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The Alignnment of Activities in the Textbook *Aku Cinta Bahasa* with the Level of Students' Cognitive Development

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Abstract

This study aims to evaluate the alignment of activities in the textbook Aku Cinta Bahasa with the level of students' cognitive development which is limited to the first-grade classes without exploring how different teaching methods or external factors. Descriptive approach is used in this research, incorporating both qualitative and quantitative methods. By using Analysis Checklist for identifying the types of activities and classifying them according to revised Bloom's taxonomy, this study finds that types of activities on the textbook in remembering level are *matching words numbers, or letters* (30%), *matching words with pictures* (24%), *choosing among multiple-choice* (20%), *labeling pictures* (12%), *filling a missing letter with picture cue* (12%), *sorting true and false statement* (2%). *Meanwhile, activities in understanding level is scrambled word* (0%) and *activities in applying level is arranging words in the sentence in proper sequence* (0%). It shows that the textbook only focuses on activities in remembering level while activities in understanding and applying level were not found. The absence of those types may reduce student engagement in learning even though the activities in the textbook are indicated aligned with the level of students' cognitive development. The result suggest that the textbook should improve the variety of cognitive levels within the activities.

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INTRODUCTION

1. Background of The Study

In teaching English, activities in the textbook play a crucial role in students' development. According to Tomlinson (2011), activities are important because they stimulate students' brain activity by increasing their attention, creating relevant visual aids, and encouraging the use of inner speech. These activities used in the learning process to enhance students' language skills. Nunan (2004) also highlights that textbook activities support the development of these skills. They come in

various forms and tailored to meet the specific needs of learners, as learners' needs significantly influence their learning (Spratt et al., 2011). Therefore, it is essential to ensure that textbook activities are appropriate for the students.

The suitability of activities in the textbook assessed by how well they capture students' attention during the learning process. According to Tomlinson (2023), the primary goal of these activities is to engage learners' attention. Well-designed textbook activities create an environment where students feel curious and enthusiastic, enhancing their learning experience. Tomlinson (2011) also emphasizes that well-crafted activities make the learning process more appealing and help students make significant progress. In contrast, poorly designed activities can hinder the learning process. Tomlinson (2011) further suggests that activities should not be too simple or easily completed, as this would defeat their purpose of improving students' understanding.

In teaching young learners, activities in the textbook play a crucial role. Eslaminejad and Saeid (2017) suggest that these activities enhance language learning for young learners by increasing their involvement during the learning process. However, the unique characteristics of young learners must considered. As Shin (2013) notes, young learners are easily distracted and have short attention spans, but they can stay focused on activities they find fun and interesting. Therefore, the activities in textbooks for young learners must be engaging to capture their interest. Despite this, it is common for young learners to lose interest during lessons. Prabowo (2018) points out that this is often due to activities that fail to capture their attention. Tomlinson (2011) also emphasizes that textbook activities should designed to engage and maintain students' interest. This highlights the importance of selecting suitable activities for young learners.

In Indonesia, the activities in textbooks for young learners can vary widely. Some schools use English textbooks published by the government, while others, like SDIT Dar El-Iman, require their English teachers to use textbooks published by their own institution. For example, SDIT Dar El-Iman uses the textbook Aku Cinta Bahasa to teach English. Published in 2021, this textbook covers both Arabic and English language materials and is available in six volumes, one for each grade from first to sixth. English teachers at this private institution, making them a central component of English language learning and forming the foundation for students' linguistic development and proficiency, wrote these textbooks.

During an informal observation at the school, the researcher noticed that students were not really engaged when instructed to work on activities in the Aku Cinta Bahasa 1 textbook. Instead of focusing on the tasks, the students tended to play, chat, giggle, or draw in their notebooks, ignoring their teacher's instructions. These condition may occur not only because the activities is not aligned with the level of students cognitive development, but also due to unsuitable teaching method, learning media, and the students' mood. Further, the researcher conducted interviews with several teachers at SD IT Dar El-Iman. Based on the interviews, an ambiguity emerged regarding the teachers' differing opinions on the use of the Aku Cinta Bahasa textbook in classroom learning. On one hand, some teachers believed that the Aku Cinta Bahasa textbook provides comprehensive content that sufficiently supports students' comprehension. On the other hand, other teachers felt

that the textbook lacks sufficient content to fully support the learning process, prompting them to supplement it with additional materials to address the gaps not covered by Aku Cinta Bahasa.

According to Nikolov (1999), students lose engagement when the difficulty of activities increases. This suggests that, tasks that are not suitable with the level of students' cognitive development negatively affect students' engagement in learning. The first grader that the researcher observed were in concrete operational stage, which means they are only capable of remembering, understanding, and applying (low-order thinking). If the activities demand the first grader to use high-order thinking such as, analyzing, evaluating, and creating, which is higher than their current level of cognitive development, they will end up not engaging with the activities. Meanwhile, DeKeyser (2007) explain that, activities that require minimal cognitive engagement have little effect on making student engage in learning. This suggest that, if students only given activities that are too easy, such as task in remembering level, their engagement in learning will gradually diminished. To sustain their engagement the activities need to offers variety of cognitive levels. This highlights the importance of keeping students motivated to work on the activities by providing activities that are not too difficult and easy for them.

Sweller et al. (1988) emphasize that textbook activities need to adjusted to the learners' cognitive levels to manage cognitive load and prevent students from feeling overwhelmed. Shin (2013) also advises that teachers should carefully evaluate activities to ensure they are appropriate for students' cognitive abilities. If the tasks in the textbook not aligned with the students' cognitive level, they may find it difficult to complete them. Garton and Copeland (2018) further state that if the cognitive demands of textbook activities are too high, students may be unable to complete them.

Deci & Ryan (2013) suggest that teacher teaching method also play a significant role in influencing students' engagement in learning. This suggests that, teaching method that are not varies and suitable with the students' need and wants diminished students' motivation in learning. Furthermore, Sternbeg (2009) stated that students' mood, play a significant role in influencing their learning. This suggests that, the students in a positive mood have a better engagement and willingness to work on the learning activities. Then, teaching method is the aid in keeping the students' positive mood in which the teachers should really mastering them.

Furthermore, Keller (2009) stated, poorly designed learning media can weaken the key factors necessary to foster students' engagement. This suggests that if the learning media fails to engage and capture students' attention, it will lead to a decline in their motivation. As previously mentioned, students in the concrete operational stage should be taught using various media to enhance their understanding. Their learning will not be optimal if the media does not help them make sense of their learning experiences.

This research is different than the studies conducted by other researcher that analyzed the activities in the textbook for young learners. Study conducted by Estaji & Nafisi (2014), analyzed the varieties of multiple intelligences applied on the activities in the textbook for young learners. The study found that the activities

in the textbook are primarily applied verbal/linguistics intelligences, while spiritual intelligences and existential intelligences was not applied. In other study, Tan et al (2018) conducted the research on the application of cognitive domain on each activity in a textbook for young learner. The study found that cognitive domain frequently used in the activities was "knowing", followed by "applying" and "reasoning". The study suggested the increase of the application "applying" and "reasoning" cognitive domain on the activities as to follow the trend.

2. Literature Review

2.1. Activities in the Textbook

There are some definitions of activities in the textbook that are proposed by some experts. According to Eggen & Kauchak (2012) activities in the textbook are designed to engage students in activite learning processes that stimulate their thinking and enhance their cognitive. Further, Anderson (2005) activities in the textbook are structured to provide opportunities for students to develop their cognitive. This definition indicates activities in the textbook help the development of students' cognitive. According to Gagne et al. (1992) activities in the textbook are design to enhance students' cognitive by challenging them into a task that require analysis, evaluation, and the application of the concepts. Further, Bruner (1960) emphasized the concept of activities in the textbook as a task that foster cognitive growth through the act of organizing and restructuring students' knowledge. Moreover, Bloom (1956) proposed that activities in the textbook are designed to facilitate the development of students' cognitive abilities and skills.

Therefore, this study define activities in the textbook as an that is designed to develop students' cognitive.

2.2 Types of Activities for Young Learners

Shin (2013) emphasized that types of activities refer to a variety of tasks designed to develop different levels of cognitive skills. Piaget, as cited in Syafei (2016), stated that first-grade students are in the concrete operational stage. Krathwohl (2001) further explains that students in this stage (ages 7–9) are in lower-order thinking (LOT), which includes remembering, understanding, and applying. This means that activities given to first-grade students should align with these cognitive levels to optimize learning outcomes. Educational experts like Spratt (2011), Shin (2013), and Garton (2018) have suggested activities suitable for young learners in this stage. The recommended types of activities are as follows

This particular study use the types of activities proposed by Shin (2013). The type of activities proposed by Shin provided a comprehensive varieties of activities that can be used for young learners in beginner level to advanced level, in which the reason Shin type of activities used as an indicators in this study.

2.3 Young Learners' Cognitive Development

Piaget in Syafei (2016) stated that young learners possess a unique cognitive development which divided into 4 stages. The stages are sensorimotor (0 – 2 years), preoperational (2 – 7 years), concrete (7 – 11 years) and formal (11 – 15). Each stages have its own different way of thinking and they go through these stages sequentially. As stated by Piaget & Inhelder (2008) the development in young

learners occurs in an ordered sequence and abilities, skills, and knowledge acquire at the early development will influence later development. Each phase that they go through have to be treated according to their cognitive development. As stated by Shin (2013) the learning materials for young learners have to be examined carefully by taking students' cognitive development as a consideration. The stages will be explained as follow:

Although there are 4 stages of cognitive development. This study only used concrete operational stage because the textbook analyzed in this research is a textbook for young learners in concrete operational stage.

2.4 Young Learners Level of Cognitive Development

Krathwohl (2001) supports Piaget's theory, as cited in Syafei (2016), regarding the cognitive level of young learners in the concrete operational stage. According to Krathwohl, young learners in this stage use lower-order thinking (LOT) skills, such as remembering, understanding, and applying information. Exposing students to these levels is crucial for fostering their cognitive development. As stated by Bjorklund (2022), cognitive development is best supported by developmentally appropriate materials that address all levels of students' cognitive growth. This means that activities for young learners must address all of these levels. The act of ensuring whether the activities match with the level of students' cognitive development is referred to the alignment of activities with the level of students' cognitive development. The explanation of students' cognitive levels in the concrete operational stage is as follows:

The activities can be considered align with the level of students' cognitive development when the activities are properly matched to their current cognitive level, which includes their ability to remember, understand, and apply information.

2.5 Activities in the Textbook Evaluation Studies Based on Bloom Taxonomy

A number of studies have been conducted to analyze the activities in English textbooks for young learners, with a particular focus on the scope of Bloom's taxonomy. Ebadi and Mozafari (2016) conducted a study investigated the cognitive demands of exercises in textbooks for first to third grade primary school students. The study found that the exercises in the textbook demand low-order thinking in all levels, with remembering being the most frequent. In addition, exercises demanding high-order thinking were also found, although they were relatively rare in the textbooks.

Mahmood et al (2018) conducted a study analyzed the textbook used for young learners at SSC Level, an essential stage in the development of early childhood. This study found that the textbook exercises demand both low-order and high-order thinking levels, with low-order thinking exercises being the predominant form. In this study, comprehension was identified as the most frequently occurring level.

Ahmed et al (2023) conducted a study analyzed the textbook that have been widely in Pakistan federal school. This study found that the textbook exercises in the first to fifth grade demand low-order thinking and high-order thinking, with exercises demanding lower-order thinking being dominant.

Those are some studies that are related to this research. The studies are similar with the topic of this study, which is about analyzing the activities in the textbook for first grader. There are several difference in this research in comparison to those studies in term of the purpose, object, and the research instrument used. Moreover, those studies are very helpful as a source of literature related to this research. For that reason. those studies make a huge contribution to this research.

3. METHOD

3.1 Instrumentation

One of the series of *Aku Cinta Bahasa* textbook is analyzed in this study. The textbook is chosen because the researcher found an ambiguity regarding the teachers' differing opinions on the use of the Aku Cinta Bahasa textbook in classroom learning. On one hand, some teachers believed that the Aku Cinta Bahasa textbook provides comprehensive content that sufficiently supports students' comprehension. On the other hand, other teachers felt that the textbook lacks sufficient content to fully support the learning process, prompting them to supplement it with additional materials to address the gaps not covered by Aku Cinta Bahasa. The series of *Aku Cinta Bahasa* textbooks were published by SD IT Dar El-Iman Insitution. There are a total of 6 volume of *Aku Cinta Bahasa* textbooks.

The instrument used in this study is content analysis checklist based on Shin (2013) and Krathwohl (2001). This checklist used to systematically analyze and categorize the activities in the textbook according to Bloom's Taxonomy. The checklist include categories corresponding to the cognitive levels in Bloom's Taxonomy (remembering, understanding, and applying). Each activity in the textbook assessed and checked against these categories to determine its cognitive level.

Table 1

The Content Analysis Checklist for identifying the types of activities and classifying them according to Bloom's Taxonomy adapted from Shin (2013) and Krathwohl (2001)

Type	Activity Description	Unit	Remembering	Understanding	Applying
1.	circle one of the letter in the word according to the instruction				
2.	circle the word in the sentence according to the instruction				
3.	match the words, numbers, or letters which fall on the same categories				
4.	label a picture with a correct word.				
5.	match the words given with its picture				
6.	fill the missing letter in a word				
7.	fill the missing letter in a word and picture of the word will be provided				

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8.	create a word with a number of letters given.				
9.	given a question and answer out of three or four possible answers				
10.	given a number of statements and determine whether the statements true/false based on the given information				
11.	given words in scrambled form and arrange the letters in the word to achieve proper sequence then categorize the word according to its part of speech				
12.	given sentences in scrambled form and arrange the words in the sentence to achieve proper sequence				

Source: Shin (2013) and Krathwohl (2001)

3.2 Technique of Data Collecition

First, the textbook was reviewed to identify all the activities included in it. Then, each activities in the textbook was systematically analyze by using the Content Analysis Checklist. After that, the Coding Scheme was apply to ensure consistent categorization of activities. Once categorized, the cognitive levels of each activities was log into a data recording sheet. The revised Bloom's Taxonomy reference guide was use throughout the data collection process to verify that each activities is accurately categorized. After categorizing and recording all activities, the data was compile and prepared for analysis.

3.3 Technique of Data Analysis

After collecting the data using the Data Recording Sheet, the next step was organize the data for analysis. The recorded data included each activities's assigned cognitive level based on Bloom's Taxonomy and the frequency of these levels across the textbook. The data compiled into a comprehensive table or spreadsheet that categorizes all activities according to their cognitive levels (e.g., remembering, understanding, applying,) The organized data was analyze using descriptive statistics to determine the distribution of activities across the different cognitive levels. The activities across the cognitive levels was interpret in the context of the students' cognitive development stages. To ensure the accuracy and relevance of the findings, the results was cross-reference with the revised Bloom's Taxonomy reference guide. Based on the analysis, conclusions was draw about the alignment of the textbook activities with the level of students' cognitive development.

4. RESULT AND DISCUSSION

4.1 The Types of Activities in the Textbook "*Aku Cinta Bahasa 1*"

To answer the research questions- "What are the types of activities included in the textbook Aku Cinta Bahasa 1", the researcher used a content analysis checklist format. The data was as follow:

Table 2. The types of the activities occured in the textbook "Aku Cinta Bahasa 1"

Types of activities	Unit	Remembering	Understanding	Applying	Frequency
Type 1(Circle Letter in Word)		✓			0%
Type 2 (Circle Word in sentence)		✓			0%
Type 3(Matching Words, Numbers, or Letters)	1, 2, 3, 4, 5, 8, 9, 14	✓			30%
Type 4 (Labeling Pictures)	6, 7, 10, 12, 13, 15	✓			12%
Type 5 (Matching Word with Picture)	3, 4, 6, 8, 9, 10, 11, 13, 15	✓			24%
Type 6 (Guessing Word Partially Completed)		✓			0%
Type 7 (Filling a Missing Letter with Picture Cue)	1, 5, 6, 7, 10, 11	✓			12%
Type 8 (Creating Word with Letters)		✓			0%
Type 9 (Choosing Among Multiple-Choice)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	✓			20%
Type 10 (Sorting True and False Statement)	11	✓			2%
Type 11 (Scrambled Words)			✓		0%
Type 12 (Arranging words in the Sentence in Proper Sequence)				✓	0%
Total					100%

Table 6 shows that activities on the textbook are type 3 (matching words numbers, or letters), type 4 (labeling pictures), type 5 (matching word with picture), type 7 (filling a missing letter with picture cue), type 9 (choosing among multiple-choice), and type 10(sorting true and false statement). But, type 1, 2, 6, 8, 11, and 12 were not occur. Type 1, 2, 6, and 8 are the types of activities that accommodate the level of cognitive development for remembering, while type 11 is for understanding

and type 12 is for applying. It shows that the textbook only focuses on activities in remembering level while activities in understanding and applying level were not found. The alignment of activities in the textbook are only in remembering level, while understanding level and applying level were not included.

4.2 The Alignment of Activities with the Level of Students' Cognitive Development

To answer the research questions – "How do the activities in the textbook align with the level of students' cognitive development?", the researcher used a checklist format adapted from Shin (2013) and Krathwohl (2001). There are 3 cognitive level in low order thinking namely remembering (recognizing, recalling), understanding (interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining), applying (executing, implementing). The data are as follows:

Table 3. The alignment of activities with the level of students' cognitive development

Types of Activities Occurred in Textbook	Alignment			Frequency	Percentage
	Remembering	Understanding	Applying		
Type 1 (Circle Letter in Word)	✓	×	×	0	0%
Type 2 (Circle Word in Sentence)	✓	×	×	0	0%
Type 3 (Matching Words, Numbers, or Letters) Unit 1,2,3,4,5,8,9,14	✓	×	×	15	30%
Type 4 (Labeling Pictures) Unit 6,7,10,12,13,15	✓	×	×	6	12%
Type 5 (Matching Word with Picture) Unit 3,4,6,7,8,9,10,11,12,13,15	✓	×	×	12	24%
Type 7 (Filling a Missing Letter with Picture Cue) Unit 1,5,6,7,10,11	✓	×	×	6	12%
Type 8 (Creating Word with Letters)	✓	×	×	0	0%
Type 9 (Choosing Among Multiple-Choice) Unit 1,2,3,4,5,6,7,8,9,10	✓	×	×	10	20%
Type 10 (Sorting True and False Statement) Unit 11	✓	×	×	1	2%
Type 11 (Scrambled Word)	×	✓	×	0	0%
Type 12 (Arranging Words in the Sentence in Proper Sequence)	×	×	✓	0	0%
Total				50	100%

Table 3. showed that 6 types of activities (type 3, 4, 5, 7, 9, 10) aligned with remembering level of students' cognitive development. In fact, the types of activities that align with the understanding and applying level are type 11 and 12, and these types unfortunately did not occur.

Krathwohl (2001) stated that the cognitive level of 7 – 9 years old students is remembering, understanding, and applying or in low-order thinking. In the textbook, all activities are in remembering level. There is no activities in understanding and applying level. Remembering level, according to Krathwohl (2001) is retrieving relevant knowledge from long-term memory. Understanding level, according to Krathwohl (2001) is explaining ideas or concept of instructional messages in the form of oral or written in their own word. Applying level, according to Krathwohl (2001) is carry out or use a concept in a new situation. Shin (2013) stated that young learners have a limited working memory capacity, hence activities in remembering level need to be prioritized and activities in understanding and applying level need to be introduced slowly to avoid students experiencing cognitive load.

Type 3 (matching letters, matching numbers, and matching words) are in remembering level and the total is 30%. This type tends to demand cognitive level remembering, which is in line with the cognitive abilities of students at the concrete operation stage, who are capable of cognitive levels remembering, understanding, applying. The occurrence of this level is due to the fact that the alphabets, numbers and words displayed in Type 3 are the same as the previously learned material, which allows students to use the cognitive process of "recognizing" to match the categories for the alphabets, numbers and words. The cognitive level remembering that occurs in Type 3 indicates that it is align with the level of students' cognitive development.

Type 4, (labeling body part, labeling family member, labeling stationery, labeling animal, and labeling fruit) are in cognitive level remembering and the total is 6 or 12% of the total activities. Type 4 also tends to demand cognitive level remembering. The occurrence of this level is due to the fact that the pictures of body parts, family members, stationery, animals, and fruits displayed in Type 4 are the same as the previously learned material, which allows students to use the cognitive process of "recognizing" to label the the picture with its name. The cognitive level remembering that occurs in Type 4 also indicates that it is align with the level of students' cognitive development.

Type 5, (matching colors, matching family member, matching stationery, and matching fruit) are in cognitive level remembering and the total is 12 or 24% of the total activities. Type 5 also tends to demand cognitive level remembering. The occurance of this level is due to the fact that pictures of colors, family members, stationery, and fruits displayed in Type 5 are the same as the previously learned material, which allows students to use the cognitive process of "recognizing" to match the word with its picture. The cognitive level remembering that occurs in Type 5 also indicates that it is align with the level of students' cognitive development.

Type 7, (filling a missing letters of body part's name and filling a missing letters of family member's name) are in cognitive level remembering and the total is 6 or 12% of the total activities. Type 7 also tends to demand cognitive level remembering. The occurrence of this level is due to the fact that name and picture of body parts and family members displayed in Type 7 are the same as the previously learned material, which allows students to use the cognitive process "recognizing" to fill the missing letter of the name. The cognitive level remembering that occurs in Type 7 also indicates that it is align with students' cognitive development.

Type 9, (choosing color of fruit and choosing name of body part) are in cognitive level remembering and the total is 10 or 20% of the total activities. Type 9 also tends to demand cognitive level remembering. The occurrence of this level is due to the fact that the picture of fruits and body parts displayed in Type 9 are the same as the previously learned material, which allows students to use the cognitive process "recognizing" to choose the color of the fruits and the name of body parts. The cognitive level remembering that occurs in Type 9 also indicates that it is align with the level of students' cognitive development.

Type 10, (sorting true and false question) is in cognitive level remembering and the total is 1 or 2% of the total activities. Type 10 also tends to demand cognitive level remembering. The occurrence of this level is due to the fact that the questions displayed in Type 10 is related with the previously learned material. Different with the previous data, this type allows students to use the cognitive process "recalling" to determine whether the questions displayed in Type 10 are true or false. The cognitive level remembering that occurs in Type 10 also indicates that it is align with the level of students' cognitive development.

Table 7 conclusively present the total of activities in remembering level are 100%, occured through type 3, type 4, type 5, type 7, type 9, type 10. It means that, the activities in this textbook is aligned with the level of students' cognitive development, with 100% activities in remembering level, while activities in understanding and applying level was not found.

While the total activities in remembering level is 100%, activities in understanding and applying level was not found. It means that, this textbook failed to facilitate the growth of students' cognitive.

Discussion

This study aimed to examine the alignment of activities in the textbook Aku Cinta Bahasa 1 with the level of students' cognitive development. The findings revealed that the textbook includes activities aligned with the level of students' cognitive development but only in remembering level. Activities targeting understanding and applying levels were not found. This contrasts with studies by Ebadi and Mozafari (2016), which found that first-grade textbooks utilized all levels of lower-order thinking (LOT) — remembering, understanding, and applying — with remembering being the most dominant. Similarly, Ahmed et al. (2023) revealed that first-grade textbooks included all LOT levels.

There are variety of reasons why the English textbook for young learners appears to prioritize the "remembering" level over other cognitive levels. First, some studies such as a research conducted by Ebadi & Mozafari (2016), indicated that there is English textbook authors‘ unfamiliarity with the role of developing materials based on Bloom Revised Taxonomy and incorporating its educational objectives. Hence, the study provides almost similar recommendation from the finding which is the textbook authors need to have great understanding on Bloom Revised Taxonomy that can be gain from training or other programs. Further, the presence of only remembering level in this textbook can also be assumed because the textbook not incorporated with educational objectives of Merdeka Curriculum in which aims to utulize all level of low-order thinking to create a diversified learning opportunities (Rahayu et al., 2022).

Furthermore, Ebadi & Mozafari (2016) also claims that authors of foreign language education textbooks are most likely preoccupied with the learners' first language, thus they create materials that ask for lower mental processes that are simpler to cope with. Giving activities which is focus in remembering level may be considered for lower metal processes. In contrast, Tikhonova et al. (2015) notes, remembering level serve as a fundamental basic for developing into a higher cognitive level, but she argues that all level in low-order thinking need to occur in order for the development into a higher cognitive level to be succeded. In addition, Sweller (1988) added that introducing students with all level in low-order thinking will help the development of their working memory, which later enable them to comprehend complex material easier. Though, Sweller (1988) in his Cognitive Load Theory (CLT) states that cognitive have its limit capacity, hence it is essential to not overload the cognitive during studying. In other words, the proportion of remembering level should be prioritized, while understanding and applying levels should be gradually introduced to prevent cognitive overload

As mentioned above, although the remembering level is fundamental to students' early cognitive development, other low-order thinking levels, such as understanding and applying, are also crucial for fostering this development. However, based on the findings, it was found that the textbook only includes activities targeting the remembering level, with no activities supporting understanding or applying. This reliance solely on remembering level may lead students to feel bored and unchallenged. This is supported by Larson and Richards’ (1991) study, which claims that activities relying exclusively on memorization which is indicated in remembering level is considered as a factor of boredom on students in learning process.

It can be seen that while the Aku Cinta Bahasa 1 textbook addresses the "remembering" level, it lacks activities that engage students in "understanding" and "applying” level. This limited scope may hinder opportunities for young learners to develop a balanced foundation in lower-order thinking skills, potentially impacting their readiness for higher cognitive activities. To address this, it is recommended that textbook authors undergo targeted training programs to deepen their understanding of young learners' cognitive development needs and the applications of Bloom's

Revised Taxonomy. By introducing a balanced approach to LOT activities, including "understanding" and "applying," future textbooks could provide more comprehensive and engaging learning experiences that foster both knowledge retention and cognitive growth. Implementing these adjustments support a more holistic, scaffolded approach to early learning in language education.

5. CONCLUSION AND RECOMMENDATION

Conclusion

This study explored the alignment of activities in the *Aku Cinta Bahasa 1* textbook with the level of cognitive development of first-grade students, focusing on whether the activities target lower-order thinking (LOT) skills as outlined in Bloom's Revised Taxonomy. The finding revealed that while the textbook includes activities in "remembering" level, it lacks activities that address other essential LOT levels—specifically, "understanding" and "applying" levels. This limitation may hinder students' comprehensive cognitive development, as activities solely in "remembering" level may lead to limited engagement, reduced opportunities for meaningful learning, and less readiness for more complex cognitive activities.

In conclusion, this study suggests that the textbook may need a more balanced approach that includes "understanding" and "applying" levels. Without this balance, students may experience disengangement, boredom, and lack motivation, as they are not sufficiently challenged.

Recommendation

1.Teacher

Teachers play a critical role in bridging gaps in the textbook's content. They are encouraged to supplement the "remembering" activities with additional activities that promote "understanding" and "applying" from other source. Incorporating these types of activities in classroom practice can foster a more balanced development of cognitive skills, preparing students for future learning challenges.

2.Researcher

Future research could expand upon this study by analyzing other series of *Aku Cinta Bahasa* textbooks, comparing cognitive alignment across different grades, or exploring the effects of LOT-level engagement on student outcomes. Studies might also consider conducting experiments that track cognitive development over time to measure the impact of incorporating a more balanced range of LOT activities on young learners' cognitive growth. Additionally, further research could focus on teachers' strategies for supplementing textbooks to meet cognitive development needs.

3.Textbook’s author

Textbook authors are encouraged to undergo targeted training programs on cognitive development theories, particularly Bloom’s Revised Taxonomy. By gaining a deeper understanding of LOT levels, authors can design textbooks that include activities in "understanding" and "applying" levels in addition to "remembering." This approach will provide young learners with a more engaging and comprehensive foundation in cognitive skills, supporting both immediate learning objectives and long-term educational outcomes.

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