthening the curriculum and adjusting educational policies to facilitate the implementation of HOTS in the classroom.

## FINDINGS AND DISCUSSION

### Finding

Based on a series of studies that have been conducted, several findings related to learning planning based on high-level thinking skills (HOTS) prepared by Indonesian teachers at SMAN 1, SMAN 3 and MAN 1 Pamekasan were obtained.

**Table 1 Learning Plan Indicators**

No.	Learning Plan Indicators
1	Pancasila Student Profile
2	Learning Outcomes
3	Learning Objectives
4	Learning Methods
5	Learning Media
6	Learning Materials
7	Learning Resources
8	Learning Activities
9	Learning Assessment

As for some findings related to the learning plan designed by Indonesian teachers based on high-level thinking skills (HOTS). These tables provide a complete overview of the analysis of HOTS-based learning planning (Higher higher-order thinking Skills) prepared by Indonesian teachers. The first table includes learning objectives, learning methods, and learning resources, with an indication of whether these elements correspond to the Learning Components (CPs) and elements in the lesson plan. From the results of the analysis, the

majority of modules show good suitability to the learning objectives, with the use of appropriate technology and media to support the achievement of HOTS. Several indicators such as suitability with learning materials and learning media show that teachers are actively integrating technology and interactive media in their planning, to support the development of higher-order thinking skills in students (Saifer, 2024).

Furthermore, with a more detailed focus on learning media, material selection, and learning activities organized in various teaching modules. In the second table, teachers use tools such as YouTube, Instagram, TikTok, Quizizz, Canva, and Kahoot to support the delivery of material that challenges students' cognitive skills, according to the characteristics of students. On the other hand, the third table suggests adjustments to activities that involve learning stages ranging from introduction to conclusion that are clear and by the syntax of the learning method. The results of this analysis show that HOTS-based learning can be reinforced with the right selection of media, as well as in-depth and structured activities to effectively train students' critical and creative thinking skills (Handayani et al., 2023).

**Table 2: Main Findings of the Research Results on Teacher Competence in Developing HOTS-Based Learning**

No.	Analyzed Aspects	Key findings	Details of the Findings
1	Teacher's Understanding of HOTS	Teachers have a basic understanding of HOTS, but its application is still limited.	Many teachers identify HOTS as a critical and creative thinking skill, but not all know how to design activities that facilitate HOTS, and also design HOTS-Based learning
2	Competence in Designing HOTS-Based RPP	Some teachers have started to integrate HOTS in the lesson plans, but there is still room for improvement.	Some teachers use open-ended questions and analytical assignments, but not all lesson plans are entirely HOTS-based. RPP still tends to focus on basic understanding of the material
3	Challenges in the Implementation of HOTS Learning	The biggest challenges are time and resource constraints, as well as a lack of specific training.	Teachers feel that they do not have enough time to design learning that develops HOTS, and the existing training is not



			in-depth enough about HOTS strategies.
4	Strategies Used in HOTS Learning	Collaboration between teachers and the use of technology are effective strategies.	Teachers explore ideas from peers and use digital media to support critical thinking teaching, but not all of them are familiar with the optimal use of technology.
5	Professional Development Needs	Teachers need further training in terms of HOTS assessment and interactive learning strategies.	Training in designing HOTS questions and appropriate evaluation techniques, as well as the use of active and project-based learning techniques is required.
6	The Impact of HOTS Learning on Students	HOTS-based learning helps students think critically and creatively, even though it is not optimal.	Students show improvement in analytical and creative skills, but most students still struggle in completing tasks that demand higher-order thinking.

From the findings of this study, it can be said that the competence of Indonesian teachers in developing HOTS-based learning is still at an adequate stage but not optimal. Teachers already understand the concept of HOTS as a critical and creative thinking skill, but the biggest challenge faced is effective implementation in learning planning and implementation (Mitani, 2021). Although most teachers have realized the importance of integrating HOTS, they feel that they lack the skills and training to develop learning plans that can actually encourage students to think higher (Haataja et al., 2023). Based on this context, more in-depth training and professional development is needed to enrich teachers' ability to design HOTS-based learning (Hague, 2024).

In addition, another major challenge is the limitation of resources, both in terms of time, facilities, and knowledge of evaluation methods that are suitable for HOTS. Teachers revealed that they often had to choose between meeting the demands of the curriculum and designing activities that demanded higher-order thinking skills (Arviani et al., 2023). This leads to an imbalance between learning objectives based on a basic understanding of the material and the application of more complex HOTS skills (Wallace & Adams, 1987). Therefore, it is important to provide more training related to appropriate assessment methods and the use of technology in developing activities that can stimulate critical and creative thinking among learners.



**Table 3: Results of Analysis of Indonesian Teacher Teaching Module in the Independent Curriculum**

No.	Analyzed Aspects	Description in the Teaching Module	Application of HOTS	Findings
1	Learning Objectives	The learning objective emphasizes more on developing students' competencies (cognitive)	Objectives that encourage the development of higher-order thinking skills are still limited.	In applying learning objectives, some are still focused on the basic knowledge aspect (C3) and less on high-level skills (C4–C6).
2	Learning Approach	The teaching module uses a contextual approach.	HOTS-based approaches are rarely found in learning planning.	The approach used tends to still be limited to classical methods and does not challenge students enough to think critically or creatively.
3	Learning Activities	Activities are more often in the form of teacher explanations, exercises and individual assignments.	Tasks that lead to analysis, synthesis, and evaluation are very rare.	Most activities are repetitive and focus on understanding facts, not on complex problem-solving or analysis.
4	Use of Technology and Learning Media	The module relies on textbooks and print media.	Technology-based learning media that supports HOTS is not optimal	Teaching quality does not utilize technology or digital learning media that can stimulate students' critical and creative thinking.
5	Student Collaboration and Engagement	Modules prioritize individual assignments and small group discussions.	Collaboration for HOTS development has not been optimized, e.g. case-based discussions or joint projects.	Collaboration between students for the development of higher thinking skills is still underexplored in teaching



				modules.
6	Character and Value Development	The module includes the integration of character values, such as honesty and discipline.	Character development through HOTS is still limited to the aspect of self-evaluation.	Character development related to HOTS has not been optimal, even though character values have been taught separately.
7	Assessment	Assessments often use multiple-choice tests and written tests.	HOTS-based assessments, such as projects or case studies, are not optimal.	Assessment prioritizes the ability to remember and understand, with little assessment of analysis or evaluation skills.
8	Reflection on Learning	Modules rarely suggest deep reflection sessions for students.	HOTS reflection, both individually and in groups, is almost non-existent.	Teaching modules rarely include reflection sessions that allow students to evaluate the way they think and solve problems.

The teaching modules used by Indonesian teachers in the Independent Curriculum generally still lead to teaching based on understanding more traditional material and less focused on the development of HOTS. Although the Independent Curriculum supports a more flexible and contextual approach, most of the analyzed teaching modules are still focused on delivering material through lectures and textbooks, with little active interaction that can stimulate students' critical thinking (van der Stap et al., 2024). The existing learning objectives also emphasize more on mastering basic competencies, rather than higher-level thinking skills that can be measured through projects or problem-based assignments.

In addition, the integration of technology in teaching modules that support HOTS learning is very limited. Technology can be a very effective tool for designing challenging learning, such as the use of interactive learning apps or platforms that allow students to access a wider range of learning resources and delve into topics independently (Farjon et al., 2019). The teaching module in the Independent Curriculum needs to focus more on the use of more innovative technology and learning media, as well as provide space for students to explore ideas creatively and critically, so that HOTS-based learning can be implemented more optimally.

**Table 4: Findings in the Implementation of HOTS-Based Learning in Indonesian Teachers**

No.	Analyzed Assumptions	Description in Learning Implementation	Application of HOTS	Findings
1	Cultivation method	The use of lectures, discussions, and questions and answers is still dominant in implementation.	Learning methods that challenge higher-thinking skills, such as problem-based learning or inquiry learning, are rarely applied.	The lecture method still dominates, with little application of active methods that spur students' critical and creative thinking.
2	Student activities	Students often do assignments that are memorization and essay writing.	Activities that develop analytical, synthesis, and evaluation capabilities have not been optimally implemented.	The task is still focused on understanding and memorizing the material, without challenging high-level thinking.
3	Use of learning media	Learning media are mostly in the form of textbooks and whiteboards, projectors are only displayed by teachers during ppt and youtube	Technology-based and interactive learning media that support HOTS are underutilized.	Interactive or digital-based media that supports higher-order thinking is not used optimally.
4	Student collaboration	Small group discussions are used, but they involve less complex problem-solving.	Collaboration in solving problems or HOTS-based projects is poorly implemented.	Students work individually more often, and collaboration for deeper problem-solving is still



				limited.
5	Teacher-student interaction	Teachers tend to give direct instructions, with few open-ended questions.	Interactions that stimulate students to think critically and discuss complex ideas are lacking.	Classroom interaction focuses more on one-way teaching, without giving students enough space to develop their critical thinking.
6	The Role of Teachers in HOTS Learning	Teachers play more roles as material presenters than facilitators of HOTS-based learning.	Teachers still lack direction for students to think deeper or connect the material with real life.	Teachers have not fully played the role of facilitators who guide students to think critically and creatively in a broader context.
7	Time Given for HOTS Learning	Time for exploration or activities that develop HOTS is limited.	HOTS-based learning is often hampered by the limitations of allocated time.	The time available is more spent explaining the material, with less time for analytical or creative activities.
8	Assessment/assessment	The assessment given is in the form of multiple-choice questions and short essays.	Assessments that encourage higher-level thinking, such as projects or case studies, are rarely seen.	The assessment tests memorization and basic comprehension



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The implementation of HOTS-based learning by Indonesian teachers shows that there is a gap between understanding and implementation. Many teachers still rely on lecture and question and answer methods as the main strategy in teaching material, which tends not to encourage students to think critically or creatively enough. This is reflected in student activities that focus more on memorization and basic comprehension, with fewer opportunities to develop higher-order thinking skills. Despite efforts to encourage small group discussions, they are still not in-depth enough to address challenging topics or integrate HOTS-based problem-solving (Miedijensky et al., 2021).

The time available for activities that develop HOTS is also a significant limiting factor in the implementation of learning. Many teachers revealed that they were forced to focus on meeting curriculum targets, leading to limited time to design and execute activities that stimulate analytical and creative skills. In addition, the role of teachers as facilitators of HOTS-based learning is still not optimal, because most teachers function more as informants than as guides for students in critical and creative thinking. Therefore, there needs to be a change in teaching approaches and providing enough time for more challenging and HOTS-based learning activities (Lo & Feng, 2020).

## Discussion

The findings of this study provide a clear picture of the state of HOTS-based Indonesian learning among teachers, as well as how this is reflected in lesson plans/teaching modules, and classroom learning implementation. Based on the analysis conducted, although most teachers already understand the importance of developing higher-order thinking skills (HOTS), they face great challenges in implementing them into the planning and implementation of daily learning. Limited training, time, and resources are the main inhibiting factors in a more effective implementation of HOTS (Gottlieb, 2022). Nonetheless, there are efforts from teachers to start structuring learning that is more challenging and based on the development of students' cognitive skills (Sheffield, 2018).

In terms of learning planning, the results of the analysis of the Learning Implementation Plan (LIP) show that although many teachers have tried to design learning objectives that encourage the development of HOTS, their application is still limited to the basic level of understanding. Most of the lesson plans focus more on basic competencies oriented towards memorization and comprehension of the material without further attention to the analytical, synthesis, and evaluation skills that are at the core of HOTS (Tikhonova & Kudinova, 2015). While there are attempts to incorporate elements of HOTS, they are often not sufficiently integrated into the overall planned learning activities. Therefore, the development of more structured and more in-depth lesson plans that incorporate higher-level thinking skills is still needed (Farjon et al., 2019).

One of the findings that is quite striking is the use of teaching modules that are still oriented towards traditional learning methods. The teaching modules used by most Indonesian teachers in the Independent Curriculum have not fully implemented the principles of HOTS. Concerning the current knowledge age, HOTS can be defined as the highest level in the cognitive process hierarchy. With HOTS, students will face problems dominated by multiple types of information and with comparatively small processing time (Wardhana, 2022). Most modules focus more on delivering material through lectures and memorization, with little room for students to develop critical or creative thinking skills. In fact, the use of more interactive digital-based technology and learning media is very important to stimulate high-thinking skills in students. Teaching modules need to integrate more media



and technology that can create a more collaborative and analytical learning experience (Brookhart, 2010).

the implementation of learning, although teachers try to involve students in discussions and small group activities, the results of the analysis show that these activities are still limited to simple problem-solving and are not deep enough to develop high-level thinking skills. Most of the assignments given to students are more memorization or basic understanding of the material. Activities that challenge students to perform analysis, synthesis, or evaluation are often not reflected in the assigned assignments (Haataja et al., 2023). This indicates that despite efforts from teachers to create HOTS-based learning, its application is still not strong enough to encourage students to think critically and creatively (Arviani et al., 2023).

Time limitations are an important factor that hinders the development of HOTS-based learning. Many teachers revealed that they were forced to focus on meeting the curriculum and material targets that had to be completed, so there was not enough time to design in-depth and challenging learning activities. HOTS-based learning often requires more time for in-depth exploration, discussion, and analysis, which cannot always be met in limited class hours. In addition, the time to provide constructive feedback on students' thinking processes is also a big challenge in the implementation of HOTS in the classroom (Farjon et al., 2019; van der Stap et al., 2024; Wallace & Adams, 1987).

Nonetheless, it is important to note that despite the shortcomings in the implementation of HOTS, many teachers have shown a willingness and desire to improve their teaching. By providing more intensive training and better resources, teachers will be better able to design more HOTS-based learning. This training should include the teaching of active learning strategies, the use of technology that supports HOTS-based learning, as well as the development of better assessment skills in gauging students' higher-order thinking (Frausel et al., 2020; Hague, 2024; Lo & Feng, 2020).

Overall, HOTS-based learning in the context of the Independent Curriculum requires greater support from all parties, be it the government, educational institutions, or the educational community. To realize learning that encourages the development of higher-order thinking skills, not only the lesson plan/teaching modules need to be improved, but also a more holistic and sustainable approach to teacher training and the use of innovative learning technologies. By improving these weaknesses, it is hoped that HOTS-based learning can be applied more effectively, so that students can be trained to face the challenges of an increasingly complex and evolving world (Miedijensky et al., 2021; Wijnen et al., 2023).

## CONCLUSION AND SUGGESTION

The conclusion of this study shows that although Indonesian language teachers possess sufficient basic competence in Learning Implementation Plan (LIP)/teaching module the greatest challenge lies in the implementation of HOTS in daily teaching practices. The teachers involved in this study expressed difficulties in designing lessons that not only meet curriculum requirements but also foster higher-order thinking skills among students. Specifically, challenges were found in assessment techniques and instructional strategies that support critical thinking, creativity, and problem-solving skills. This highlights a deep need for more intensive professional development, particularly in the areas of HOTS-based assessment techniques and innovative teaching methods.

Moreover, this study identifies several effective strategies that can support the implementation of HOTS in Indonesian language teaching, such as teacher collaboration in lesson planning and the use of more interactive learning activities. With stronger support in the form of training and the development of clear guidelines for implementing HOTS, teachers will be better prepared to design lessons that are more aligned with 21st-century



demands. The contributions of this research are significant in providing deeper insights into the challenges and opportunities of integrating higher-order thinking skills into Indonesian language teaching, as well as offering guidance for educational policies aimed at supporting the professional development of teachers.

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