

## REFERENCES

- Agustina, N., Mayuni, I., & Iskandar, I. (2022). Is Critical Thinking Accommodated in Junior High School English Textbook? In *Proceedings of the 3rd International Conference on Educational Science and Teacher Profession (ICETeP 2021)* (pp. 43–51). [https://doi.org/10.2991/978-2-494069-19-0\\_6](https://doi.org/10.2991/978-2-494069-19-0_6)
- Aktoprak, A., & Hursen, Ç. (2022). A Bibliometric and Content Analysis of Critical Thinking in Primary Education. *Thinking Skills and Creativity*, 44, 101029. <https://doi.org/10.1016/j.tsc.2022.101029>
- Al-Ghozali, M. (2023). *Content analysis of English textbook entitled "Work in Progress" for tenth grade used in Merdeka Curriculum*. Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo.
- Al-Rahbi, A. M., Al-Mekhlafi, A. M., Al-Barwani, T., & Omara, E. (2022). Challenging the Status Quo: Critical Thinking Skills Integration in the EFL Curriculum of Young Learners. *Journal of Curriculum and Teaching*, 11(8), 79–96. <https://doi.org/10.5430/jct.v11n8p79>
- Alemi, M., Ensafi, A., & Rezanejad, A. (2021). Global business textbook evaluation: Task types in the spotlight. *IARTEM e-Journal*, 13(1), 1–20. <https://doi.org/10.21344/iartem.v13i1.826>
- Andersson-Bakken, E., Jegstad, K. M., & Bakken, J. (2020). Textbook Tasks in the Norwegian School Subject Natural Sciences: What Views of Science do They Mediate? *International Journal of Science Education*, 42(8), 1320–1338. <https://doi.org/10.1080/09500693.2020.1756516>
- Apriyani, L. A., & Robiasih, R. H. (2019). Eight Grade Text Book evaluation by Cunningsworth's theory. *Journal of English Language and Pedagogy*, 2(2), 94–103. <https://doi.org/10.36597/jelp.v2i2.4865>

- Azizah, S. N., Qamariah, Z., & Nurliana. (2025). Students' Perception on the Use of English Textbook for EFL Learning. *Journal of English Language and Education*, 10, 130–135. <https://doi.org/10.31004/jele.v10i2.740>
- Babii, A. (2020). The Use of Critical Thinking Against Fake News. *NORDSCI Conference Proceedings*, 3(1), 127–135. <https://eric.ed.gov/?id=ED616249>
- Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka. Retrieved from <https://guru.kemendikdasmen.go.id/dokumen/74r6YnDzK3>
- Barnett, J. E., & Francis, A. L. (2012). Using Higher Order Thinking Questions to Foster Critical Thinking: A Classroom Study. *Educational Psychology*, 32(2), 201–211. <https://doi.org/10.1080/01443410.2011.638619>
- Brookhart, S. M. (2010). *How to Assess Higher-Order Thinking in Your Classroom*. ASCD.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th ed.). White Plains, NY: Pearson Education.
- Changwong, K., Sukkamart, A., & Sisan, B. (2018). Critical thinking skill development: Analysis of a new learning management model for Thai high schools. *Journal of International Studies*, 11(2), 37–48. <https://doi.org/10.14254/2071>
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.
- Dewi, A. S., Rusilowati, A., Sumarni, W., Mufid, A., & Naim, K. (2023). Analysis of Elementary School Students' Critical Thinking Skills in the Subjects of Natural Science and Social Studies. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 10(3), 1167–1180. <https://doi.org/10.47668/edusaintek.v10i3.953>
- Dumitru, D., & Halpern, D. F. (2023). Critical Thinking: Creating Job-Proof Skills for the Future of Work. *Journal of Intelligence*, 11(10), 194. <https://doi.org/10.3390/jintelligence11100194>

- Djatkika, D., Santosa, R., Wiratno, T., Wibowo, H. A., & Sari, I. M. (2022). SFL-driven Analysis of English Reading Materials within the Textbooks for High School Students in Indonesia. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 205-231. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/256721>
- Erdiana, N., & Panjaitan, S. (2023). How is HOTS Integrated into the Indonesian High School English Textbook? *Studies in English Language and Education*, 10(1), 60–77. <https://doi.org/10.24815/siele.v10i1.26052>
- Facione, P. A. (2013). *Critical Thinking: What It Is and Why It Counts*. Measured Reasons LLC.
- Gunawan, M. H., Masbirorotni, & Safitri, N. T. (2023). Teacher's perception of using English Textbook in Teaching English for Madrasah Ibtidaiyah Munawwaroh Jambi. *Langue (Journal of Language and Education)*, 1(2), 1–10. <https://online-journal.unja.ac.id/langue/article/view/23193>
- Gustianingrum, R. A., Murni, A., & Maimunah. (2023). Analisis Kemampuan Berpikir Kritis Peserta Didik dalam Menunjang Penguatan Profil Pelajar Pancasila. *PRISMA: Prosiding Seminar Nasional Matematika*, 6, 465-471.
- Halpern, D. F. (2014). *Thought and Knowledge: An Introduction to Critical Thinking* (5th ed.). Routledge.
- Halpern, D. F., & Dunn, D. S. (2022). *Thought and Knowledge: An Introduction to Critical Thinking* (6th ed.). Routledge.
- Hasbullah, H., Martanti, B. H., Sulistiyahadi, S., Ni'mah, F., & Busroni, L. M. (2022). The Best Practice of Integrating HOTS (High Order Thinking Skill) in English for Pharmacy Class at Qamarul Huda Badaruddin University. *International Journal of Social Science*, 2(2), 1507–1512. <https://doi.org/10.53625/ijss.v2i2.3083>
- Hasnah, Y., Ginting, P., Supiatman, L., Kharisma, A. J., & Siahaan, H. S. (2024). How Do Locally Produced EFL Textbooks Endorse Critical Thinking Skills in

- Indonesia? A Content Analysis. *Journal of Language Teaching and Research*, 15(1), 190–200. <https://doi.org/10.17507/jltr.1501.21>
- Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Longman.
- Hitimala, H., & Wirza, Y. (2024). Evaluating task variety in an EFL module: “Easy English for Package B (SMP)” from PKBM Bandung. *Journal of Foreign Language Teaching and Learning*, 9(1), 79–83. <https://doi.org/10.18196/ftl.v9i1.20910>
- Hestrian, R. A. P., Aliyah, S. L., & Afifah, P. L. D. (2021). A Content Analysis of Critical Thinking Representation in English Textbooks for Twelve Grades. *UHAMKA International Conference on ELT and CALL (UICELL)*, 4, 148-152
- Hsieh, H. F., & Shannon, S. E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Huda, M., Soleh A. R., Zakiyyah, N., Maula, S.I., Arifah, S.W., & Ardaninggar, R.A. (2024). The Potential of Indonesian Textbooks in Stimulating Students’ Learning Activities. *Journal of Education Research and Evaluation*, 8(2), 240–248. <https://doi.org/10.23887/jere.v8i2.77500>
- Huang, R., Tlili, A., Zhang, X., Sun, T., Wang, J., Sharma, R. C., Affouneh, S., Salha, S., Altinay, F., Altinay, Z., Olivier, J., Jemni, M., Wang, Y., Zhao, J., & Burgos, D. (2022). A Comprehensive Framework for Comparing Textbooks: Insights from the Literature and Experts. *Sustainability*, 14(11), 6940. <https://doi.org/10.3390/su14116940>
- Hutchinson, T., & Torres, E. (1994). The Textbook as Agent of Change. *ELT Journal*, 48(4), 315–328. <https://doi.org/10.1093/elt/48.4.315>
- Ilyas, H. P. (2016). Infusing Critical Thinking into English Coursebooks. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 1(1), 113–134. <https://journal.uhamka.ac.id/index.php/jer/article/view/39>

- Inayah, Y. N., Gunarto, S. P., Sundari, H. (2022). Analysis Tasks in English Textbook “When English Rings a Bell” for 7th Grade. *SINASTRA: Prosiding Seminar Nasional Bahasa, Seni, dan Sastrra*, 1, 92-99.
- Indrašienė, V., Jegelevičienė, V., Merfeldaitė, O., Penkauskienė, D., Pivorienė, J., Railienė, A., Sadauskas, J., & Valavičienė, N. (2021). The Value of Critical Thinking in Higher Education and the Labour Market: The Voice of Stakeholders. *Social Sciences*, 10(8), 286. <https://doi.org/10.3390/socsci10080286>
- Irwan, Arnadi, & Aslan. (2024). Developing Critical Thinking Skills of Primary School Students Through Independent Curriculum Learning. *Indonesian Journal of Education (INJOE)*, 4(3), 788–803. <https://injoe.org/index.php/INJOE/article/view/138>
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2016). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku yang Digunakan oleh Satuan Pendidikan*.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2023). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 21 Tahun 2023 Tentang Penyusunan, Penyediaan, Pendistribusian, dan Penggunaan Buku Pendidikan*.
- Kodriyah, L., Dayu, A. T., & Hakim, A. R. (2018). ELT Textbook Pros and Cons in EFL Environment: How Teachers Should Make a Decision. *Intensive Journal*, 1(1), 1–10.
- Leasa, M., Abednego, A., & Batlolona, J. R. (2023). Problem-based Learning (PBL) with Reading Questioning and Answering (RQA) of Preservice Elementary School Teachers. *International Journal of Learning, Teaching and Educational Research*, 22(6), 245–261. <https://doi.org/10.26803/ijlter.22.6.14>
- Lestari, N. A. P., Wahyuni, L. T. S., Arnyana, I. P. B., & Dantes, N. (2023). Policy Analysis of the Implementation of Merdeka Curriculum in Elementary School.

*International Journal of Elementary Education*, 7(4), 567-575.  
<https://doi.org/10.23887/ijee.v7i4.64103>

Linia, M., Rachmajanti, S., & Muniroh, S. (2025). The Role of Teacher and English Textbook in Boosting the 7th Graders' Critical Thinking Skills: a Case Study. *AL-ISHLAH Jurnal Pendidikan*, 17(1), 17–28.  
<https://doi.org/10.35445/alishlah.v17i1.5345>

Mardhiyatuzakiyah, Sumarni, S., & Darmahusni. (2023). Analyzing Critical Thinking in English Reading Materials using Cambridge Life Competencies Framework. *ELTIN Journal: Journal of English Language Teaching in Indonesia*, 11(2), 117–130. <https://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/3885>

Mayangsari, L., Nurkamto, J., & Supriyadi, S. (2018). Cultural content: An analysis of EFL textbook in Indonesia. *International Journal of Scientific and Research Publications*, 8(11), 192–198. <https://doi.org/10.29322/ijserp.8.11.2018.p8325>

Mayring, P. (2014). *Qualitative Content Analysis Theoretical Foundation, Basic Procedures and Software Solution*. Klagenfurt.

Mislia, T. S., Indartono, S., & Mallisa, V. (2019). Improving Critical Thinking Among Junior High School Students Through Assessment of Higher-Level Thinking Skills. In *Proceedings of the International Conference on Social Science and Character Educations (ICoSSCE 2018)*. Atlantis Press. <https://www.atlantispress.com/proceedings/icosce-icsmc-18/125910020>

My, N., Nurlina, & Ma'ruf (2023). Analysis of Critical Thinking Skills of Elementary School Students Through Integrated Problem-Based Learning Model with Mind Mapping. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 1373-1380.  
<https://doi.org/10.62775/edukasia.v4i2.445>

Nainggolan, B. R., & Wirza, Y. (2021). Evaluation of an English textbook. In A. Editor (Ed.), *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 51–59). Atlantis Press.  
<https://doi.org/10.2991/assehr.k.210427.008>

- Nanda, M. R. D., Harahap, A., & Damayanti, I. (2019). An Analysis of Language Skills' Proportions in the English Textbook Grade XII Published by Kemendikbud 2014. *Journal of English Education and Teaching*, 3(4), 438–451. <https://doi.org/10.33369/jeet.3.4.438-451>
- Nazar, S., & Bustam, M. R. (2020). Artificial Intelligence and New Level of Fake News. *IOP Conference Series: Materials Science and Engineering*, 879(1). <https://doi.org/10.1088/1757-899X/879/1/012006>
- Nesi, A., Rosdiana Su, Y., & Pristiwati, R. (2022). Redesign of Indonesian Language Textbooks Based on Student Needs Analysis. *Jurnal Pendidikan*, 14(2), 2369–2380. <https://doi.org/10.35445/alishlah.v14i1.1611>
- Ng, Q. Y., & Jeyaraj, J. J. (2023). Evaluating Critical Thinking Elements in a Secondary School English Language Textbook in Malaysia. *International Journal of Academic Research in Progressive Education and Development*, 12(2). <https://doi.org/10.6007/ijarped/v12-i2/17454>
- Novita, L., Windiyani, T., Sukmanasa, E., & Utari, R. L. (2023). Higher Order Thinking Skills in Evaluation of IV Grade Thematic Materials in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, 7(3), 498–507. <https://doi.org/10.23887/jisd.v7i3.57003>
- Nunan, D. (1999). *Second language teaching & learning*. Heinle & Heinle.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Nurdiansyah, D., Ependi, U. H., & Setiawan, D. (2023). Critical thinking skills of elementary school students through an inductive thinking learning model on animal breeding lessons. *PrimaryEdu : Journal of Elementary Education*, 7(1), 61-73. <https://doi.org/10.22460/pej.v7i1.3002>
- Paul, R., & Elder, L. (2006). *The Miniature Guide to Critical Thinking: Concepts & Tools* (4th ed.). Foundation for Critical Thinking.

- Park, J. H., Li, Y., & Niu, W. (2023). Revisiting Creativity and Critical Thinking through Content Analysis. *Journal of Creativity*, 33(2). <https://doi.org/10.1016/j.yjoc.2023.100056>
- Prasetyo, R., & Ilmu Ma'arif. (2021). Kemampuan Berpikir Kritis Siswa pada Pelajaran PJOK saat Pembelajaran Daring selama Pandemi COVID-19. *Jurnal Pendidikan Tambusai*, 5(2), 3470–3474. <https://jptam.org/index.php/jptam/article/view/1421>
- Purwani, R. S., & Budiraharjo, M. (2024). The Implementation of Merdeka Belajar Curriculum for the Seventh-Grade English Class. *LANGUAGE CIRCLE: Journal of Language and Literature*, 19(1). <https://journal.unnes.ac.id/journals/LC>
- Putra, R. W. P., Hasanah, U., & Mustofa, M. (2025). Exploring cognitive task found in English textbook “English for Nusantara”. *Ethical Lingua: Journal of Language Teaching and Literature*, 12(1), 110–112. <https://doi.org/10.30605/25409190.817>
- Putri, D. E., & Jufrizal, J. (2022). Textbook Evaluation of English Learning Material at SMKN 1 Lembah Melintang. *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)*, 624, 64–67. <https://doi.org/10.2991/assehr.k.220201.011>
- Raj, T., Chauhan, P., Mehrotra, R., & Sharma, M. (2022). Importance of Critical Thinking in the Education. *World Journal of English Language*, 12(3), 126–133. <https://doi.org/10.5430/wjel.v12n3p126>
- Rahmawati, R., & Ambarwati, E. K. (2023). An Evaluation of the English Textbook Grow with English for Fourth-grade Elementary School Students. *SALEE Study of Applied Linguistics and English Education*, 4(2), 337–356. <https://doi.org/10.35961/salee.v4i2.662>
- Rahmawati, L. E., Octaviani, P., Kusmanto, H., Nasucha, Y., & Huda, M. (2021). The Accuracy of Complex-Procedures Texts Material in Bahasa Indonesia Textbook for the first grade of Senior High school. *Asian Journal of University Education*, 17(1), 91. <https://doi.org/10.24191/ajue.v17i1.12607>

- Rahmi, A., & Sultan, J. (2021). High School Debate: Elevating Students' Critical Thinking into Hoax Prevention. *Proceedings of the 2nd Southeast Asian Academic Forum on Sustainable Development (SEA-AFSID 2018)*, 564, 337–341. <https://doi.org/10.2991/aebmr.k.210305.069>
- Rampersad, G. (2020). Robot will Take your Job: Innovation for an Era of Artificial Intelligence. *Journal of Business Research*, 116, 68–74. <https://doi.org/10.1016/j.jbusres.2020.05.019>
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.
- Rinekso, A. B. (2021). The Representation of 21st Century Skills in an Indonesian EFL Textbook. *LLT Journal: Journal on Language and Language Teaching*, 24(1), 191-211. <https://doi.org/10.24071/llt.v24i1.2655>
- Rohimajaya, N. A., Hartono, R., Yuliasri, I., & Fitriati, S. W. (2025). Crafting an English Ebook for the Merdeka Curriculum: Insights from Indonesian High School Teachers. *Journal of Curriculum and Teaching*, 14(1), 90-105. <https://doi.org/10.5430/jct.v14n1p90>
- Rohmah, Z., Furaidah, & Widiati, U. (2017). *Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X* (Edisi revisi). Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Santi, D. O., & Endarto, I. T. (2024). Evaluating EFL Textbooks for Vocational High Schools in Indonesia: A Corpus-Informed and Lexile-Based Model. *Studies in English Language and Education*, 11(3), 1412–1430. <https://doi.org/10.24815/siele.v11i3.34976>
- Schreier, M. (2012). *Margrit Schreier Qualitative Content Analysis in Practice*. SAGE Publications Ltd.
- Shahid, M. I., Qasim, H. M., & Iqbal, M. J. (2021). Textbook Evaluation: A Case Study of Punjab, Pakistan. *Register Journal*, 14(2), 283–300. <https://doi.org/10.18326/rgt.v14i2.283-300>

- Sharif, M. Z., Lee, M. F., & Rahman, A. A. (2021). Critical Thinking and Problem Solving Skills Comprehension Level among Vocational Education Undergraduates. *Estudios de Economia Aplicada*, 39(10). <https://doi.org/10.25115/eea.v39i10.5627>
- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237–246. <https://doi.org/10.1093/elt/42.4.237>
- Song, Y., Roohr, K. C., & Kirova, D. (2024). Exploring approaches for developing and evaluating workplace critical thinking skills. *Thinking Skills and Creativity*, 51, 101460. <https://doi.org/10.1016/j.tsc.2023.101460>
- Täks, M., Tynjälä, P., Toding, M., Kukemelk, H., & Venesaar, U. (2014). Engineering students' experiences in studying entrepreneurship. *Journal of Engineering Education*, 103(4), 573–598. <https://doi.org/10.1002/jee.20056>
- Tarigan, H.G., & Tarigan, D., (2009). *Telaah Buku Teks Bahasa Indonesia*. Penerbit Angkasa: Bandung.
- Theresia, M., Putri, D. M., & Sani, R. D. (2022). Speaking Task Instruction in English Textbook: Bahasa Inggris for Grade X. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 7139–7148. <https://doi.org/10.35445/alishlah.v14i4.2169>
- Thompson, C. (2011). Critical Thinking across the Curriculum: Process over Output. *International Journal of Humanities and Social Science*, 1(9), 1–7.
- Thumvichit, A. (2018). Cultural Presentation in Thai Secondary School ELT Coursebooks: An Analysis from Intercultural Perspectives. *Journal of Education and Training Studies*, 6(11), 99. <https://doi.org/10.11114/jets.v6i11.3533>
- Tyas, M. A., Nurkamto, J., & Marmanto, S. (2020). Cultivating Students' Higher Order Thinking Skills in EFL Classes: The Role of the Teacher and the Textbook. *International Online Journal of Education and Teaching (IOJET)*, 7(1). 267-276 <http://iojet.org/index.php/IOJET/article/view/773>

Utami, Y. P., Liahmad, Rusnindita, K. (2020). Investigating the Attainability of Critical Thinking of English Textbook in Indonesia. *International Joint Conference on Science and Technology*, 2(1). 64-69.

Wardani, I. S., & Fiorintina, E. (2023). Building Critical Thinking Skills of 21st Century Students through Problem Based Learning Model. *JPI (Jurnal Pendidikan Indonesia)*, 12(3), 461–470. <https://doi.org/10.23887/jpiundiksha.v12i3.58789>

Willis, D., & Willis, J. (2007). *Doing Task-Based Teaching*. Oxford: Oxford University Press.

Yu, L. (2015). Study on Task-based Language Teaching. *Proceedings of the International Conference on Contemporary Education, Social Sciences and Humanities (ICCESSH 2016)*, 132–135. <https://doi.org/10.2991/iccessh-16.2016.132>

