

Research Article

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Local Curriculum, Global Challenges: A Critical Analysis of Indonesian Senior High School Language Textbooks through the Lens of Genre Pedagogy, Bloom's Taxonomy, and the CLIL Framework

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Abstract

Background/purpose. Indonesian language education at the senior high school level is expected to foster not only linguistic competence but also critical thinking and cultural awareness. Textbooks, as the primary learning instrument, must be evaluated for their alignment with curriculum goals and global literacy demands.

Materials/methods. This study used qualitative content analysis to examine three official Indonesian textbooks for grades X, XI, and XII. The textbooks were analyzed through three approaches: genre-based pedagogy (teaching cycles and scaffolding), Bloom's taxonomy (cognitive levels of activities), and the CLIL framework (content, communication, cognition, and culture integration). Two researchers coded the materials independently to ensure reliable results).

Results. The findings revealed a consistent decline in genre scaffolding across grade levels, with upper-level textbooks offering less instructional support for complex writing tasks. Over 60% of learning activities targeted lower-order thinking skills (C1–C2), while higher-order tasks such as evaluation and creation (C5–C6) were rarely used. CLIL integration was imbalanced, as content was emphasized heavily while cognition and culture were marginal or absent. These patterns reflect a structural gap between pedagogical intentions and the actual learning experience provided by the textbooks.

Conclusion. The gap between curriculum goals and textbook content shows that textbook development needs major changes. Future materials should involve collaboration between different experts to enhance critical thinking and global awareness. This study provides a comprehensive analysis by combining three theoretical approaches, offering practical guidance for improving Indonesian language textbooks.

1. Introduction

In the era of knowledge globalization and digital transformation, language education is under multidimensional pressure. Schools are no longer just a place for the transfer of linguistic information, but an arena for the formation of critical thinking skills, intercultural awareness, and an understanding of the social functions of texts (Alejo-González et al., 2023; Imamyartha et al., 2024; Roth & Bogner, 2024). Textbooks, as the primary medium of formal learning, play a strategic role in this process. He is not only a material presenter but also an ideological and cognitive instrument that shapes the way of thinking, speaking, and interpreting the world (Beko & Mićović, 2023; Maity et al., 2025). Therefore, the pedagogical approach used in the preparation of textbooks needs to be based on a strong and up-to-date conceptual framework (Beko & Mićović, 2023; Imamyartha et al., 2024).

The three main approaches that are currently considered fundamental in language learning development are genre-based pedagogy, the revised Bloom Taxonomy, and Content and Language Integrated Learning (CLIL) (Almatrafi & Johri, 2025; Lee et al., 2025; Zela et al., 2025). The genre approach—based on Systemic Functional Linguistics—emphasizes the importance of scaffolding in understanding the social structure and function of texts (Kim & Huh, 2025; Nashaat-Sobhy et al., 2024; Rose & Martin, 2013; Rose et al., 2008). Bloom's taxonomy (Anderson et al., 2001) highlights cognitive hierarchies in the learning process, ideally encouraging students towards analysis, evaluation, and creation (higher-order thinking skills) (Almatrafi & Johri, 2025; Craig & Karabas, 2025; Dwi et al., 2024; Eyadat et al., 2025; Gun & Bossé, 2025). Meanwhile, CLIL (Coyle et al., 2016) encourages integration between academic content, language skills, thought processes, and cultural awareness through four pillars: Content, Communication, Cognition, and Culture (Belda-Medina, 2025; Cheong, 2025; Imamyartha et al., 2024; Rifai & Pamungkas, 2025; Zela et al., 2025).

In the Indonesian context, the 2013 Curriculum has formally adopted these three approaches. Indonesian learning is designed not only to form language competence, but also to develop critical thinking skills and cultural sensitivity (Almatrafi & Johri, 2025; Kim & Huh, 2025; Pei et al., 2025). However, there are indications that translating the vision of this curriculum into real instruments—especially textbooks—still faces serious challenges. Specifically, while studies like Jafarigohar et al. (2022) have examined CLIL implementation in isolation, and Teresa & Fields (2023) have analyzed genre approaches separately, no comprehensive study has systematically evaluated how these three frameworks interact within a single textbook analysis. This represents a significant gap, as the 2013 Indonesian Curriculum explicitly mandates the integration of all three approaches simultaneously. Previous studies have tended to review linguistic or rhetorical aspects partially, but not many have comprehensively examined how textbooks represent the simultaneous and systemic integration of these three approaches (Beko & Mićović, 2023; Jafarigohar et al., 2022; Teresa & Fields, 2023; Zela et al., 2025).

Three critical gaps emerge from this literature review. First, existing textbook analyses in the Indonesian context have predominantly focused on single theoretical frameworks rather than integrated approaches (Beko & Mićović, 2023). Second, while international studies have established benchmarks for effective textbook design, systematic evaluation of Indonesian materials against these standards remains limited. Third, no study has specifically examined the progression of pedagogical support across grade levels (X-XII) using multiple analytical lenses simultaneously. These gaps limit our understanding of how curriculum policies translate into actual learning experiences for Indonesian students. This emptiness is the basis for the urgency of this research. Indonesian textbooks, as a normative as well as operational document, need to be critically evaluated to find out the extent to which they truly support the expected academic and social literacy process, with problem formulations including:

1. Is the genre approach implemented consistently and gradually?

2. Do the activities given develop a high level of cognitive ability?

3. Do the aspects of CLIL, especially "Cognition" and "Culture", find a place in the learning structure?

This study addresses these gaps by providing the first comprehensive analysis of Indonesian senior high school textbooks through an integrated lens of genre pedagogy, Bloom's taxonomy, and CLIL frameworks. The research makes three distinct contributions: (1) it establishes empirical benchmarks for evaluating textbook quality in multilingual contexts, (2) it reveals specific patterns of pedagogical regression across grade levels, and (3) it provides a replicable methodology for integrated textbook analysis that can be applied in other post-colonial educational contexts. These contributions are particularly timely given Indonesia's commitment to educational reform and global competitiveness. The urgency of this research is underscored by Indonesia's position in international assessments, where reading literacy scores remain below OECD averages, suggesting that current pedagogical approaches may not be effectively developing students' critical literacy capabilities. By examining the primary learning materials through multiple theoretical lenses, this study provides evidence-based insights for improving textbook design and, ultimately, student learning outcomes in the world's fourth most populous nation.

2. Literature Review

The development of language learning in the context of secondary education requires a theoretical framework that is able to bridge between aspects of linguistic forms, the social function of the text, the cognitive process of students, as well as cultural and global contexts (Mac Gearailt et al., 2024; Rocha, 2025; Roth & Bogner, 2024). Therefore, this study integrates three main perspectives: Genre-Based Pedagogy, Revised Bloom Taxonomy, and Content and Language Integrated Learning (CLIL) (Almatrafi & Johri, 2025; Rose & Martin, 2013; Voicescu et al., 2025; Zela et al., 2025). All three were chosen because they complement each other and offer a powerful lens for evaluating the content, structure, and pedagogical direction of textbooks.

2.1. Genre-Based Pedagogy

Genre pedagogy is rooted in Systemic Functional Linguistics (SFL), developed by Halliday and continued in the context of education by Rose & Martin (2013). This approach views texts not as a neutral entity, but rather as a social product that has specific communicative goals, distinctive rhetorical structures, and ideological functions (Calabor et al., 2025; Imamyartha et al., 2024). In teaching, this approach uses a teaching and learning cycle: building the field, modeling the text, joint construction, and independent construction. This cycle is designed to support students gradually to be able to master certain genres critically and independently (Mac Gearailt et al., 2024; Tai & Wei, 2024; Yang et al., 2025).

For this, scaffolding is a central principle in this approach—the structured help that teachers provide to students in understanding and reproducing complex texts (Alas et al., 2023; Nashaat-Sobhy et al., 2024; Rose et al., 2008). In the context of textbooks, the existence and consistency of this cycle are important indicators to assess the suitability of teaching materials with genre approaches.

2.2. Revised Bloom Taxonomy

The Revised Bloom Taxonomy (Anderson et al., 2001) classifies cognitive processes in six levels: Remember, Understand, Apply, Analyze, Evaluate, and Create (Almatrafi & Johri, 2025; Mohammed & Omar, 2020; Wilson, 2016). This model is the main tool for assessing the depth of cognitive activity offered in the learning process. In 21st century education, emphasis is placed on the two highest

levels—Evaluate and Create—which are categorized as higher-order thinking skills (HOTS) (Almatrafi & Johri, 2025; Anderson et al., 2001; Ghanizadeh et al., 2020).

The application of this taxonomy in textbook evaluation is helpful to identify whether students are only directed to perform activities of a low-level nature (such as memorizing or understanding the content) or are encouraged to analyze, evaluate, and create new meanings from the text. The combination of this approach with genre pedagogy reinforces learning that is reflective, not merely reproductive (Colomer et al., 2020; Lau et al., 2018).

2.3. Content and Language Integrated Learning (CLIL)

CLIL is a learning approach that integrates language and academic content simultaneously, with the aim of not only improving linguistic competence, but also intercultural thinking skills and awareness (Tagnin & Ní Ríordáin, 2021; Villabona & Cenoz, 2022). The widely known CLIL framework was developed by Coyle et al. (2010) in the 4C Framework:

- Content (academic materials),
- Communication (language competence),
- Cognition (higher level of thinking process), and
- Culture (intercultural awareness and global context).

In the context of textbooks, the presence of these four dimensions is an indicator of whether the learning provided encourages students to connect language with the real world reflectively and contextually. Books that contain only reading texts without encouraging cross-cultural discussion, reflection, or exploration show a failure to implement CLIL principles fully (Alas et al., 2023; Coyle et al., 2010; Medina, 2016).

Recent scholarship has explored each framework in diverse educational contexts—such as Emilia & Hamied (2015) and Christie (2015) for gender-based pedagogy; J. C. H. Yang et al. (2020) for Bloom's taxonomy in textbook analysis; and Mehisto et al. (2023) and Lasagabaster & Doiz (2016) for the implementation of CLIL. However, few studies have combined these three lenses in an integrated evaluation of national textbooks. The study thus contributes a new intersectional analysis by integrating genre structure, cognitive demand, and intercultural depth within a single content framework.

3. Methodology

3.1. Research Design

This study uses an exploratory quantitative approach with a multi-method design, which aims to map the profile of students' digital writing style and test its relationship with digital literacy performance. This approach was chosen because it allows the combination of data mapping techniques, question item analysis, and visualization of feature intensity in digital writing in an integrated manner. The analysis is carried out at the individual and item levels, so as to support a comprehensive evaluation both in terms of students and assessment instruments.

This study uses a qualitative content analysis approach, which aims to evaluate pedagogical representation in Indonesian textbooks at the high school level based on three theoretical frameworks: genre-based pedagogy, Revised Bloom Taxonomy, and CLIL (4Cs Framework) framework (Kleinheksel et al., 2020; Kuckartz & Radiker, 2023). Content analysis was chosen because it is able to reveal the structure, patterns, and latent relationships in educational documents (Krippendorff, 2022), especially in the context of language learning that is full of social and ideological values.

3.2. Data Sources and Sampling

The research corpus consists of three Indonesian language textbooks officially published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia for senior high school levels, covering Grades X, XI, and XII. These textbooks represent the latest revised edition of the 2013 Curriculum and are widely used across Indonesia as the primary implementation tool for national curriculum delivery. For this, the selection criteria include:

- Official government-issued textbooks with current validity status
- Complete coverage of all senior high school levels (Grades X-XII)
- Widespread adoption as primary instructional materials in public and private schools
- Latest revised editions reflecting current curriculum implementation

The analysis focuses on four main components within each textbook:

- Main text units and reading materials
- Learning activities and assignments
- Instructional guidance provided to students
- Assessment and evaluation formats in each chapter

To reinforce the validity of the data sources, the following Figure 1 presents the original covers of the three books analyzed. All three are the latest revised versions distributed nationally in public and private schools. These textbooks represent the most comprehensive implementation of the 2013 Curriculum revision and have undergone rigorous government review processes before national distribution. Different teams of authors publish the books but follow identical curriculum guidelines, ensuring consistency in pedagogical expectations across the Indonesian education system. The selection of samples was carried out based on: (1) the status of the book as the latest edition that is officially valid, (2) the complete coverage of all high school levels (grades X–XII), and (3) the level of wide use as the main instrument in curriculum delivery. Additionally, these textbooks serve as the primary reference for national standardized examinations, making their content particularly influential in determining classroom practices and learning outcomes. In the context of Indonesian education—where teacher autonomy is limited and standardized assessments are closely connected to textbook material—the existence of textbooks is very central in shaping the learning process in the classroom. This centralized approach means that analyzing these three textbooks provides insights into the educational experience of approximately 4.5 million Indonesian senior high school students nationwide.



Figure 1. Indonesian Textbook Cover for Classes X, XI, and XII (Revised 2013 Curriculum)

The three books shown in Figure 1 are the main objects in the content analysis carried out in this study. In addition to being a representation of official curriculum documents, these books also reflect the dominant pedagogical practices in Indonesian classrooms, especially because of teachers' attachment to the content of books in the learning and evaluation process. Analysis is carried out not only on the linguistic or thematic content, but also on the pedagogical structures embedded within it—including how texts are introduced, how learning activities are designed, and the extent to which students are directed to think critically and build cross-cultural understanding. Therefore, this visualization not only serves as documentary evidence, but also as an entrance to understanding the instructional design framework and curriculum philosophy represented through printed materials. Consequently, these textbooks function not merely as instructional resources but as powerful arbiters of knowledge and pedagogical norms within a system where their content often dictates classroom discourse and assessment priorities. Analyzing their embedded structures is therefore crucial for understanding the implicit messages about learning, criticality, and cultural perspective that are systematically delivered to Indonesian students nationwide. This examination thus provides indispensable insights into the operationalized curriculum.

3.3. Analytical Techniques

The analysis is carried out through three main stages, according to the theoretical framework:

1) Genre Pedagogy Analysis

The structure of the learning cycle is analysed by identifying the existence of stages of building. We examined whether textbooks follow the standard teaching cycle for genre-based learning: building context, showing text models, practicing together, and independent writing (Rose & Martin, 2013; Christie, 2015). Each genre was coded as having either complete support (all stages present), partial support (some stages missing), or minimal support (little scaffolding provided). This approach aligns with established genre pedagogy evaluation frameworks used in similar studies (Emilia & Hamied, 2015; Derewianka, 2012). This coding helped reveal how consistently the books actually implement genre pedagogy across different text types and grade levels.

2) Cognitive Analysis Based on Bloom's Taxonomy

Each learning activity is classified based on the six levels of cognitive processes in the Revised Bloom Taxonomy (Anderson et al., 2001). Two researchers independently coded the activities to ensure reliability, with disagreements resolved through discussion. This approach follows established protocols for cognitive level analysis in educational materials (Mohammed & Omar, 2020; Ghanizadeh et al., 2020). The goal was to see whether activities actually develop higher-order thinking skills or just focus on basic comprehension and recall, following recent calls for more HOTS integration in textbook design (Almatrafi & Johri, 2025).

3) CLIL Integration Analysis (4Cs)

Using indicators from Coyle et al. (2010), researchers evaluated the presence and intensity of each dimension. We looked for evidence of CLIL's four components: content (subject matter), communication (language use), cognition (thinking skills), and culture (intercultural awareness), following Coyle et al.'s (2010) framework. Each component was rated on a scale of 0 to 3 based on how prominent it was in the materials. This scoring approach has been validated in previous CLIL textbook evaluations (Medina, 2016; Mehisto et al., 2023). This revealed which aspects of CLIL are emphasized and which are neglected in Indonesian textbooks, providing insights into the balance of integrated learning approaches (Villabona & Cenoz, 2022).

3.4. Validity and Validity

To ensure the validity of the data, theoretical triangulation (genre, Bloom, CLIL) and validation between researchers were used. The trail audit procedure is carried out to track the analytical decision-making process transparently. In addition, the original text excerpts from the book are presented as supporting evidence (thick description), which allows the reader to assess the interpretation of the data directly. As such, this method is designed to capture the conceptual, pedagogical, and ideological dimensions inherent in textbook structures. Thus, the findings obtained not only explain the "what" is written in the book, but also the "how" and "why" of its presentation have implications for the development of students' literacy competencies in the global era.

3.5. Ensuring Quality

Several steps were taken to make the analysis reliable. First, using three different theoretical lenses provided multiple perspectives on the same materials, a form of theoretical triangulation that strengthens qualitative research validity (Kuckartz & Radiker, 2023). Second, two researchers coded activities independently for the Bloom's analysis, achieving good agreement (Cohen's kappa > 0.80), following established inter-rater reliability standards (Kleinheksel et al., 2020). Third, we kept detailed records of analytical decisions and included actual excerpts from textbooks as evidence, creating an audit trail for transparency (Krippendorff, 2022). The findings were also reviewed by Indonesian educators familiar with these materials to check whether our interpretations made sense in the local context, providing a form of member checking validation.

3.6. Limitations

This study has important limitations. It only examines textbook content, not how teachers actually use these materials in class. The focus on government textbooks means other materials used in private schools aren't represented. Also, the analysis can't capture how textbooks work in real classroom situations, which might be quite different from what the books seem to suggest.

4. Results

4.1. Genre Pedagogy and Inconsistency of Scaffolding in Indonesian High School Textbooks

The genre-based pedagogical approach in language teaching aims to develop students' writing competencies progressively through gradual help or scaffolding. According to Rose & Martin (2013), this process should follow four main stages: context building, text modeling, co-construction, and self-production. These stages not only convey linguistic forms, but also introduce the social functions and contexts of each genre. This principle is based on Vygotsky's zone theory of proximal development, which states that learning becomes most effective when external help is tailored to the cognitive development needs of students.

In the revised 2013 Curriculum (K13), genre-based pedagogy has been stated as the main approach in Indonesian language learning. In practice, however, the implementation of this approach is highly dependent on how textbooks—as the primary instruments of learning—present each genre. The results of a study of three official Indonesian textbooks for high school (grades X–XII) show that scaffolding support is not only inconsistent, but also decreases drastically as the grade level increases. The following table shows the number of genres introduced and the level of scaffolding that comes with it.

Table 1. Distribution of Genres and Scaffolding Patterns in Indonesian Textbooks

Class Level	Genres Introduced	Genres with Full Scaffolding	Genre Without/Limited Scaffolding
Class X	6	4	2
Class XI	7	3	4
Class XII	6	2	4

Table 1 provides a quantitative overview of the distribution of the genre taught and the level of scaffolding that accompanies it at each grade level. Although the number of genres introduced was relatively stable across the level (6–7 genres per class), the main concern was the variation in the quality of pedagogical support provided. This stability in genre quantity masks a significant qualitative deterioration, suggesting that curriculum planners may have prioritized content coverage over pedagogical depth. There is a pattern of decreasing the number of genres accompanied by full scaffolding, which includes the presentation of model texts, rhetorical structure analysis, and adequate co-construction exercises. The most concerning aspect is that complex genres such as research proposals and analytical essays—which require sophisticated scaffolding—are introduced precisely when support mechanisms are most reduced. To visualize the dynamics of the decline more clearly and comprehensively, the following Figure 1 presents the trend of full scaffolding support compared to genres that are only provided with limited or even no scaffolding at all. Graph 1 not only emphasizes the inequality of the distribution of scaffolding between classes, but also underlines the pedagogical shift that is weakening as the complexity of texts and students' educational levels increase.

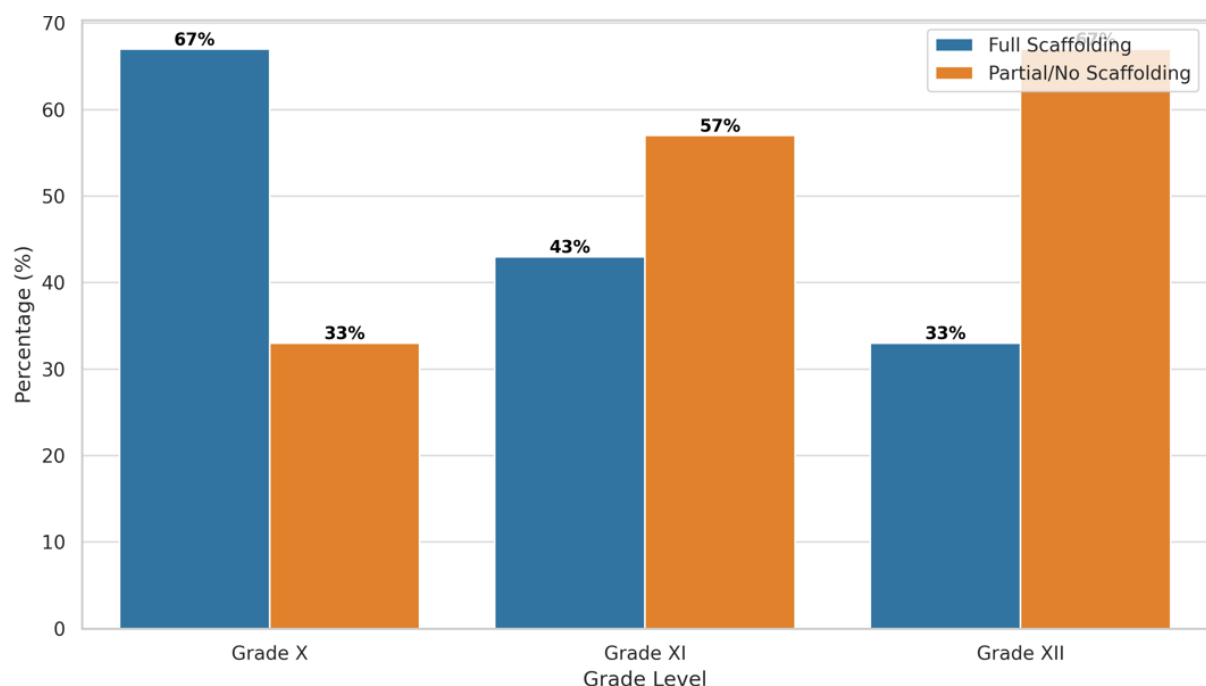
**Figure 1.** Full Scaffolding Support Trend in Indonesian Textbooks

Figure 1 shows that although the number of genres introduced is relatively stable, the quality of pedagogical support provided has declined significantly. In class X, about 67% of the genre is taught with full scaffolding. However, this proportion decreased to 43% in class XI and remained at 33% in class XII. This decline indicates a systemic pedagogical regression in the design of teaching materials, where the higher the cognitive demands of the genre, the lower the instructional support provided to students.

This situation becomes even more worrying when it is noted that the genres taught in grades XI and XII are more structurally and cognitively complex. Writing assignments such as research proposals, public issue editorials, and literary criticism often appear as self-directed instruction in the absence of explicit modeling or co-construction. For example, in one of the units in the grade XII book, students are directed to: "Write a research proposal based on a social issue that you consider important." These instructions appear without the accompaniment of sample text, structural analysis, or preliminary steps that can build students' understanding of the genre.

The absence of scaffolding at the highest level not only interferes with the continuity of learning, but also shows a structural incompatibility between the intention of the curriculum and the learning instruments. Within the framework of constructive alignment (Biggs et al., 2011), high learning outcomes such as writing scientific proposals should be supported by a structured and systematic instructional process. When scaffolding is reduced precisely at a time when the complexity of the task increases, the implementation of the curriculum is not only not optimal, but also counterproductive to the objectives of genre-based learning.

This criticism is in line with the view of Hyland (2019) who calls this kind of tendency pseudo-genre pedagogy, that is, when the form of the text is taught without contextualizing its social meaning and communicative function. Practices like this only encourage students to imitate surface structures, not to internalize the rhetorical logic and social functions of the genre in question.

When compared to the application of genre pedagogy in other countries—for example, in the education system of Australia (Derewianka, 2012) or Singapore (Guo et al., 2016; Tan et al., 2016)—Indonesian textbooks do not appear to have an explicit vertical map in the development of genres between classes. In Australia, each genre is developed gradually with layered modelling and process-oriented assessments. The absence of a consistent vertical framework in Indonesia risks widening the academic literacy gap in the regional region and lowering students' readiness to face the challenges of higher education and the global market.

Therefore, these findings demand not only an evaluation of the quality of textbooks, but also a systemic reflection on how the curriculum is operationalized in learning practices. Strengthening synergy between curriculum designers, book writers, and teacher trainers is crucial so that the genre pedagogy approach does not stop as normative jargon, but is truly realized as a functional and progressive learning system. This is important not only for the achievement of academic competence, but also for building literacy equity in the context of inclusive national education that is adaptive to global challenges.

4.2. Low Cognitive Dominance in Learning Activities: An Analysis Based on Bloom's Taxonomy

The quality of learning is not only measured by the content of the material, but also by the level of thinking developed through the activities assigned to students. Bloom's revised taxonomy (Anderson & Krathwohl, 2001) groups cognitive processes into six categories: Remember (C1), Understand (C2), Apply (C3), Analyze (C4), Evaluate (C5), and Create (C6). In the context of 21st-century education, there is a strong push to develop higher-order thinking skills (HOTS) – namely, higher-order thinking skills at the C5 and C6 levels – as these skills are considered crucial in forming critical, reflective, and innovative individuals.

However, the results of the evaluation of Indonesian textbooks for grades X–XII showed that the majority of learning activities only operated at a low cognitive level, namely C1 (memorization) and C2 (understanding). Activities such as "answering questions based on the text," "determining the main idea," and "copying effective sentences" dominate almost every chapter. Activities that encourage analysis (C4), evaluation (C5), or creation (C6) appear sporadically, and even when

present, are often not accompanied by adequate triggers or challenging assessment rubrics. For this, table 2 presents the proportion of cognitive levels of activity at each grade level based on the Bloom category:

Table 2. Distribution of Cognitive Level Activities in Indonesian High School Textbooks

	Class Level C1–C2 (Low)	C3–C4 (Intermediate)	C5–C6 (High/HOTS)	Total Activity
Class X	60%	30%	10%	50
Class XI	64%	26%	10%	54
Class XII	66%	24%	10%	50

Table 2 provides a quantitative picture of the proportion of learning activities at each cognitive level based on the revised Bloom Taxonomy. It is clear that at all three levels—classes X, XI, and XII—low-level thinking activities (C1–C2) dominate, while activities that require application (C3), analysis (C4), evaluation (C5), and creation (C6) are still limited. In particular, the proportion of higher-order thinking skills (HOTS) did not show a significant increase at higher levels, although theoretically academic complexity and demands should increase. To provide a more intuitive visual representation of this pattern, the following Figure 2 maps the distribution of cognitive levels of activity by grade level. This visualization emphasizes the tendency to stagnate in students' critical and creative thinking development, while also showing the mismatch between the grade level and the cognitive depth of the activities presented in the textbook.

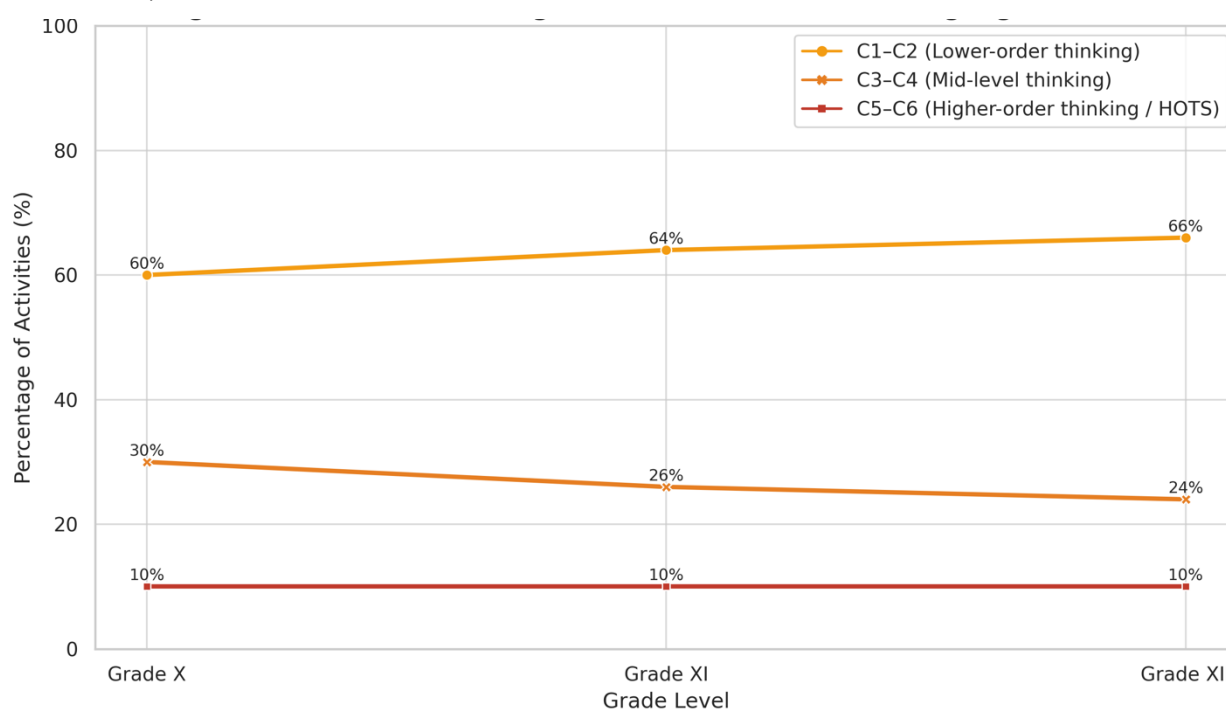


Figure 2. illustrates the dominance of lower-order cognitive tasks (C1–C2) in all textbooks

Information: This figure illustrates the distribution of cognitive levels—based on Revised Bloom’s Taxonomy—across Indonesian language textbooks for Grades X, XI, and XII. It shows a clear dominance of lower-order thinking tasks (C1–C2: remembering and understanding), which increases slightly across grade levels. Mid-level tasks (C3–C4: applying and analyzing) decline, while higher-order thinking activities (C5–C6: evaluating and creating) remain stagnant at a low level (10%).

The visualization of Figure 2 reinforces the finding that although the complexity of content increases at higher levels, the activities given do not follow a similar increase in cognitive dimensions.

There was no proportional increase in HOTS in classes XI and XII; in fact, the proportion of C1–C2 activity actually increases, indicating cognitive stagnation or even a decrease in thinking challenges. The consequence is a mismatch between competency targets and instructional strategies. The curriculum states that students are expected to be able to write, evaluate, and reflect critically on ideas. However, without analysis- and creation-based assignments, students don't have the space to practice those skills in real learning practice. This is a form of hidden curriculum failure, where learning practices dwarf the goals of the visionary curriculum. This inequality shows that the activities provided in textbooks are still fixated on the traditional learning paradigm—oriented towards information transfer, not the construction of meaning. Within the framework of constructivism, meaningful learning should challenge students to actively interact with information, construct understandings, and produce new knowledge. Without regular exposure to evaluative and creative activities, students not only lose the potential for high-level thinking, but also experience superficial and non-transformative learning.

When compared to the Bloom-based textbooks used in Finland and South Korea, the C5 and C6 portions of activities are systematically integrated into the structure of the book through cross-text projects, debates, essay reflections, and criticism writing. While Indonesian books still dominate with basic comprehensive questions, other countries have adopted a critical literacy approach as the minimum standard. Thus, these findings not only highlight instructional weaknesses alone, but also indicate structural failures in designing textbooks as a tool for transforming students' thinking. To provide relevant education in the global era, textbooks can no longer function as a tool for memorization evaluation, but rather as a space for intellectual practice. Therefore, textbook activity design revisions should focus on increasing the proportion of HOTS and designing tasks that encourage reflection, synthesis, and creation—not just the reproduction of information.

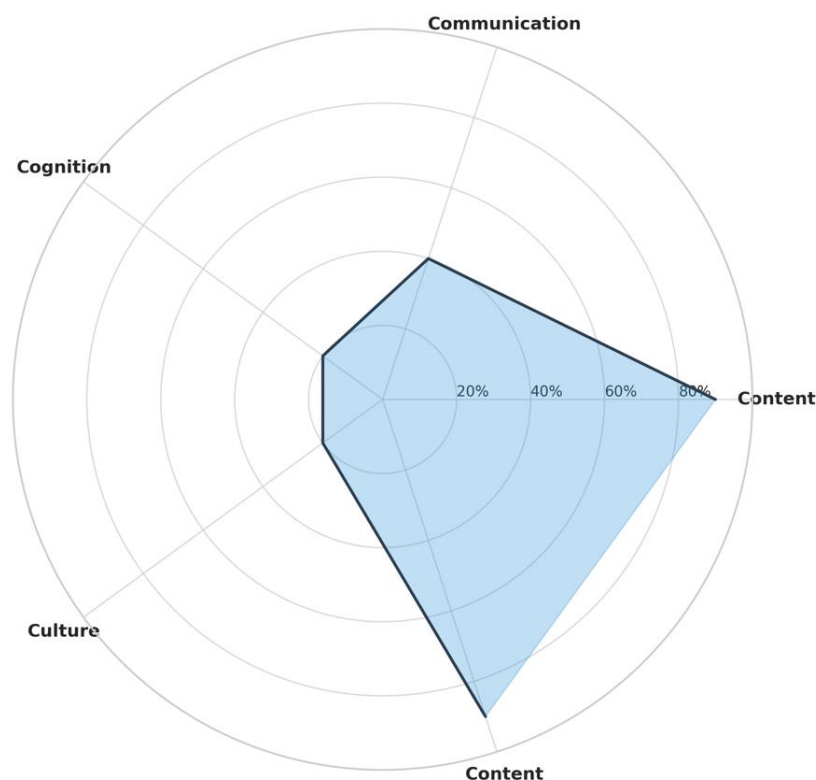
4.3. CLIL Integration Inequality: Dominance of Content without Cognition and Culture

One of the increasingly recognized approaches in modern language education is Content and Language Integrated Learning (CLIL), which combines language learning with academic content through the framework of the 4Cs: Content, Communication, Cognition, and Culture (Coyle, Hood, & Marsh, 2010). This approach not only emphasizes language or content mastery, but also encourages the integration of both in the context of cross-cultural and high-level thinking-based learning. In the context of the Indonesian curriculum at the high school level, the application of CLIL principles has become increasingly relevant because the demands of 21st-century learning emphasize critical thinking skills, intercultural awareness, and integrating language with real-life contexts. However, the results of the study of three Indonesian textbooks (grades X–XII) show that the approach used is still very limited to the "Content" aspect, while the dimensions of "Cognition" and "Culture" are very minimal or even not explicitly present. Structurally, almost all chapters in the book contain reading texts and content-based assignments (e.g.: short story structure, speech elements, report format). However, the assignment focuses more on the technical aspects of linguistics and rhetoric, without exploration of deep thinking (e.g., why a text is socially or ideologically important) or the broader cultural context. The following table 3 summarizes the results of the evaluation based on the CLIL indicators:

Table 3. Evaluation of CLIL Aspects in Indonesian Textbooks

Aspects CLIL	General Indicators	Attendance Rate
Content	Thematic texts, focusing on genre structure, format, and language elements	High
Communication	Limited interactions: basic Q&A, summary, short dialogue	Low
Cognition	Lack of in-depth analysis, reflection, or inquiry-based learning	Very Low
Culture	References to the dominant local culture; A little exploration of cross-cultural perspectives	Very Low

The visualization of Figure 3 clarifies the tendency to dominate the "Content" aspect in Indonesian textbooks at the high school level. While this aspect is consistently and profoundly present, the other three dimensions—Communication, Cognition, and Culture—show much lower levels of representation. This is clearly seen in the following figure, which illustrates the imbalance of the distribution of the four dimensions of CLIL based on the results of the evaluation of the book's contents.

**Figure 3.** CLIL Dimensional Imbalance in Indonesian High School Textbooks

These findings indicate that the approach used is still monolithic, with an emphasis on the content and form of the text, but does not encourage students to engage critically or contextually. This deviates from CLIL's principles, which should develop high-level thinking skills through content, and encourage intercultural awareness as part of global literacy. In countries that have successfully implemented CLIL, such as Finland and the Netherlands, textbooks not only present texts as objects of learning, but also as gateways to cross-disciplinary exploration and intercultural dialogue. Students are not only asked what the text is about, but are also asked why it is important, who benefits or disadvantages, and how it relates to a particular cultural identity. These questions form the

foundation for global competence. Thus, this inequality shows that Indonesian textbooks have not yet adopted a complete integrated learning approach. If we want to equip the younger generation with true 21st-century competencies, then the revision of the book must be done conceptually—not only to increase the reading text, but to reconstruct the learning approach that is able to activate all dimensions of CLIL.

5. Discussion

The findings reveal a systematic disconnect between curriculum aspirations and textbook implementation in Indonesian secondary education, with pedagogical support declining precisely when cognitive demands increase. The pattern of reduced scaffolding from Grade X to XII contradicts established principles of genre-based pedagogy, where Zhang et al., (2017) demonstrated that effective instruction requires increasing sophistication of support as text complexity grows. This regression differs markedly from successful implementations in Australia and Singapore, where scaffolding intensifies rather than diminishes at advanced levels. Imamyartha et al. (2024) say that Indonesian tertiary research showed that proper scaffolding leads to significant writing improvements, suggesting the current textbook approach actively undermines student development. Hamdany & Picard (2022) analysis confirms that even advanced learners benefit from structured guidance when encountering new genres. The expectation that Grade XII students can independently produce complex texts without adequate modeling reflects what Abdi (2009) terms "pseudo-genre pedagogy"—teaching forms without functions. This pattern represents a fundamental misunderstanding of how academic literacy develops, creating barriers rather than pathways to competence.

The cognitive analysis reveals that Indonesian textbooks operate predominantly at lower-order thinking levels, with over 60% of activities targeting basic recall and comprehension across all grade levels. This distribution falls significantly below international benchmarks, where effective secondary education typically allocates 40-50% of activities to higher-order thinking skills by senior levels. Zakirova & Vlasova (2024) argue that such patterns reflect traditional pedagogical assumptions that prioritize information transmission over knowledge construction. The stagnation of evaluation and creation activities at merely 10% throughout all grades suggests systematic underestimation of student capabilities. International research consistently demonstrates that students can engage in sophisticated analysis and creative tasks when provided appropriate support and expectations. The absence of progressive cognitive development in these textbooks limits students' preparation for academic success and critical citizenship. This cognitive constraint particularly concerns given Indonesia's stated commitment to developing critical thinking capabilities in the 2013 Curriculum reform.

The CLIL analysis exposed significant imbalances in integrated learning approaches, with content receiving disproportionate emphasis while cognition and culture remain marginalized. This pattern contrasts sharply with successful CLIL implementations documented by Mehisto et al. (2023), where all four dimensions receive balanced attention and explicit integration. Medina's (2016) evaluation framework emphasizes that effective CLIL materials must develop intercultural competence alongside linguistic and cognitive skills. The current monocultural focus in Indonesian textbooks represents a missed opportunity for developing global citizenship capabilities increasingly demanded in interconnected societies. Coyle et al.'s (2010) framework specifically warns against content-heavy approaches that neglect cognitive and cultural dimensions. The absence of intercultural perspectives particularly concerns given Indonesia's own multicultural context and international aspirations. Research consistently shows that meaningful cultural integration enhances both linguistic competence and critical awareness. The current approach essentially prepares students for local rather than global communication contexts.

These findings illustrate what Biggs et al. (2011) term "constructive misalignment," where learning objectives, instructional processes, and assessment methods operate at cross-purposes rather than in harmony. While curriculum policy advocates for critical thinking, cultural awareness, and advanced literacy, textbook implementation fails to provide necessary pedagogical architecture for achieving these goals. The study's integrated analytical approach reveals interconnections between pedagogical frameworks often examined in isolation, contributing to growing international discourse about implementation challenges in educational reform. This pattern of policy-practice gaps appears particularly pronounced in post-colonial educational contexts, where progressive frameworks must navigate existing institutional structures and cultural expectations. Rose and Martin's (2013) research emphasizes that sophisticated literacy skills require sustained, systematic support rather than premature independence. The Indonesian textbook approach risks creating what might be termed "scaffolding withdrawal syndrome," where students face expectations without adequate preparation. Future research should examine classroom implementation practices, as teachers may compensate for textbook limitations through supplementary strategies, and comparative analysis with other Southeast Asian contexts could illuminate alternative approaches to integrated pedagogical implementation.

6. Conclusion

This research shows that Indonesian textbooks at the high school level in Indonesia have failed to fulfill their function as a progressive and transformative pedagogical instrument. Despite formally adopting a genre-based approach and the rhetoric of 21st-century learning, its implementation is still dominated by the presentation of content without adequate instructional support. The inconsistency of genre scaffolding, the dominance of low-level thinking activities, and the absence of cognitive and cultural dimensions within the CLIL framework all point to a gap between curriculum discourse and instructional practice. Textbooks, instead of being a space for the formation of critical reasoning and social awareness, actually risk reinforcing superficial, technical, and reproductively oriented learning.

This situation demands a paradigm shift in the development of teaching materials, from a content-to-output approach to a systemic approach that unifies forms, social functions, and cognitive processes in language learning. Textbooks should be designed not only to convey knowledge, but to facilitate reflection, dialogue, and identity formation. Cross-expertise involvement is needed in its development—involving linguists, educators, curriculum experts, and critical pedagogical practitioners—for textbooks to become a locally relevant literacy tool while connecting to the global ecosystem. In an increasingly complex and multicultural educational landscape, textbooks should not only follow the curriculum, but also be able to expand its boundaries—with intellectual depth and pedagogical boldness.

7. Limitations

Despite offering a comprehensive analysis of pedagogical coherence in Indonesian senior high school language textbooks, this study has several limitations. First, it focuses solely on three government-issued textbooks for Grades X–XII, excluding other textbooks that might be used in private schools or regional contexts. Second, the study relies entirely on qualitative content analysis without triangulating findings with classroom-based data such as teacher interviews or classroom observations, which could have provided a richer understanding of how the textbooks are used in practice. Third, the research does not account for geographic or sociocultural variation in textbook usage across Indonesia, limiting the generalizability of the findings.

8. Suggestion

In response to the study's limitations and findings, the following recommendations are proposed:

a. Collaborative Textbook Development: Future textbook development should be conducted through interdisciplinary collaboration among linguists, educators, curriculum designers, and critical pedagogy practitioners to ensure cohesive integration of genre, cognition, and culture.

b. Pedagogical Revision Centered on HOTS and CLIL: Textbook design should be revised to systematically emphasize Higher Order Thinking Skills (HOTS) and incorporate all four dimensions of the CLIL framework—Content, Communication, Cognition, and Culture—in a balanced and contextualized manner.

c. Sustained Teacher Training: National and local education authorities should provide ongoing teacher training to help educators implement genre-based pedagogy, revised Bloom's taxonomy, and CLIL strategies effectively in classroom settings using textbooks.

d. Practice-Based Future Research: Future studies are encouraged to incorporate classroom observations, teacher and student interviews, and analysis of learning outcomes to better understand how pedagogical features in textbooks translate into actual learning experiences.

Declarations

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