



BLOOM'S TAXONOMY AS A LEARNING OBJECTIVES TAKSONOMI BLOOM SEBAGAI TUJUAN PEMBELAJARAN

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ABSTRACT

The purpose of this article is to describe the learning objectives contained in the curriculum objectives using Bloom's taxonomy indicators as a whole. The three domains of Bloom's taxonomy are classified from low levels of thinking to high levels of thinking or better known as the cognitive domain, affective domain and psychomotor domain. These three levels are used as learning indicators, making it easier for educators to formulate methods and evaluate them. The method used by researchers is descriptive qualitative, namely the author explains the results of observations through direct observation, interviews with teachers and adapts the results of documentation in the form of lesson plans used by teachers with books about Bloom's Taxonomy and its levels as applied in schools. It is hoped that this article will be useful for readers, especially the author himself, in applying Bloom's taxonomy to learning objectives.

Keywords: Bloom's Taxonomy, Learning Objectives,

ABSTRAK

Tujuan dari artikel ini untuk mendeskripsikan tujuan pembelajaran yang tertuang dalam tujuan kurikulum dengan menggunakan indikator taxonomi Bloom secara keseluruhan. Ketiga ranah taxonomi Bloom yang diklasifikasikan dari tingkat berpikir rendah ke tingkat berpikir tinggi atau yang lebih dikenal dengan ranah kognitif, ranah afektif, dan ranah psikomotorik. Ketiga tingkatan tersebut digunakan dalam indikator pembelajaran sehingga memudahkan pendidik dalam merumuskan metode dan evaluasinya. Adapun metode yang digunakan peneliti adalah deskriptif kualitatif yaitu penulis memaparkan hasil pengamatan melalui observasi langsung, wawancara dengan guru dan menyesuaikan hasil dokumentasi berupa RPP yang digunakan oleh guru dengan buku mengenai Taxonomi Bloom dan tingkatannya yang diterapkan di sekolah. Diharapkan tulisan ini, bisa bermanfaat bagi pembaca terkhusus penulis sendiri dalam menerapkan taxonomi Bloom pada tujuan pembelajaran

Kata-kata kunci: Taksonomi Bloom, Tujuan Pembelajaran

A. INTRODUCTION

Learning objectives are one of the aspects that need to be considered in implementing learning. As stated in Permendiknas RI No. 41 of 2007 concerning Process Standards, it is stated that learning objectives provide instructions for selecting subject content, arranging the order of topics, allocating time, instructions for selecting teaching aids and teaching procedures, and providing measures (standards) to measure students' learning achievements.

In education, taxonomies are created to classify educational objectives. In this case, educational objectives are divided into several domains, namely: cognitive, affective, and psychomotor. From each domain, it is redivided into several categories and subcategories that are hierarchically sequenced, ranging from simple behavior to the most complex behavior.

This taxonomy was first compiled by Benjamin S. Bloom and friends in 1956, so it is often referred to as "Bloom's Taxonomy". Bloom's taxonomy refers to the learning objectives that are expected so that with this taxonomy educators can know clearly and definitely whether the instructional objectives of the lesson are cognitive, affective or psychomotor (Ibrahim & Muhsyanur, 2020). Taxonomy means a hierarchical classification of something or the principle underlying the classification. This article will explain the role of Bloom's taxonomy in learning models that must be considered by some educators to be adjusted, realized and developed through materials and methods in learning as a provision to achieve the desired national education goals.

B. METHOD

This research uses a qualitative descriptive method. According to Bogdan and Taylor (Moleong, 2007: 4) explain that "qualitative methodology because as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior, this approach is directed at the background of the individual holistically (whole)." Researchers conduct scientific activities, planned, structured, systematic and have practical and theoretical goals. By collecting various information regarding the use of Bloom's taxonomy on learning objectives realized in the lesson plan learning tools as learning indicators and evalua-

tions. In addition, interview instruments and documentation are the primary sources in this research.

C. RESULT AND DISCUSSION

Education is a human process to accept various kinds of situations in order to achieve goals that empower him. (Soyomukti, N. 2016) This is important because these goals are used as guidelines in formulating curriculum objectives which are ultimately translated into more specific objectives. This is also explained in the verse of the Qur'an which relates to the purpose of human learning from all aspects (educating students both affective, cognitive and psychomotor.) as a provision to become caliphs on this earth. QS. Al-Baqoroh/2: 30-31:

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ اِنِّيْ جَاعِلٌ فِى الْاَرْضِ خٰلِٖفَةً قَالُوْٓا اَنْتَ جَاعِلٌ فِیْهَا مَنْ یُّفْسِدُ فِیْهَا وَیَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ قَالَ اِنِّیْۤ اَعْلَمُ مَا لَا تَعْلَمُوْنَ وَعَلَّمَۤ اٰدَمَ الْاَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْۤ عَلَی الْمَلٰٓئِكَةِ فَقَالَ اَنْبِئُوْنِیْ بِاَسْمَآءِ هٰٓؤُلَآءِ اِنْ كُنْتُمْ صٰدِقِیْنَ

Translation

"Remember when your Lord said to the Angels: "I am going to make a caliph on the earth." They said: "Why do you intend to make on the earth one who will make mischief and shed blood, while we are always praising you and purifying you?" Allah said: "I know what you do not know." (Al-Baqoroh: 30) "And He taught Adam the names of all things, then presented them to the angels and said: "Name them to Me if you are the true ones." (Al-Baqoroh: 31)

The two verses above explain about Allah appointing humans on earth as caliphs because indeed humans have been created as the best of creation (*ahsanu taqwiim*). In the book of zubadatu tafsir, it is mentioned that humans were created in perfect form, able to grasp their food with their hands, knowledgeable, speaking, thinking and wise. Thus, humans were created to be caliphs on earth as intended by Allah SWT.

In Tafsir Al-misbah, Ibn Ashur understands from many mufasir as a "request for opinion" so that it is closely related to teaching in a form of respect similar to the situation of a teacher who teaches his students in the form of questions and answers, and so that they familiarize themselves with dialogue regarding various issues.

(Quraish Shihab, 2002) Likewise, what is meant by Bloom in classifying the level of critical thinking of students.

Benjamin Samuel Bloom (1913-1999) is an American educational psychologist who observed the cognitive taxonomy that supports the theory of complete learning. One of his global roles is that he served as president of the American Educational Research Association from 1965 to 1966. He became an educational advisor to the governments of Israel, India, and several other nations. His role in the world of education has a correlation of goals to be achieved in the learning process.

The word Taxonomy is taken from the Greek Tassein which means to classify and nomos which means rule. Taxonomy can be interpreted as a hierarchical classification of something, or the principles underlying the classification. In the learning process, it can be interpreted as classifying low level thinking to high level thinking. In the teaching process we must formulate learning objectives. The learning objectives are what we will make as a benchmark for student learning outcomes. Bloom's taxonomy can help us to know where the level of success in the teaching and learning process is so that it can be evaluated and improved to be even better and or raised again to a level higher than before.

Bloom's taxonomy based on the area or domain is the Cognitive Domain consisting of Knowledge; Understanding (Comprehension); Application; Analysis; Synthesis; Evaluation, the Affective Domain consists of Receiving, Participation; Assessment / Determination of Attitude (Valuing); Organization; Life Pattern Formation (Characterization By A Value Or Value Complex), the Psychomotor Domain consists of Perception; Readiness (Set); Guided Response; Mechanical Response; Complex Response; Adjustment of Movement Patterns (Adaptation); Creativity.

Of the three domains classified by Benyamin S. Bloom or known as Bloom's Taxonomy. According to some experts, the highest position based on human survival is the affective domain whose influence reaches 80% compared to the Psychomotor domain which has a share of 15% and finally the cognitive domain or cognitive intelligence only has a role of 5%. However, when viewed from the point of view of curriculum objectives which are the benchmark for achieving learning objectives, of course, the top position is intelligence in the cognitive domain.

By understanding Bloom's taxonomy, we as teachers can understand and apply these levels according to the conditions of students in the classroom. Some possibilities that can be applied in a classroom situation are:

1. The teacher applies the learning process starting with bringing a tiered problem then the learners are stimulated to actively think at their level.
2. All learners do remembering and understanding activities, then some students can do higher order thinking skills.
3. Some learners work on basic thinking skills, while others who are faster thinkers work at a higher level.
4. Some activities are said to be essential, while others are classed as optional.
5. Some learners do basic level activities, then they can choose higher level activities.

D. CONCLUSION

The taxonomy of education is better known as "Bloom's Taxonomy". This taxonomy was first compiled by Benjamin S. Bloom and friends. In education, taxonomy is made to classify learning objectives. In this case, educational goals are divided into several domains, namely: cognitive, affective, and psychomotor. The process of applying Bloom's taxonomy must of course be analyzed the level of needs and characteristics of students.

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